



Addiction 101 impact evaluation

March 2023

Acknowledgements

The Addiction 101 impact evaluation is based on the feedback provided by the workshop participants who completed post-workshop and webinar follow-up surveys, and those who agreed to take part in a focus group.

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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 is designed for people in organisations and communities who are interested in learning about addiction and recovery. It is an introductory workshop suitable for anyone without addiction training or qualifications.

Te Pou published an impact evaluation in 2021, which resulted in four recommendations for the programme.

- › Provide follow-up support, such as a more advanced workshop, targeted website tools and resources.
- › Investigate the cause of an observed discrepancy between workshop and webinar participants' maintenance of knowledge, specifically understanding of recovery pathways.
- › Collect and analyse data by demographics to understand differences between groups engaging with Addiction 101.
- › Explore what supports, or hinders, people to use their learning in the workplace.

Evaluation aim

The aims of this evaluation are to identify how the recommendations from the previous evaluation were implemented and explore the impacts of Addiction 101 for participants. Blueprint for Learning seeks to understand to what extent and how participants maintained and used any increased understanding and confidence in supporting people experiencing addiction, or in relation to their own wellbeing. The following key evaluation questions were explored to meet these aims.

1. What recommendations from the previous evaluation, if any, have been incorporated into the programme?

2. To what extent have Addiction 101 attendees used their learning, eg changed their behaviours, after the workshop?
 - a) How well have attendees maintained their increased understanding and confidence in relation to the learning outcomes, including around their own wellbeing?
 - b) In what ways, if any, have attendees applied their learning after Addiction 101?
 - i. How have participants used their learning from the new content, eg intergenerational trauma?
 - ii. What workplace factors support or hinder attendee's ability to use their learning?
3. To what degree does the delivery of Addiction 101 affect attendees' engagement and how they use their learning?
 - i. How did the workshop facilitation affect attendees' motivation and ability to learn?
 - ii. How does the facilitators' use of storytelling add value to attendees?
 - iii. How well were adult learning principles integrated into workshop delivery?

Methods

Programme changes were identified through informal discussions with programme staff and a review of programme documents. Post-workshop or webinar understanding and confidence was identified through a survey sent to participants immediately after they attended an Addiction 101 workshop or webinar series between January and August 2022. A follow-up survey was sent to people three to six months later.

Additionally, two focus groups were held with 13 participants to gain more in-depth understandings of their experiences of the workshop or webinar series, and to reflect on how they have applied their learning. Two service leaders participated in an interview together to understand the impact of the programme within their teams.

Findings

Using learning after the workshop

Maintenance in understanding and confidence and how people have used their learning was explored through the follow-up survey and in the focus groups.

Maintenance of understanding and confidence

Forty percent of participants, 162 of 410 people invited, responded to the follow-up survey. At least seven in ten people maintained their average understanding or confidence against the programme's learning outcomes.

- › Most participants (81 percent) maintained their understanding of addiction and recovery using the Te Whare Tapa Whā model.
- › Most participants (75 percent) maintained their confidence in recognising the signs of problematic substance use.
- › Most people (70 percent) were able to maintain their understanding of how different substance types affect the brain and body.
- › Most of the participants (78 percent) maintained their confidence in responding supportively to someone experiencing addiction and wellbeing issues.

Applying learning from Addiction 101

- › Survey and focus group participants shared several examples of how they used their learning from the Addiction 101 workshop in their whānau, their community and their workplace.
- › Many focus group participants said the workshop, including the trauma content, positively affected their beliefs and attitudes and increased their empathy for someone experiencing addiction challenges.

Impact of workshop delivery on participants

- › Focus group participants also valued the workshop delivery, noting co-facilitation and using adult learning approaches strengthened the workshop and helped them stay engaged.
- › Participants also indicated the integration of adult learning principles, through active and group learning, and the safe environment created by the facilitators supported them to engage in the workshop.

Conclusions and recommendations

The recommendations from the previous evaluation have been partially addressed.

- › Follow up support is offered to participants through a post-workshop e-learning and the back pocket resource.
- › Six-monthly data reviews were introduced to identify and monitor any differences in confidence and understanding between webinar and in-person participants, though

the initial cause of differences is unknown. Recent six-monthly evaluation data reviews do not show large differences in learning.

- › Demographic data collected at registration and evaluation data are reviewed every six-months.
- › A question exploring specific factors about what supports or prevents people from using their Addiction 101 learning in the workplace is included in this evaluation.

Overall, participants maintain their understanding and confidence against the programme learning outcomes three to six months after the workshop, with only small decreases in average understanding and confidence. Cohen's d analysis shows most decreases had a negligible or small impact, reinforcing the finding that participants generally maintained their learning.

Participant's understanding and empathy toward people experiencing addiction increased as a result of attending Addiction 101. The people involved in this evaluation indicated their deeper understanding of the link between trauma and addiction supported them to develop greater empathy. Participants shared examples of using their increased knowledge and confidence in the workplace, their community, for themselves, and with whānau and friends. While the question about how workplace factors made it easier or harder for people to use their learning was included in this evaluation, the findings were inconclusive. Generally, the only reason people could not use their learning was due to not having an opportunity.

Participants are very positive about both the activities, group discussions and found the workshop delivery engaging overall. Resources included in workshop are useful, both during the workshop and as a reference afterward. The co-facilitation model supports participants' safety during the workshop, and the stories shared by facilitators with lived experience are valuable, helping participants develop deeper empathy for people experiencing addiction challenges.

Recommendations

The Addiction 101 programme team should continue the successful co-facilitation model and integration of storytelling and adult learning principles in workshop delivery. Additionally, the following actions are recommended.

- › Review the post-workshop evaluation to ensure the indicators reflect the current programme, updating if required.
- › Promote the current e-learning as follow-up support, reducing the distribution timeframe from six weeks to two.
- › Review the literature to identify features of follow-up support and consider how well the current e-learning, other website tools, and resources demonstrate these

characteristics. Update existing resources or develop new follow-up tools to address any gaps highlighted through the literature review.

- › Conduct regular follow-up surveys within two months after the workshop and analyse the data by demographics to understand any differences between groups and any emerging needs which could be addressed by follow-up supports.

Background

Addiction 101 is a one-day addiction literacy programme designed to increase awareness and reduce the stigma associated with addiction - both at work and in everyday life. 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 has been designed for people in organisations and communities, aiming to increase awareness and reduce the stigma associated with addiction. It is also suitable for anyone without training or qualifications in the addiction 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. Addiction 101 is funded by the Ministry of Health¹ and 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 are currently delivered and both retain the same learning outcomes, content, and activities. They are co-facilitated by someone who has lived and recovery experience of addiction and a registered health professional from the mental health and addiction sector.

Learning from those with lived experience supports critically informed understandings and unique insights that can both challenge negative and prejudicial attitudes and facilitate skill development (Beresford & Boxall, 2012; Happell & Roper, 2003; Moran et al, 2022). Facilitators draw on the power of contact theory to share stories of their experiences which directly connect to the workshop content (Te Pou, 2021).

Programme design and content is evidence based. It is reviewed regularly and updated in response to emerging need and current evidence, such as the introduction of trauma-informed lenses. Adult learning principles (see Bryan et al, 2009) are incorporated into workshop delivery. These include integrating opportunities to practice learning by discussing vignettes and using kinaesthetic activities, such as using an interactive 'stamping activity' in the webinar.

¹ The Ministry of Health became Te Whatu Ora – The Ministry of Health on 01 July 2022 and remained the primary programme funder.

Additionally, every workshop participant receives a workbook and a back pocket resource. This is a takeaway resource containing key information and facts from the workshop, emergency contacts, and helpline information. It is small enough for people to fit into their pocket, wallet, or bag for quick and easy reference. The resource also has been translated into Te Reo Māori, Samoan, and Tongan. To date, more than 4,725 people throughout New Zealand have attended an Addiction 101 workshop or webinar series.

During 2019 and most of 2020, all workshop participants were invited to complete a short, interactive e-learning module prior to the workshop. This e-learning module was designed to support participants to recognise a range of substance, gambling, and other problematic behaviours. It also aimed to help 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. From December 2020 this learning module was delivered 6 weeks after the workshop or webinar instead of prior, to reinforce key learnings. This approach is in line with best practice evidence to retain learning.

The previous Addiction 101 programme impact evaluation resulted in four key recommendations for Blueprint (Te Pou, 2021).

- › Provide follow-up support, such as a more advanced workshop, targeted website tools and resources.
- › Investigate the cause of an observed discrepancy between workshop and webinar participants' maintenance of knowledge, specifically understanding of recovery pathways.
- › Collect and analyse data by demographics to understand differences between groups engaging with Addiction 101.
- › Explore what supports, or hinders, people to use their learning in the workplace.

Evaluation aim and key evaluation questions

The aim of the evaluation is to identify how the recommendations from the previous evaluation were implemented and explore the impacts of Addiction 101. The evaluation seeks to help Blueprint for Learning understand to what extent and how people who participated in a workshop or webinar series maintained and used any increased understanding and confidence in supporting people experiencing addiction, and any impacts on their own wellbeing. The following key evaluation questions were explored to meet this aim.

1. What recommendations from the previous evaluation, if any, have been incorporated into the programme?

2. To what extent have Addiction 101 attendees used their learning, eg changed their behaviours, after the workshop?
 - a) How well have attendees maintained their increased understanding and confidence in relation to the learning outcomes, including around their own wellbeing?
 - b) In what ways, if any, have attendees applied their learning after Addiction 101?
 - i. How have participants used their learning from the new content, eg intergenerational trauma?
 - ii. What workplace factors support or hinder attendee's ability to use their learning?
3. To what degree does the delivery of Addiction 101 affect attendees' engagement and how they use their learning?
 - a) How did the workshop facilitation affect attendees' motivation and ability to learn?
 - b) How does the facilitators' use of storytelling add value to attendees?
 - c) How well were adult learning principles integrated into workshop delivery?

Evaluation methods

A mixed-method approach combining both quantitative and qualitative data collection was adopted to answer the key evaluation questions. Data sources included post-workshop and webinar surveys and a follow-up survey, distributed three to six months after participants attended. Two focus groups and one interview with two service leaders whose organisation had engaged with Addiction 101 were also conducted. Participants for both the follow-up survey and the focus groups were drawn from people who gave consent to be contacted for research undertaken by Blueprint. Other data sources included programme documents and communications with programme staff.

Data collection and analysis

Programme documentation and information

The programme team outlined programme updates and progress against previous recommendations to the evaluators via e-mails, phone calls and brief in-person discussions to clarify information as needed. Programme documents included six-monthly reviews of post-workshop and post-webinar evaluation data, attendees' demographic data, and the programme workbook.

Surveys

As part of routine data collection for programme improvement, all Addiction 101 participants were invited to a post-workshop survey (see Appendix A). They self-rated their confidence and understanding against the learning outcomes, both before and after they attended. They also had the opportunity to consent to be contacted to participate in a follow-up survey.

Participants who completed a post-workshop survey and agreed to be invited to the follow-up survey were e-mailed a Survey Monkey link approximately three to six months after they attended a workshop or webinar series. They were invited to share how useful the workshop was and rate their confidence and understanding again. Respondents were also invited to indicate if they were using their learning, such as suggesting wellbeing strategies to others more often. Participants were also asked to share descriptions of any conversations they had initiated about substance use and indicate what other types of training or support would be useful.

Both the post-workshop survey and follow-up survey results were imported into Excel. All duplicate entries were removed, and both sets of survey data were automatically matched using participant e-mails. Unmatched responses from the follow-up survey were reviewed against the post-survey data manually and matched using the respondent's name or closely matching e-mails, eg one respondent typed 's' instead of an 'a' in the e-mail address. Responses which could not be clearly matched were excluded.

Individual's self-rated confidence and understanding against the learning outcomes were analysed in Excel using descriptive statistics. The responses between the two surveys were also matched and the means were tested to identify how well respondents maintained their confidence and understanding three to six months after the workshop.

Open-ended questions on the follow-up survey were analysed descriptively using MAXQDA in relation to the evaluation questions.

A copy of the survey Participant Information Sheet and Consent Form is provided in Appendix B and the follow-up survey questionnaire is provided in Appendix C.

Focus groups and interview

All participants who completed a follow-up survey were invited to indicate their interest in participating in focus groups. People who were interested were contacted by e-mail and asked to indicate their willingness and availability to join a focus group at given times. In addition, an interview with two service leaders to understand if and how the programme was useful was conducted. Both the focus groups and the interview were conducted by an external contractor.

The focus groups were recorded, and the contractor took in-depth notes at both the focus groups and the interview. They reviewed the recording to augment their notes and identify relevant quotes. The notes were reviewed and analysed descriptively to provide examples of how participants maintained their learning and how they used the information in their everyday lives, both personally and in the workplace. A report summarising their findings was provided to Blueprint.

A copy of the focus group Participant Information Sheet and Consent Form is provided in Appendix D. The focus group topic guide is provided in Appendix E.

Findings

How were the previous evaluation recommendations addressed?

Follow-up support

In December 2020 Blueprint redeployed the interactive e-learning module as a post-workshop reinforcement of learning. From this time participants were invited to access this resource six weeks after they had completed the training. Exploration of the usefulness of the e-learning for participants is presented on page 39.

Advanced or follow-on workshops, and tools targeted to support behaviour change or implementation of learning for different participant groups have not been integrated into the programme. The programme team is continuing to focus on improving uptake to the primary programme and e-learning. Currently, resources are unavailable to develop and disseminate an advanced programme.

Exploration of discrepancy between workshop and webinar participants' learning

The cause of the previous finding of discrepancies between workshop and webinar participants' learning, particularly in relation to understanding of recovery pathways, is unclear. Given webinars were introduced in response to COVID-19, the programme team believes the general stress experienced by participants at this time may have reduced people's capacity to learn. Additionally, facilitators needed to adjust to the new delivery style, while also dealing with COVID-19 stressors.

Programme staff also highlighted that in 2020 the programme was updated to introduce the concept of Harm Reduction, and a range of recovery support organisations. The section did not emphasise 'recovery pathways', and therefore survey respondents likely did not feel familiar with this concept.

The six-monthly programme evaluation data reviews, which were introduced in January 2021, continued to explore differences between the workshop and webinar participants. They do not show large differences in learning, including for the indicator related to recovery pathways.

Collect and analyse demographic data to understand differences between groups engaging with Addiction 101

The six-monthly data reviews explore differences in learning by the following groups: Māori and non-Māori, Pasifika and non-Pasifika peoples, and people under 25 and over 25 years. The reviews demonstrate overall differences between groups are small. Additionally, demographic data of age, gender and ethnicity are collected at registration, to better understand who is attending the workshop. This data was integrated into the six-monthly data reviews from 2022.

How have Addiction 101 attendees maintained and used their learning?

Participant profiles

A total of 1,063 people attended an Addiction 101 workshop or webinar series between January and August 2022. Of those, 687 people (65 percent) completed a post-workshop survey. Within their post-workshop survey, 410 (60 percent) agreed to be contacted to take part further follow-up. Of the 410 people invited to take part in the follow-up survey, 162 (40 percent) completed it.

Of the follow-up survey participants, most (133, 83 percent) had participated in an in-person workshop. Most respondents (86 percent) were female, aged 25-64 (89 percent), and New Zealand European/Pākehā (51 percent). Not all participants answered each survey question, therefore, the response sizes for each survey question vary. Focus group participants were Māori and non-Māori from a variety of geographical locations.

Follow-up survey and focus group results are presented in this section by evaluation question. Results specific to either the workshop or webinar mode of delivery are highlighted.

Maintenance of increased understanding and confidence

Participants' ability to maintain their confidence and understanding against the learning outcomes was explored through the follow-up survey data and in the focus groups. Results are presented by learning outcome.

Use Te Whare Tapa Whā to understand addiction and recovery

Most of the survey participants (82 percent) rated their understanding of addiction and recovery using the Te Whare Tapa Whā model as excellent or very good, see Figure 1. Focus group participants reinforced this, discussing how they are using Te Whare Tapa Whā to understand addiction and wellbeing.

Figure 1. Understanding of Te Whare Tapa Whā

Addiction and recovery using the Te Whare Tapa Whā model



Many follow-up survey participants identified how they used Te Whare Tapa Whā to support people who are experiencing addiction issues and to support their own self-care.

“The Te Whare Tapa Whā, you can use in everyday life, if there is no balance, you have to change the circumstance positively better for yourself, whānau, environment and life.”

“Utilising Te Whare Tapa Whā in a way that I haven’t before – I really enjoyed throughout the whole workshop this was brought right through.”

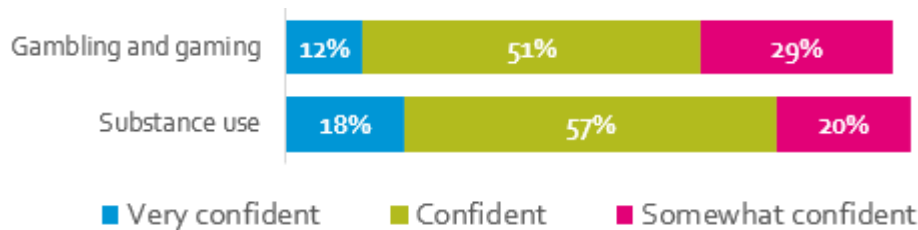
Feedback indicated several focus group participants highly value the holistic nature of Te Whare Tapa Whā, emphasising it has enabled them to reflect on their own self-care.

“I did a lot of self-reflection. I am drinking red wine too much and it was useful with selfcare and balance Te Whare Tapa Whā, looking holistically.”

Recognising signs of addiction issues

Over half of the participants (63 percent) rated their confidence in recognising the signs of problematic gambling and gaming confident or very confident. Most of the participants (75 percent) rated their confidence in recognising the signs of problematic substance use as confident or very confident.

Figure 2. Confidence on recognising substance use and signs of problematic gambling and gaming.



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

“I am more aware of the signs; I might think maybe this person needs help. I might not have noticed before going to the course. I think I have more skills to ask.”

“Recognising the signs of addiction and having a better understanding of ‘hidden’ addictions.”

Service leaders also reported staff who attended Addiction 101 were more confident to have a conversation with someone who is experiencing addiction challenges.

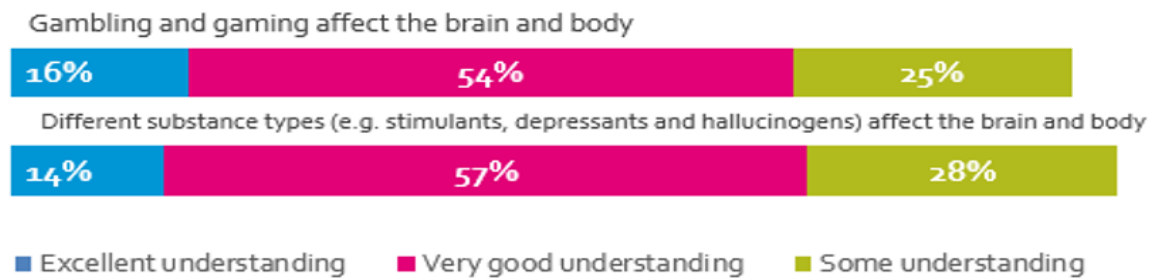
“They [staff and volunteers] have the confidence to have the conversations. This validated what [our organisation was] doing. They have confidence to follow policy and procedures; confidence that we are giving the right information and the right supports.”

“Supported my learning to more confidently lead my team and manage complex cases [within our service]. Gave us ways of managing more complex situations.”

Relate brain and body responses to addiction and recovery

Around seven in ten participants (71 percent) rated their understanding of how different substance types affect the brain and body as excellent or very good. Seven in ten (70 percent) also rated their understanding of how gambling and gaming affect the brain and body as excellent or very good.

Figure 3. Respondents' understanding



People who completed the follow-up survey had more understanding in how addiction affects the brain and body.

“How the addiction impacts on their cognitive thinking and how that controls the rest of the family’s ability to thrive.”

“Awareness of stages of addiction and appropriate ways of being alongside at different stages.”

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. 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 size². Large or moderate effect sizes would indicate participants generally did not maintain their knowledge or confidence. Small effective sizes would indicate participants generally maintained their knowledge or confidence.

Across all questions, participants’ mean self-rated understanding reduced slightly, ranging from a difference of -0.08 to – 0.42. Overall, participants maintained their understanding across all measures except their understanding of recovery pathways. This finding is like the evidence from the previous impact evaluation; however, there is no discrepancy between in-person and webinar participants.

Participants maintained their understanding the most on how values and attitudes can impact on someone experiencing addiction, followed by how gambling and gaming affect the brain and body. Participants’ understanding of recovery pathways reduced the most. Regardless, when analysed using Cohen’s d, all the effect sizes were either negligible (less than 0.2) or small (less than 0.5) except understanding recovery pathways (less than

² Cohen’s d compares the effect size between 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.

0.8). This reinforces the findings that participants largely maintained their understanding several months after attending an Addiction 101 workshop (see Table 1).

Table 1. Differences in 'understanding' mean and effect sizes, follow-up versus post.

Understanding post-workshop vs. follow-up survey	Changes to mean follow-up survey versus post-workshop survey	Cohen's d (effect size with 95% CI)
1. Understanding of addiction and recovery using the Te Whare Tapa Whā model	-0.35 (p = 0.00)	0.44 (-0.48 - 0.21) small
2. Understanding of recovery pathways	-0.42 (p = 0.00)	0.53 (-0.55 - 0.29) medium
3. Understanding of how different substance types affect brain & body	-0.28 (p = 0.00)	0.33 (-0.41 - 0.14) small
4. Understanding of how gambling and gaming affect the brain and body	-0.21 (p = 0.00)	0.23 (-0.35 - 0.06) small
5. Understanding of how values, attitudes and language can impact on someone experiencing addiction	-0.08 (p = 0.00)	0.09 (-0.22 - 0.05) negligible

Interestingly, participants maintained their self-rated confidence better than their understanding. The difference in confidence across the learning outcomes ranged from -0.05 to -0.18. Participants maintained the most confidence in knowing when and how to seek help from professional support. When these results are analysed using Cohen's d, all the effect sizes were less than 0.2 and are negligible, reinforcing the finding that participants maintained their confidence at follow-up across all the confidence levels, see Table 2.

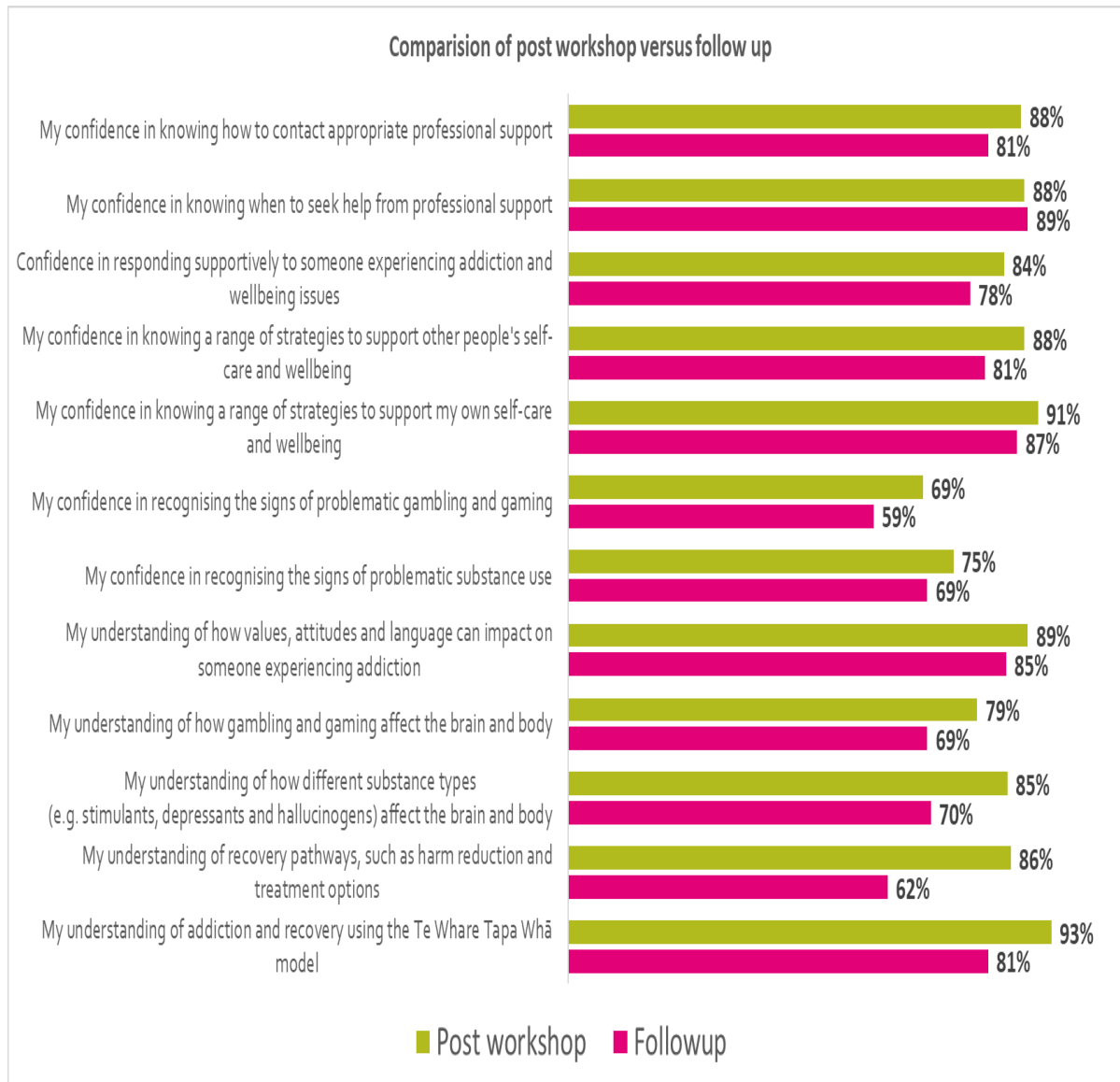
Table 2. Differences in 'confidence' mean and effect sizes, follow-up versus post.

Confidence post-workshop vs. follow-up survey	Changes to mean follow-up survey versus post-workshop survey	Cohen's d (effect size with 95% CI)
1. Confidence in recognising the signs of problematic substance use	-0.12 (p = 0.00)	0.15 (-0.26 - 0.15) negligible
2. Confidence in recognising the signs of problematic gambling and gaming	-0.19 (p = 0.00)	0.23 (-0.34 - 0.05) negligible
3. Confidence in knowing a range of strategies to support my own selfcare and wellbeing	-0.05 (p = 0.00)	0.06 (-0.18 - 0.08) negligible

4. Confidence in knowing a range of strategies to support other people's selfcare and wellbeing	-0.09 (p = 0.00)	0.12 (-0.21 – 0.02) negligible
5. Confidence in responding supportively to someone experiencing addiction and wellbeing issues	-0.13 (p = 0.00)	0.18 (-0.25 – 0.01) negligible
6. Confidence in knowing when to seek help from professional support	-0.00 (p = 0.00)	0.01 (-0.10 – 0.12) negligible
7. Confidence in knowing how to contact appropriate professional support	-0.07 (p = 0.00)	0.09 (-0.21 – 0.06) negligible

Similarly, as shown in Figure 4, the decrease in the percentage of participants rating their understanding and confidence between the post-workshop and follow-up survey indicators is small. On average across all measures participants' understanding (good or very good) and confidence (confident and very confident) rates reduced by nine percent at follow-up. This suggests that people have maintained their understanding and confidence several months after attending the Addiction 101 workshops.

Figure 4. Comparison of post-workshop survey and follow-up survey



Changes in understanding and confidence rates between follow-up and post-workshop survey, Māori people compared to non-Māori people

Table 3 shows changes in understanding and confidence between follow-up and post-workshop survey by Māori versus non-Māori. As shown, the average decrease in understanding and confidence rate between post-workshop and follow-up surveys for Māori versus non-Māori are small (8 percent v 6 percent). On examination of each measure, some differences are apparent.

- Māori respondents' average understanding of addiction and recovery using the Te Whare Tapa Whā model decreased less than non-Māori (4 percent v 15 percent).

- › Māori respondents' average confidence in recognising the signs of problematic gambling and gaming decreased less than non-Māori (1 percent v 11 percent).
- › Māori respondents' average confidence in responding supportively to someone experiencing addiction and wellbeing issues decreased more than non-Māori (12 percent v no change).
- › Māori respondents' average confidence in knowing when to seek help from professional support decreased, compared to an increase in non-Māori respondents' confidence (-4 percent v 7 percent increase).

Table 3. Changes in understanding and confidence; Māori compared to non-Māori

	Māori			Non-Māori		
	Post-workshop	Follow-up	Change	Post-workshop	Follow-up	Change
My understanding of addiction and recovery using the Te Whare Tapa Whā model	89%	85%	-4%	95%	80%	-15%
My understanding of recovery pathways, such as harm reduction and treatment options	88%	62%	-26%	84%	62%	-22%
My understanding of how different substance types (e.g. stimulants, depressants and hallucinogens) affect the brain and body	84%	68%	-16%	85%	72%	-13%
My understanding of how gambling and gaming affect the brain and body	79%	70%	-9%	79%	70%	-9%
My understanding of how values, attitudes and language can impact on someone experiencing addiction	86%	83%	-3%	90%	87%	-3%
My confidence in recognising the signs of problematic substance use	80%	76%	-4%	70%	72%	2%
My confidence in recognising the signs of problematic gambling and gaming	70%	69%	-1%	67%	56%	-11%
My confidence in knowing a range of strategies to support my own selfcare and wellbeing	91%	87%	-4%	90%	90%	0%
My confidence in knowing a range of strategies to support other people's selfcare and wellbeing	89%	79%	-10%	87%	84%	-3%
My confidence in responding supportively to someone experiencing addiction and wellbeing issues	91%	79%	-12%	80%	80%	0%

My confidence in knowing when to seek help from professional support	93%	89%	-4%	85%	92%	7%
My confidence in knowing how to contact appropriate professional support	89%	87%	-2%	86%	81%	-5%
		Average	-8%		Average	-6%

Changes in understanding and confidence rates between follow-up and post-workshop survey, Pasifika peoples compared to non-Pasifika people

Table 4 shows changes in understanding and confidence between follow-up and post-workshop survey by Pasifika peoples compared to non-Pasifika people. The difference in average decreases in understanding and confidence between the two groups at post-workshop and follow-up is small, with Pasifika respondents showing less decrease overall than non-Pasifika (one versus seven percent). Exploration of each measure shows some differences.

- Pasifika respondents' average understanding of addiction and recovery using the Te Whare Tapa Whā model increased, compared to the decrease experienced by non-Pasifika (9 percent v -13 percent).
- Pasifika respondents maintained their average understanding of recovery pathways, such as harm reduction and treatment options, compared to a large decrease experienced by non-Pasifika respondents (no change v 24 percent decrease).
- Pasifika respondents' average confidence of how gambling and gaming affect the brain and body improved at follow up, compared to the decrease experienced by non-Pasifika (9 percent v 10 percent decrease).
- Pasifika respondents' average confidence in knowing a range of strategies to support other people's selfcare and wellbeing, decreased much more than non-Pasifika (27 percent v 3 percent).

Table 4: Changes in understanding and confidence, Pasifika peoples compared to non-Pasifika people

	Pasifika peoples			Non-Pasifika people		
	Post-workshop	Follow-up	Change	Post-workshop	Follow-up	Change
My understanding of addiction and recovery using the Te Whare Tapa Whā model	82%	91%	9%	94%	81%	-13%
My understanding of recovery pathways, such as harm reduction and treatment options	82%	82%	0%	85%	61%	-24%
My understanding of how different substance types (e.g. stimulants, depressants and hallucinogens) affect the brain and body	82%	82%	0%	85%	70%	-15%
My understanding of how gambling and gaming affect the brain and body	73%	82%	9%	79%	69%	-10%
My understanding of how values, attitudes and language can impact on someone experiencing addiction	82%	82%	0%	89%	86%	-3%
My confidence in recognising the signs of problematic substance use	82%	73%	-9%	73%	74%	1%
My confidence in recognising the signs of problematic gambling and gaming	73%	73%	0%	68%	60%	-8%
My confidence in knowing a range of strategies to support my own selfcare and wellbeing	91%	91%	0%	90%	88%	-2%
My confidence in knowing a range of strategies to support other people's selfcare and wellbeing	91%	64%	-27%	87%	84%	-3%
My confidence in responding supportively to someone experiencing addiction and wellbeing issues	82%	82%	0%	84%	79%	-5%
My confidence in knowing when to seek help from professional support	82%	91%	9%	88%	91%	3%
My confidence in knowing how to contact appropriate professional support	73%	73%	0%	88%	84%	-4%
		Average	-1%		Average	-7%

Changes in understanding and confidence rates between follow-up and post-workshop survey by webinar versus in person workshop.

The decrease in people’s average understanding and confidence between the post-workshop and follow-up survey was ten percent for the webinar and was six percent for the in-person workshop. The biggest decrease was in people’s understanding of recovery pathways, such as harm reduction and treatment options. Webinar participant ratings decreased from 88 to 60 percent; in-person workshop ratings decreased from 84 to 63 percent, see Table 5. The other indicators were rated similarly by respondents from both workshop types, with an exception in the indicator ‘confidence in knowing a range of strategies to support other people’s selfcare and wellbeing’. Webinar participants rated this much lower at follow-up, with a decrease of 21 percent, compared to only a two percent decrease from in-person participants.

Table 5: Changes in understanding and confidence rate between follow-up and post-workshop survey by in person workshop versus webinar workshop.

	Webinar workshop			In person workshop		
	Follow-up	Post-workshop	Change	Follow-up	Post-workshop	Change
My understanding of addiction and recovery using the Te Whare Tapa Whā model	84%	88%	-4%	81%	94%	-12%
My understanding of recovery pathways, such as harm reduction and treatment options	60%	88%	-28%	63%	84%	-22%
My understanding of how different substance types	84%	92%	-8%	68%	83%	-15%
My understanding of how gambling and gaming affect the brain and body	68%	77%	-9%	70%	79%	-9%
My understanding of how values, attitudes and language can impact on someone experiencing addiction	84%	88%	-4%	86%	88%	-3%
My confidence in recognising the signs of problematic substance use	83%	77%	6%	72%	73%	-1%
My confidence in recognising the signs of problematic gambling and gaming	63%	76%	-14%	61%	67%	-6%
My confidence in knowing a range of strategies to support my own selfcare and wellbeing	88%	96%	-9%	89%	89%	0%

My confidence in knowing a range of strategies to support other people's selfcare and wellbeing	71%	92%	-21%	85%	87%	-2%
Confidence in responding supportively to someone experiencing addiction and wellbeing issues	75%	85%	-10%	80%	84%	-3%
My confidence in knowing when to seek help from professional support	88%	92%	-5%	91%	87%	5%
My confidence in knowing how to contact appropriate professional support	75%	88%	-13%	85%	88%	-3%
Average			-10%			-6%

Overall confidence to respond

Follow-up survey participants also rated their confidence in responding supportively to someone experiencing addiction and wellbeing issues. Most (79 percent) rated themselves as confident or very confident. Most participants (82 percent) also rated their confidence in knowing a range of strategies to support other people's selfcare and wellbeing as confident or very confident. Nine in ten (90 percent) were confident in knowing when to seek help from professional support. Similarly, most people (82 percent) rated their confidence in knowing how to contact appropriate professional support as confident or very confident. Almost all participants (89 percent) indicated they were confident about knowing a range of strategies to support their own selfcare and wellbeing. See Figure 5.

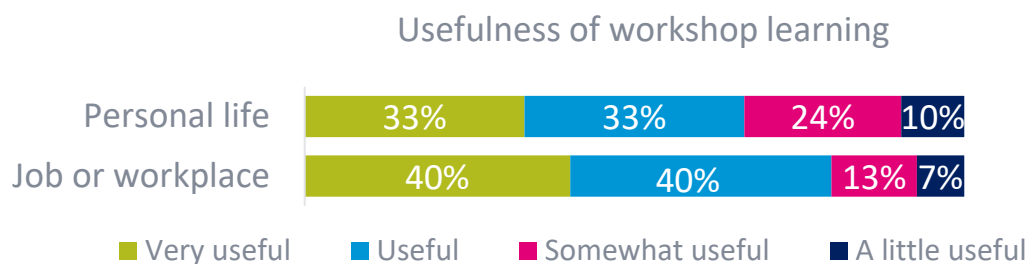
Figure 5. Confidence rate



Applying learning from Addiction 101

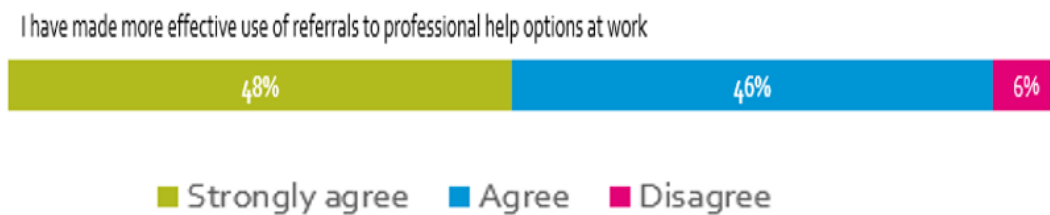
Follow up survey respondents and focus group participants discussed how they had used their learning since the programme. Almost two-thirds of survey respondents (66 percent) indicated their learning from the workshop had been useful or very useful in their personal life. Interestingly, more people, eight in ten (80 percent), indicated their learning was useful in their job or workplace, see Figure 6.

Figure 6: How useful participants found their learning from the workshop.



More than nine in ten survey participants (94 percent) reported they were able to make more effective referrals to professional help at their workplace, see Figure 7.

Figure 7. Workshop participants referrals at their workplace.

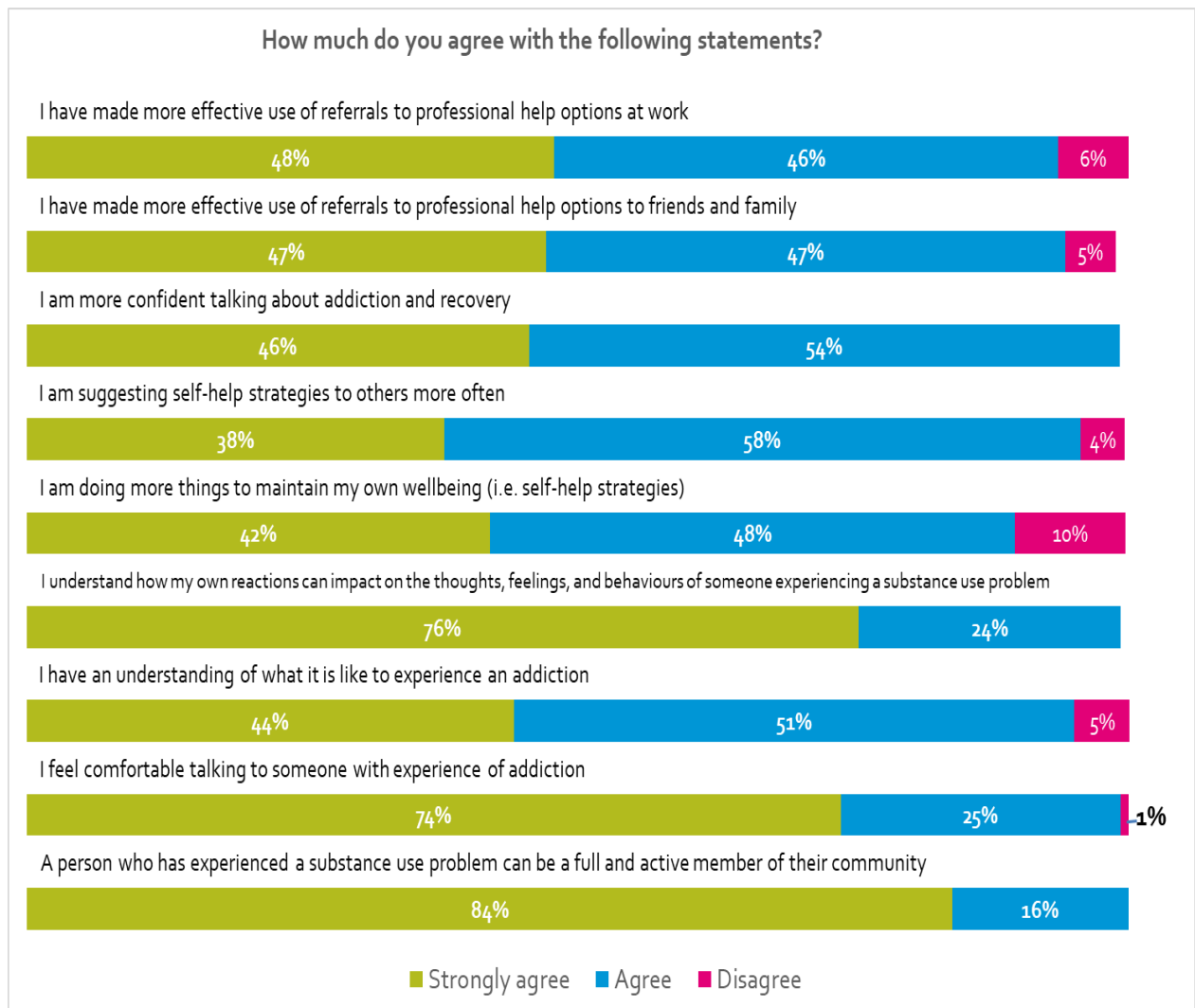


Follow-up survey participants were also asked to rate their agreement with a series of statements. The statements ask participants to indicate if they are doing some activities more frequently, their understanding about addiction, their comfort in talking with someone with experience of an addiction, and their perceptions about community participation, see Figure 7.

Almost all participants (99 percent) were confident talking about addiction and recovery months after attending the Addiction 101 workshop. Similarly, respondents (94 percent) were confident about referring friends and whānau to professional help. Most participants (90 percent) had improved their selfcare and their ability to make suggestions for others (96 percent). All respondents (100 percent) agreed a person who experienced a substance use problem can be a full and active member of their community.

A small number of people disagreed with some measures. These included making referrals, suggesting self-help strategies, understanding the experience of addiction, and doing more things to maintain their wellbeing. This disagreement may be due to respondents not having an opportunity to make referrals or suggest self-help strategies, or that they were doing enough things to maintain their wellbeing prior to the workshop.

Figure 8: Attendees' agreement



Recognising and reflecting on substance use

Focus group participants shared examples of how the workshop helped them to reflect on their own behaviours and substance use.

“It made me look at the way I view alcohol. There’s a heavy drinking culture here and it is a normal thing. It made me look at me. It was confronting.”

“Learned how to look at things and manage things like diverting yourself, doing other things like distract.”

Many linked reflections on their own substance use to how their whānau or others are impacted.

“Thinking about yourself and people that you know gives you ways to assess if there is a problem and we have all got degrees [of problems]. Is it impacting me or others around me?”

“I am more mindful now [of my own substance use] which is good, more mindful with family, children and wider whānau. More mindful where it is a topic of conversation. There are opportunities to educate and inform.”

“Made me think about screen time for the whole family. We all need to think about screen addiction. We went out and got a filter for the internet, started to look at timing not just for the kids but for us as well.”

Relating through understanding and empathy

Focus group participants commented on how the workshop deepened their understanding of addiction. One participant noted how people’s substance use can be a form of self-medication. They indicated how the workshop helped them understand this better and gave them new ideas to help someone replace the substance with another option.

“It is good to have some understanding of the background. People self-medicate – if we have some understanding of how they are self-medicating it helps us understand what some helpful replacements might be.”

Another participant commented on how learning about the neuro-biological nature of addiction shifted their perspective.

“So having an understanding of the biological things going on has helped me in being able to explain to people that there’s actually not a lot of choice in the matter. It’s a compulsive thing and they don’t have a whole lot of control over it... I’ve known that this is something that happens to people but not had an understanding of the mechanisms that might start [addiction] and what maintains it once it has started. That understanding is the biggest thing I took away from it.”

Many survey respondents echoed this understanding and related it to helping build their empathy for people experiencing addiction.

“Helped me with understanding of others. I do not drink and smoke. I have never taken drugs so did not have much understanding of why people do. When you do not understand it can mean you are more judgmental.”

This understanding and empathy was also apparent in the focus groups. Participants applied their learning personally, with whānau and friends, in the workplace and the community.

“More mindful now personally, with whānau and where I volunteer. A greater appreciation and understanding and a greater ability to empathise with what people are experiencing.”

“Help in being a bit more empathetic when you’re with tāngata whai ora.”

Survey respondents 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.

“Having something like that to give me an introduction into how to speak with my clients when they disclose issues around addiction was really good to be able to talk with them, have the right language and come from the right place.”

Focus group participants and service leaders specifically spoke about the value in building knowledge of the breadth, complexity and impacts of addiction.

“Understanding more about the impacts on others has made me encourage young people in my circle to get support for themselves, even if they are not the addicted person.”

“The bit about how you assess the severity of addiction [was helpful] – look at the impacts not just say quantities. Look at the wider picture of the impact. A person might say, ‘I’m not addicted’, but when you look at the wider picture you can see the impact.”

Understanding the role of trauma in addiction

Both focus group and survey participants identified how the workshop supported them to deepen their understanding of the role of trauma in addiction. Some survey participants identified the video on the impact of inter-generational trauma as valuable to their understanding, with one person noting it prompted them to learn more after the workshop.

“Video on inter-generational trauma was helpful. Made it real. When I got home I researched it a bit more. Found it useful to link up the research with real experience.”

Focus group participants all agreed the trauma content was valuable. Most linked this to deepening their understanding for and empathy with people experiencing addiction.

“Extremely valuable. Something I think about multiple times a day. Dealing with [people who have experienced trauma] all the time in my job. Having the theoretical background is helpful. Understanding dynamics, you can react more appropriately. Helpful every day.”

“Trauma and addiction go hand in hand. Good to have them linked together in the workshop. Some people might think that addiction is just that person without realising what that person has been through.”

One person shared a story of how they were able to use their learning about trauma and addiction to help set boundaries with someone they were supporting, encouraging the person to focus on their current needs.

“...Trauma is at the root of their story. They are at the beginning of a journey of overcoming their addiction. I was able to say, I cannot talk about this [trauma] with you – you need to focus on what is going to help today. Care for yourself today.”

Another focus group attendee was now able to look at trauma with a cultural lens and help their clients identify how trauma has affected them.

“When I work with clients, they don’t realise that they have trauma, but when we discuss it, it is trauma – some cultures don’t have a term for this. Culture and language are very important [in communicating with people who have experienced trauma].”

One person linked their increased understanding of trauma to a greater awareness of why some groups of people, such as Māori and youth, are underrepresented in positions of power.

“Sometimes you have to understand who is not in the room...at the council and at the board table...Māori and youth are often not represented and there is not a good understanding or awareness of why. Having done that piece in Addiction 101 was...really helpful in understanding impact of trauma.”

Responding supportively to people experiencing addiction issues

Feedback from both the focus group and survey participants indicated that people gained confidence and skills to have meaningful conversations and offer support to whānau and friends. One person who completed the follow-up survey shared how attending the workshop helped them share their learning with whānau members, and confidently talk to another whānau member whose alcohol use was problematic.

“I want to thank you for this workshop. It came at a time when my whānau and I were struggling with another whānau member’s drinking addiction. We were feeling so lost as to how to help them and too scared to even have the conversation although we could all see what was happening. It gave us the courage to sit down with my whānau and we watched some of the videos of some others who have had addiction. It gave me the strength and some of the language to just sit down with them and feel brave to just talk with them. I remembered how important it was NOT TO JUDGE. So, just listening made our conversation more open, more empathetic and from the heart. Our whānau are working with them, in a more loving space to support them. I know this maybe just a course, but it HELPED my whānau and I so much.”

Some focus group participants also described how the workshop helped them to have confidence to have conversations about substance use. One person shared how they were able to find the courage to have a conversation with a whānau member about their substance use.

“It struck more of a personal chord for me...some of the stuff they were talking about what addiction looks like gave me the courage to have a hard, confronting but loving conversation with one of my own whānau. We were all concerned about them but none of us wanted to approach them about it. We were all too scared and we did not know what to say. What if we are wrong? The Addiction 101 course gave me the courage to have a conversation with someone that I love. I can talk to clients, but [the whānau member is] mine. When we had that conversation, it was good for me and good for them. It had a profound effect.”

Several focus group participants offered examples of how the workshop gave them confidence to raise the subject of addiction in the workplace.

“I have a better overall understanding ways of approaching things and things to be aware of. I am thinking of one particular conversation – I suspected an

ākonga was using substances, so asked her about it. She completely owned it and told me about her perfect day. I realised where she was at...you cannot fix everything.”

“Clients sometimes don’t see alcohol as an addiction. Being able to have those gentle conversations and talk about taking the next steps.”

Some participants also spoke about how the workshop prompted them to think more about addiction in relation to community wellbeing.

“Drinking is normalised. Having the conversations is important...’well actually it’s not that good for kids this young to be drinking alcohol despite what other kids at school are doing’.”

Focus group participants noted how learning effective language helped them have conversations and how they were more aware of their language with their teams.

“I have become a lot more aware when talking with colleagues or in supervision about the language that I use.”

Service leaders’ experience of Addiction 101

Service leaders were interviewed to provide additional perspectives on Addiction 101 in the workplace settings. They were asked to share their expectations of the workshop and the extent to which these were met. One expected that students would gain a foundational level of understanding of addiction that could be built on in their course of study. The other expected an increase in staff skills and confidence in addiction. Both strongly agreed that expectations were met.

“I knew how good it was and it sounded, nothing whacky. Was able to have confidence and relax, knowing it would be a great day for the students. Expectations were met. Addiction 101 provided good coverage of the subject area; good balance of theory and real experience of addiction/recovery; good handout that contains all the learning material; well-paced. I was impressed. Addiction 101 has made a real difference.”

“My expectations were met beautifully. Nothing but praise for Addiction 101 – the content and the process.”

One service leader commented there were unexpected benefits from Addiction 101 in relation to team building and enhancing relationships within their service.

“Great thing to be able to offer to our volunteers. Doing the training as an organisation was very valuable. The team was very engaged, and it built the team vibe.”

Addiction 101 facilitation, resources, and ongoing support

In the follow-up survey, nearly all workshop participants (98 percent) and webinar participants (100 percent) 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.

“Presentation atmosphere and people presenting was absolutely approachable and relatable contents, I have gone back to my workplace and just nonstop talked about well-informed training. I appreciated the approachability and openness of the facilitators.”

Focus group participants described how the facilitators safeguarded participants’ wellbeing.

“It was well structured; the ground rules set at the beginning. It was done well and the way the facilitators worked with the group ensured appropriate and safe sharing of situations and examples.”

“The facilitators created a special atmosphere. It is ok to ask, ok to learn. It was very special.”

“It was comfortable; good breaks; they looked after our wellbeing. If you needed to walk out you could. You could signal if you needed support; they were there to support us if needed.”

Participants said having stories shared by facilitators with lived experience helped them understand and relate to people experiencing addiction challenges.

“I really found the personal experience stories helpful as they gave me an idea of the life that a person who is addicted to something lives and what to look for.”

Participants’ comments indicate that facilitators sharing stories from their lived experience brings the content to life, builds empathy, challenges stereotypes, and embodies hope.

“It’s empathy through understanding. What the course did very well – particularly the facilitators, brilliant. They made the material come to life, they also shared

appropriately examples, situations and scenarios that improved my understanding and empathy.”

“Personal disclosures – anecdotes are great; make things interesting more than just facts and figures – breaks it up. But more importantly it brings hope. You can see you have had severe issues and you have overcome them. It’s powerful; especially when people can often feel hopeless.”

“Stories made it real, very compelling and very practical. Not some theoretical exercise – when they share lived experience in the way that they do it is powerful and instructive.”

Some focus group participants valued the gambling statistics section of the workshop.

“The gambling statistics really stood out for me. I have shared the gambling information with others on my course and in my placements.”

Several focus group participants indicated they valued the learning activities, group discussions and the videos played during the workshop.

“Liked the range of learning activities – videos, practical tasks, group tasks; learning from each other. People see the world differently, so it is good to learn from everyone.”

“I like to split into different rooms. Participants come from different backgrounds and different professions. I like to hear and learn from them. Helps me do a better job.”

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

“I have used the resources and given them to others. There is a lot of help available. Mindful of that in conversations.”

“Good handout that contains all the learning material.”

Accessible learning

Feedback from the focus group discussion strongly indicated that offering the workshop at no cost makes the learning accessible to some people who may otherwise have no

access. Notably, both service leaders and one workshop participant spoke strongly and unprompted on this point.

“Free of charge – this is a huge benefit for [our service]. We have limited resources. Would not have had the access without it being free. We needed the external expertise.”

“Having access to Addiction 101 free of charge is fantastic. Very little money in this part of the sector. Even a small fee would have made it impossible.”

Barriers and areas for enhancement

Overall, participants shared very few barriers to being able to apply their learning from Addiction 101. Similarly, they only had a few suggestions for how the workshop could be enhanced.

Not having an opportunity to apply their learning was the only barrier participants shared.

“If you aren’t in a situation where someone is experiencing addiction there was no real way of actioning things that you learned in your day-to-day life.”

Participants gave some suggestions for improving the workshop content.

- › Provide more content or possibly a separate workshop on managing boundaries when supporting a person experiencing addiction. More support and strategies are needed to equip people to work with these challenges.
- › Provide more content about how to raise the subject and have general conversations about addiction to address widespread social stigma and lack of information. Participants noted that Addiction 101 focuses on what to do if someone in your orbit has an addiction issue, but there is no focus on what you can do with the learning if that does not apply.
- › Support participants to develop their plan of action. Participants felt having workshop attendees leave with a clear plan of how they will implement the learning from the workshop would support them to transfer their learning to a range of contexts.

Additionally, service leaders gave two one-off suggestions about improving setup practicalities.

- › A service leader suggested emailing the administrative setup information sheet well in advance and drawing attention to it, so that on-site coordinators understand the requirements.
- › One participant raised the issue of sensitivities around food. They suggested participants should have a clear option to bring their own food if they wanted. The

person also noted it was important to ensure facilitators are sensitive to food issues and avoid drawing attention to people who choose not to eat the food provided.

Follow up support

As a resource to reinforce participants’ learning, a post-workshop e-learning was introduced on 01 December 2020. Participants were invited to access this resource six weeks post-workshop. A total of 57 people completed the e-learning from its introduction to the end of 2022. Forty (70 percent) of those responded to the end of e-learning survey, and all agreed or strongly agreed it reinforced their learnings from Addiction 101. Many indicated it was “great” or “enjoyable”.

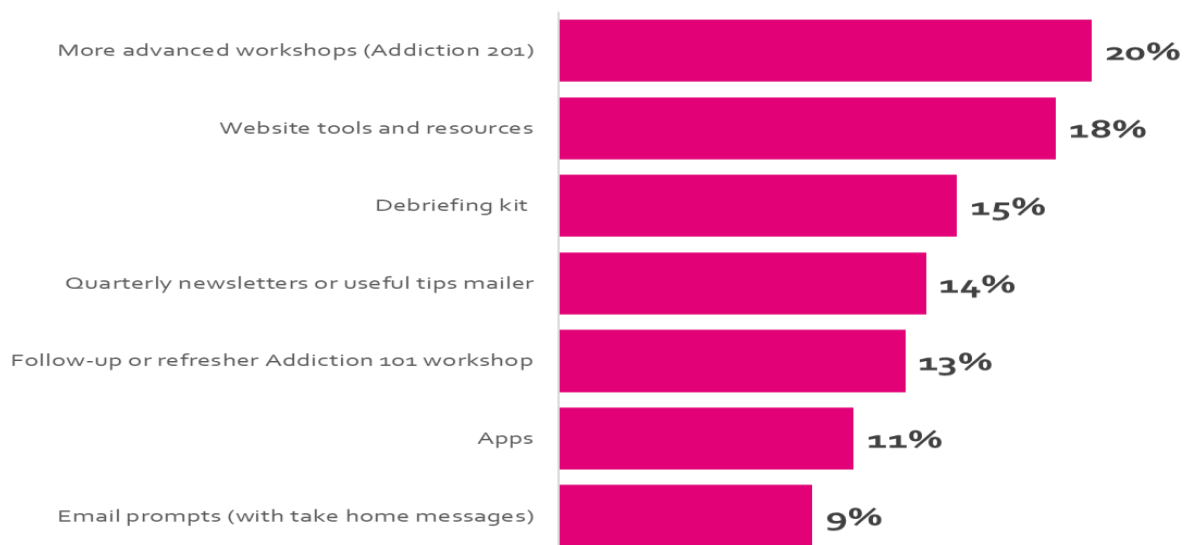
When asked about the e-learning in the follow up survey, three in ten (30 percent) people indicated they accessed it. Evidence shows those who accessed the e-learning found useful in refreshing their learning about Addiction 101.

“It reminded me again of what we learnt. In my job as a financial mentor and addictions affect their financial wellbeing and their whānau.”

“They were good to go back over when I wanted to look something up and the videos were an awesome resource. I watched them with whānau members.”

In terms of further training or support, follow-up survey participants most often felt an advanced workshop, eg Addiction 201, would be helpful (20 percent), closely followed by website tools and resources (18 percent), and a debriefing kit (15 percent), see Figure 9.

Figure 9: Follow up support



Discussion

This evaluation follows the first Addiction 101 impact evaluation. It explores how well the recommendations from that evaluation were implemented and how attendees have used their learning from the workshop several months after they attended.

Implementation of recommendations

Evidence indicates most of the recommendations from the 2020 impact evaluation were partially addressed.

Follow up support

The post-workshop e-learning is available to support participants to refresh their learning from the Addiction 101 workshop. However, given the number of people who accessed it is very low, it is difficult to determine its effectiveness. As suggested, more support to develop a clear “action plan”, either through the e-learning module or another mechanism, may be useful to help participants refresh and apply their learning. While e-learning is considered an effective tool and a preferred approach to extend learning practice or context (Regmi & Jones, 2020), it is unclear whether the existing version is meeting attendees’ needs.

Differences between webinar and in-person

The cause of the differences in understanding between webinar and in-person attendees is still unclear. However, the follow-up survey shows only small difference between webinar and workshop participants across most of the measures. The indicator regarding participants’ understanding of ‘recovery pathways’ does show a moderate impact on the loss of knowledge, but this is consistent between the two groups. Given ‘recovery pathways’ are not a programme learning outcome, there appears to be little utility in continuing to explore this indicator. The six-monthly reviews showing there is no significant difference in webinar and workshop participants’ average understanding and confidence provide further reassurance that people have equitable learning opportunities in both settings.

Review data by demographic groups

The programme team is exploring both registration and post-workshop evaluation data in the six-monthly reviews. This process includes comparing the data by Māori and Pasifika, and non-Māori, non-Pasifika learners. Continuing this process will enable them to monitor equity and consider if the programme should be adjusted to ensure priority groups’ needs are met.

Impact of workplace factors on learning

The evidence is unclear about direct factors that support participants to use their learning, although it was clear people were able to use it in their workplace. Several people shared examples of how they were able to have different conversations after attending Addiction 101. Literature suggests leadership support is important to enable trainees to utilise their increased knowledge and confidence, and that the absence of this support can hinder training use (Aarons, Ehrhart, Farahnak, & Hurlburt, 2015; Ribière & Saša Sitar, 2003). Providing team leaders with information about Addiction 101 and encouraging them to consider how to support attendees to use their learning within their organisation, would assist this process to convert their learning.

Learning maintenance and use

In line with the previous evaluation, most participants are maintaining their understanding and confidence at follow up. Furthermore, participants are applying their learning, sharing examples deepening their understanding of people's experiences, using effective language, raising concerns about substance use in a helpful way, and responding supportively to other people both their personal lives and workplace. Some participants also reported they are reflecting on their own behaviours and substance use more after attending the workshop and making lifestyle changes as a result. Additionally, some participants have a growing awareness of the social and community dimensions of trauma, which supports their ability to relate and respond to others in their whānau, workplace and community.

Training delivery

Focus group participants were positive about how the training was delivered, and universally agreed the facilitators effectively safeguarded their wellbeing during discussions and activities. It is likely this sense of safety enabled people to learn, as engagement typically increases when people feel they will not be rejected for sharing experiences and ideas (Newman, Donohue, & Eva, 2017). Additionally, focus group participants indicated the resources provided and the use of adult learning approaches, such as breakout groups, enabled them to actively engage in group discussions. The training literature supports this use of practical activities to reinforce information delivered through training (Salas et al., 2012).

Importantly, the co-facilitation model, with facilitators sharing their lived experience adds credibility to the workshop and supports hope. Hearing this lived experience perspective, alongside the robust content of Addiction 101, supported many participants to deepen their empathy for people experiencing a substance use problem and helps change their attitudes and beliefs. These changes align with evidence indicating workshops facilitated

by people with lived experience is beneficial for reducing stigma and discrimination regarding mental health or addiction needs (McBride, 2015; Pettigrew & Tropp, 2006).

Providing Addiction 101 free enabled some organisations to engage in the workshop and it was clear that charging would prevent this access. For many non-governmental and small or medium organisations, resources are scarce, and limited amounts are available for training (Lange, Ottens, & Taylor, 2000; Roche & Skinner, 2021). Continuing to offer the workshop at no cost for some organisations will ensure the learning remains accessible.

Limitations

Limitations include a relatively small sample size for both the focus groups and the 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 analysed by workshop type and demographics may not accurately represent Addiction 101 participants in the different workshop types or from different ethnic groups.

Conclusions and recommendations

The aims of this evaluation are to identify how the recommendations from the previous evaluation were implemented and explore the impacts of Addiction 101 for participants. It also explores the role of workshop delivery in participants' engagement and if they used the provided resources after the workshop.

Recommendations from 2021 were partially implemented

The recommendations from the previous evaluation have been partially addressed. Since December 2020, the programme has offered follow up support through the development of post-workshop e-learning and the back pocket resource; began collecting demographic data at registration and conducting six-monthly reviews of both registration and evaluation data. These actions are aligned with the recommendations, though the cause of the initial differences leading to the recommendations was not identified. Some information around how learning was used in the workplace was identified in the findings of this evaluation. Specific factors about what supports or prevents people from using their Addiction 101 learning in the workplace were not identified.

Participants maintained and used their learning

Participants generally maintain their understanding and confidence against the programme learning outcomes, with only small average decreases across the survey indicators. Cohen's *d* demonstrated most of those decreases had a negligible or small impact, reinforcing the conclusion that participants generally maintained their understanding and confidence.

Generally, Addiction 101 is increasing people's understanding and empathy toward people experiencing addiction. It was clear that the workshop increases people's understanding of the breadth, complexity and impacts of addiction, including the role of trauma. The learning is widely applicable, with participants using their increased knowledge and confidence in their personal life, with whānau and friends, in the workplace, and the community. The evidence on what workplace factors supported or hindered people from using their learning was inconclusive.

The workshop delivery supported learning

Participants find Addiction 101 workshop activities and delivery engaging, and the provided resources meet people's needs, both during and after the workshop. The facilitation impacts positively on participants' learning and supports their safety and wellbeing during the workshop. Additionally, the co-facilitation approach was valued. The stories shared by facilitators with lived experience help participants deepen their understanding and empathy for people experiencing addiction challenges.

Recommendations

The Addiction 101 programme team should continue the successful co-facilitation model and integration of storytelling and adult learning principles in workshop delivery.

Additionally, the following actions are recommended.


- › Review the post-workshop evaluation to ensure the indicators reflect the current programme, updating if required.
- › Promote the current e-learning as follow-up support, reducing the distribution timeframe from six weeks to two.
- › Review the literature to identify features of follow-up support and consider how well the current e-learning, other website tools, and resources demonstrate these characteristics. Update existing resources or develop new follow up tools to address any gaps highlighted through the literature review.
- › Conduct regular follow-up surveys within two months after the workshop and analyse the data by demographics to understand any differences between groups and any emerging needs which could be addressed by follow-up supports.

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Appendices

Appendix A: Post workshop and webinar survey



Addiction 101 Evaluation 2021

We'd love to hear what you thought of the Addiction 101 workshop or webinars. Your feedback will help us to make sure future workshops create a positive learning environment and meet the needs of each participant.

Your feedback is anonymous. The survey results and comments may be used in a summary report for the Ministry of Health or for your organisation (if applicable) but individuals will not be identified.

Comments made in the survey may be used anonymously to promote the workshop or webinar on the Blueprint for Learning website, in marketing collateral and on social media platforms.

At the end of the survey, you're invited to enter Blueprint for Learning's monthly draw to win a \$50 Prezzy card by providing your name and email. Your contact details are not associated with your survey answers to ensure your privacy.

If you have any questions about this survey, please contact us at info@blueprint.co.nz or on 04 473 9009.

Thank you for your participation.

Did you attend an in-person workshop or a webinar series?

In-person workshop

Webinar series

Addiction 101 Evaluation 2021

In person workshop

* Please rate the workshop's content and overall:

	Poor	Satisfactory	Good	Very good	Excellent
Overall rating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of the content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural relevance of the content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Please rate the workshop's facilitation, activities and resources:

	Poor	Satisfactory	Good	Very good	Excellent
Workshop facilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of the activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of the resources (e.g. workbook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Please rate the workshop on the following:

	Poor	Satisfactory	Good	Very good	Excellent
Venue and food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Addiction 101 Evaluation 2021

In person workshop

* Please rate your agreement with the following:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Addiction 101 has helped to meet my learning needs about substance use, gaming and gambling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitators' stories added value to the workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workshop provided a respectful and supportive environment to fully participate in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which parts of the workshop were most useful?

Any other comments to help explain your ratings?

Addiction 101 Evaluation 2021

Webinars

* Please rate the webinars' content and overall:

	Poor	Satisfactory	Good	Very good	Excellent
Overall rating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of the content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of content in each webinar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural relevance of the content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Please rate the webinars' facilitation, activities and resources:

	Poor	Satisfactory	Good	Very good	Excellent
Webinar facilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of the activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of the resources (e.g. workbook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Please rate the webinars on the following:

	Poor	Satisfactory	Good	Very good	Excellent
Instructions for accessing the webinars and workbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time and schedule of the webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audio and video quality of the webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Addiction 101 Evaluation 2021

Webinars

* Please rate your agreement with the following:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Addiction 101 has helped to meet my learning needs about substance use, gaming and gambling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitators' stories added value to the webinar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The webinars provided opportunities for interactive participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The webinars provided a respectful and supportive environment to fully participate in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which parts of the webinars were most useful?

Any other comments to help explain your ratings?



Addiction 101 Evaluation 2021

Self-assessment: Understanding

We are interested in how the workshop or webinars has impacted on your knowledge and confidence around addiction. This is not a test and there are no right or wrong answers.

The following questions will ask you to rate your level of understanding *after* completing the workshop and reflect on how you felt *before* the workshop.

* My understanding of addiction and recovery using the Te Whare Tapa Whā model

	No understanding	A little understanding	Some understanding	Very good understanding	Excellent understanding
<i>After</i> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Before</i> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* My understanding of recovery pathways, such as harm reduction and treatment options

	No understanding	A little understanding	Some understanding	Very good understanding	Excellent understanding
<i>After</i> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Before</i> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* My understanding of how different substance types (e.g. stimulants, depressants and hallucinogens) affect the brain and body

	No understanding	A little understanding	Some understanding	Very good understanding	Excellent understanding
<i>After</i> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Before</i> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* My understanding of how gambling and gaming affect the brain and body

	No understanding	A little understanding	Some understanding	Very good understanding	Excellent understanding
<i>After</i> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Before</i> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My understanding of how values, attitudes and language can impact on someone experiencing addiction

	No understanding	A little understanding	Some understanding	Very good understanding	Excellent understanding
<i>After</i> the workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Before</i> the workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Addiction 101 Evaluation 2021

Self-assessment: Confidence

We are interested in how the workshop or webinars has impacted on your knowledge and confidence around addiction. This is not a test and there are no right or wrong answers.

The following questions will ask you to rate your level of confidence after completing the workshop and reflect on how you felt before the workshop.

* My confidence in recognising the signs of problematic substance use

	Not confident	A little confident	Somewhat confident	Confident	Very confident
<u>After</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Before</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* My confidence in recognising the signs of problematic gambling and gaming

	Not confident	A little confident	Somewhat confident	Confident	Very confident
<u>After</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Before</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* My confidence in knowing a range of strategies to support **my own** self-care and wellbeing

	Not confident	A little confident	Somewhat confident	Confident	Very confident
<u>After</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Before</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* My confidence in knowing a range of strategies to support **other people's** self-care and wellbeing

	Not confident	A little confident	Somewhat confident	Confident	Very confident
<u>After</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Before</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* My confidence in responding supportively to someone experiencing addiction and wellbeing issues

	Not confident	A little confident	Somewhat confident	Confident	Very confident
<u>After</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Before</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My confidence in knowing **when** to seek help from professional support

	Not confident	A little confident	Somewhat confident	Confident	Very confident
<u>After</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Before</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My confidence in knowing **how** to contact appropriate professional support

	Not confident	A little confident	Somewhat confident	Confident	Very confident
<u>After</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Before</u> the workshop or webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Addiction 101 Evaluation 2021

Demographics

* Your gender

- Female / Wahine
- Male / Tāne
- Another gender

* Your age group

- Under 25
- 25 to 44
- 45 to 64
- 65 and over

* Which ethnic groups do you belong to?

- Māori
- Pasifika
- Asian
- New Zealand European / Pākehā
- Other (please specify)



Addiction 101 Evaluation 2021

Thank you for completing this survey. Please provide your contact details to:

- enter our monthly draw to win a \$50 Prezzy card
- be invited to participate in our future research activities.

Blueprint for Learning regularly reviews our workshops to ensure they are the best they can be. We also carry out research to show the effectiveness of the skills and knowledge gained in each workshop.

Your details are not connected to your survey answers to ensure your privacy.

Name

Email address

Phone

If you do not want to be contacted about further research, please tick the box below. You will still go in the draw to win the \$50 Prezzy card.

Opt-out

Addiction 101 Evaluation 2021

Thank you for completing the survey. We appreciate you taking the time to share your feedback.

If you would like to find out more about Blueprint for Learning workshops, please visit www.blueprint.co.nz or you can contact us at info@blueprint.co.nz or on 04 473 9009.

Appendix B: Follow-up 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 C: Follow-up 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gambling and gaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other people's self-care and wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing when to seek help from professional support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to contact appropriate professional support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 D: Focus group participant information 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 E: Focus group 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?