



EVALUATION REPORT

September 2023

Deliverable # 2.3
Pilot implementations & Evaluation Report



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The RACE4LIFE, an Erasmus+ funded project, released the public deliverable # 2.3: “Pilot implementations & Evaluation Report” by Working Package 2 (RACE4LIFE sport-based protocol)



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The role of Sport in Addiction Recovery

Play, feel, meet, live



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Aims and Objectives

The outcome evaluation will gather empirical data to support whether the protocol is practical, relevant, reliable, and valid. The evaluation result will be used for modification and revision of the inherent characteristics of the protocol. The evaluation will give support to whether the protocol is ready to be implemented in open use with confidence. The Evaluation tools will measure: Process, Outcome & Impact.

The protocol evaluation was conducted into two levels:

Level 1: Train for trainers' evaluation

The evaluation was based on the Kirkpatrick model which assesses aptitude utilizing four criteria, taking into account any style of training, whether informal or formal.

1. Reaction: assess how participants react to the training
2. Learning: assess whether they fully comprehended the training
3. Behavior: assess whether they are applying what they learned into practice
4. Results: assess whether the knowledge gained had a positive organizational impact.

Level 2: Sport-based pilot implementation evaluation

The evaluation was based on the COM-B model which illustrates the fact that a certain behaviour will only take place at any one time if the individual involved has the capacity and opportunity to do so and is more motivated to do so than to engage in any other behaviours (Michie et al., 2011; West, 2013). In this sense, changing one's behaviour involves attempting something new or different.



Level 1: Train for trainers' evaluation



The project partners created and delivered a 5-day blended training course for sports trainers. The blended training programme included online education (2 days) and in-person training (3 days) using essential training modules (supported by training manuals, learning objectives, materials, etc.) to train sport trainers on the protocol in preparation for implementing it to the target group (the people undergoing SUD recovery) through pilot sport-based interventions.

Methodology

To ensure the quality of the training program and to get completely critical feedback on this initiative, an adapted version of the questionnaire based on Kirkpatrick's model of evaluation will be provided. One of the most well-known approaches for examining and assessing training and educational activities is the Kirkpatrick model.

Training evaluation in practice

Differentiated into four levels with each one examining the aspects of training to be presented:

Level 1 - Reaction: At this level, the focus is on participants' immediate reactions to the training program. This can include their satisfaction with the training, perceptions of its relevance, and the extent to which they found it engaging and useful.

Level 2 - Learning: This level assesses the extent to which participants have gained knowledge, skills, or changed attitudes as a result of the training. It evaluates the participants' understanding of the material and their ability to apply it in their work environment.

Level 3 - Behavior: This level evaluates the extent to which participants apply the knowledge and skills they acquired during the training in their workplace. It focuses on observable changes in behavior, such as improved performance, increased productivity, or better teamwork, directly resulting from the training.

Level 4 - Results: At the highest level of evaluation, the focus is on the impact of training on the organization as a whole. This could include metrics such as increased sales, improved customer satisfaction, higher quality products, or enhanced employee morale. Level 4 evaluation seeks to establish a direct connection between the training program and the overall success of the organization.



Assessment Tool

To assess the previously mentioned levels, a tool was developed (Appendix 1). It was provided to trainees for Levels 1 and 2 immediately after the training. In order to assess the learning environment, we added a sub-level. In order to enable the trainees to highlight the training strengths and offer suggestions for improvement, open-ended questions were incorporated.

Levels 3 and 4 were assessed four months following the training.

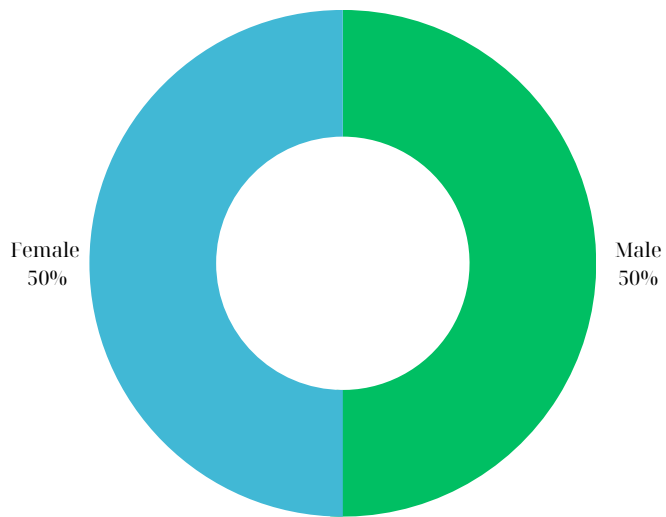
Demographics

- Gender and age
- Workplace and work experience
- Educational background

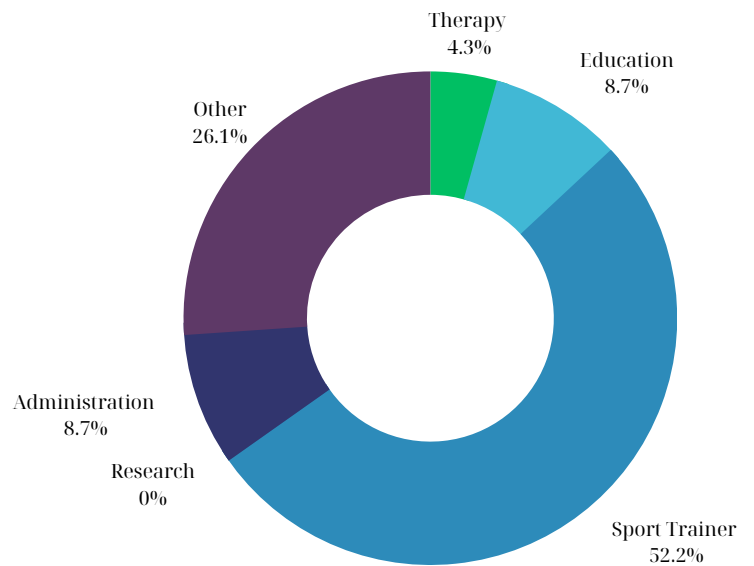
Sample

As part of the Race4Life Erasmus + project participants (N=24) prior to their online and face-to-face training answered a series of questions that investigated their expectations. Male (N=12, 50%) and female (N=12, 50%) contributors to the program (M.age= 39.69) most of which had completed the requirements of a post-graduate degree (N=11, 42.3%) and are working in the field of sports training (N=12, 46.2%) with experience in the area of SUD recovery for over 5 years (N=15, 53.8%).

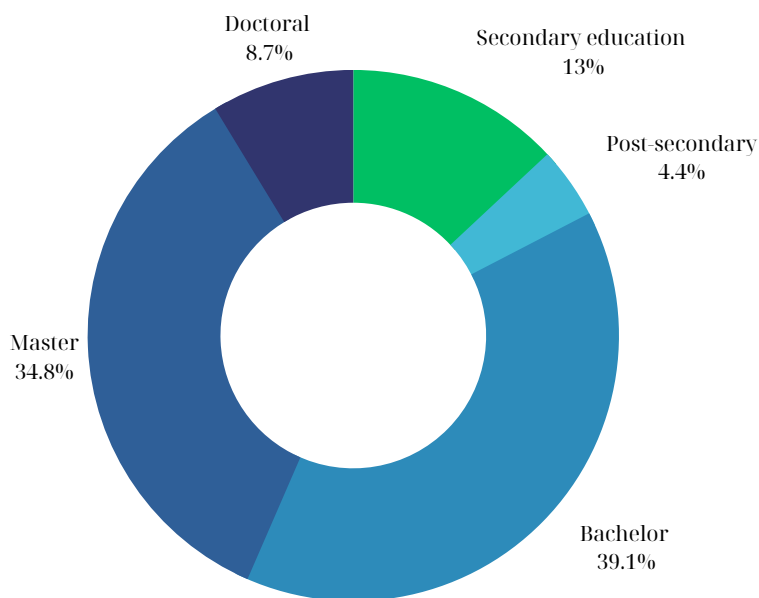




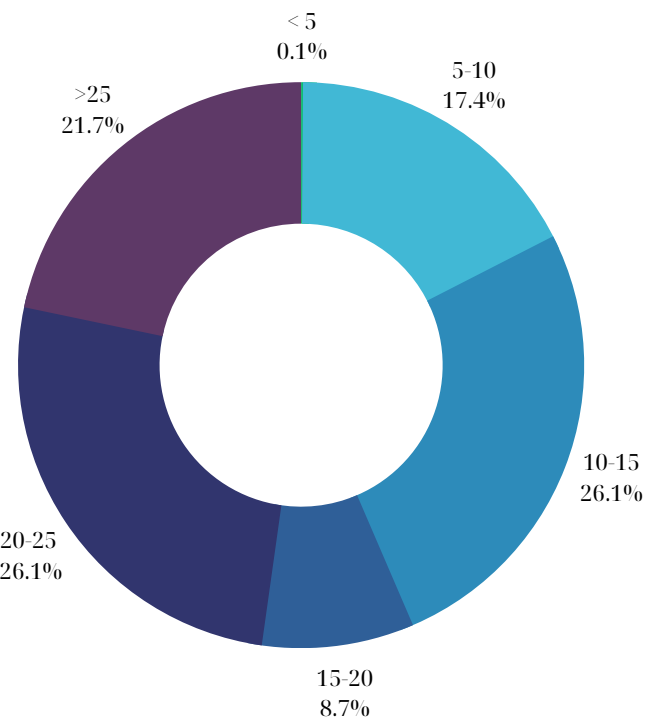
Gender



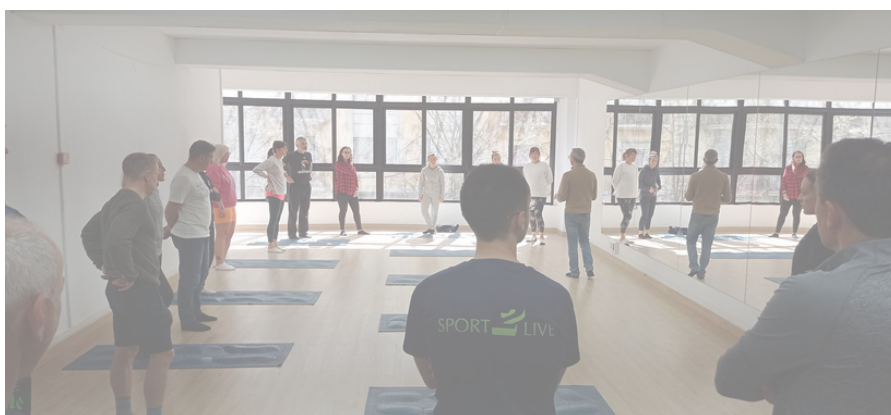
Workplace



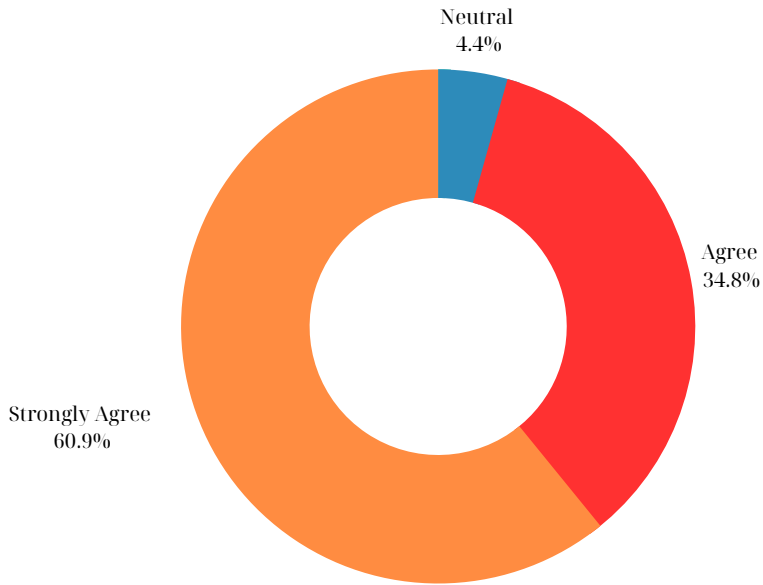
Educational background



Work Experience

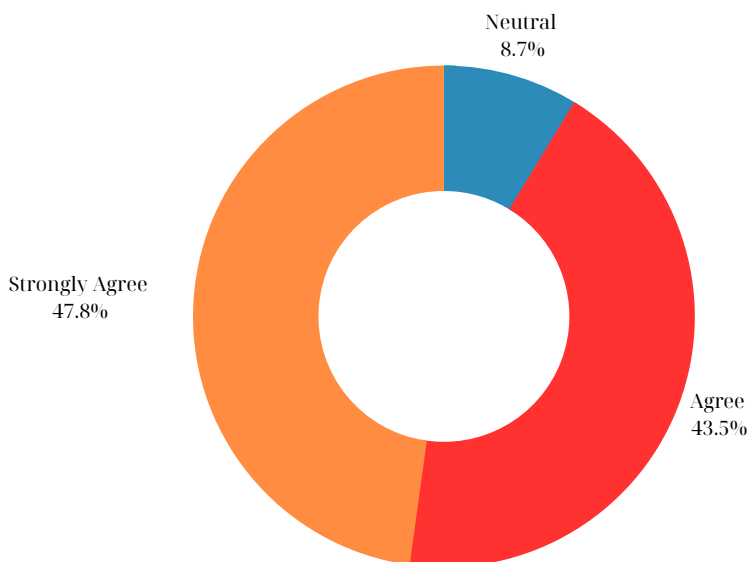
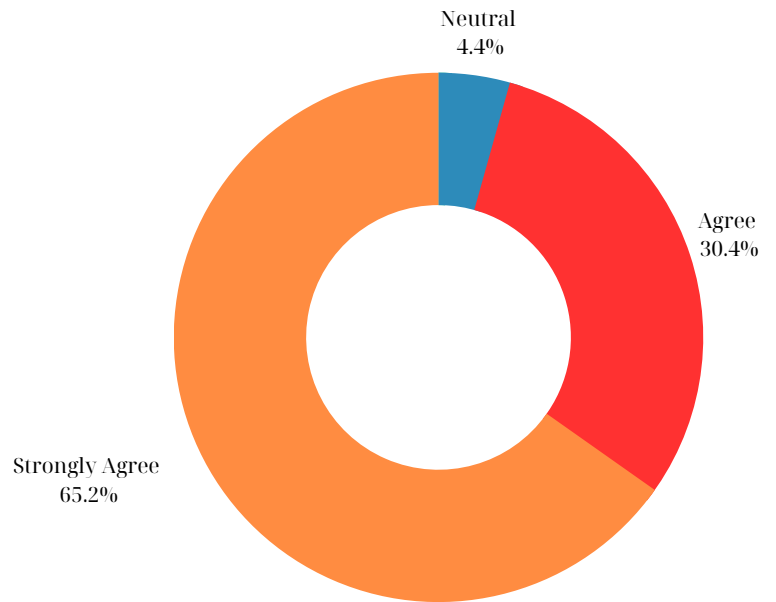


Level 1 – Reaction



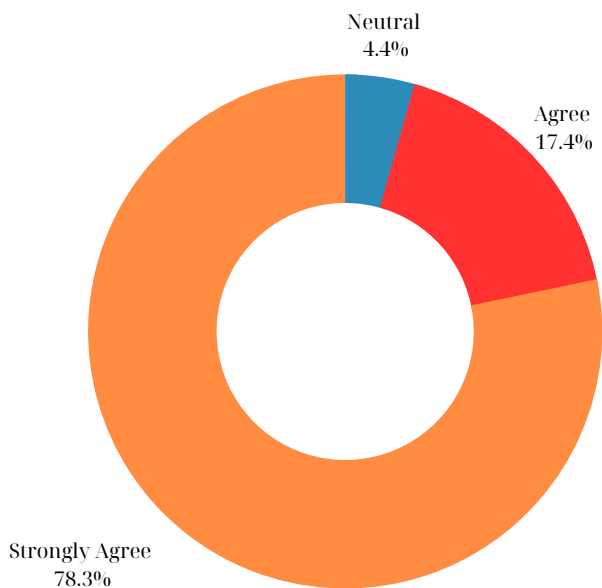
The trainers applied effective teaching approaches that fit with the training goals

The trainers delivered the scientific content in an appropriate manner and in accordance with the training course's objectives



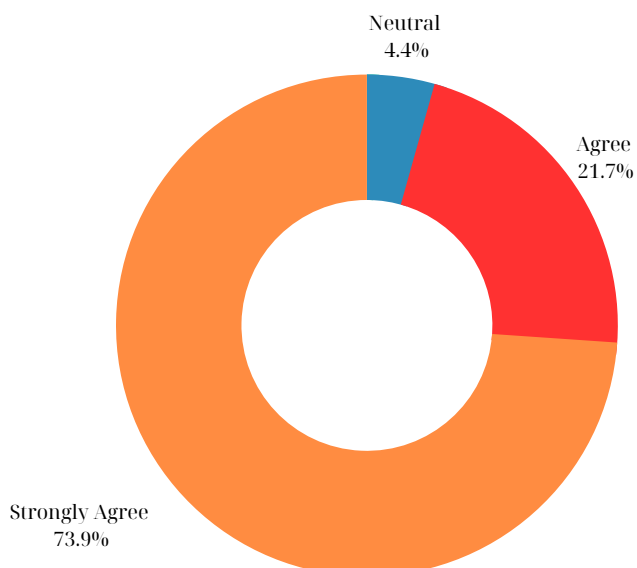
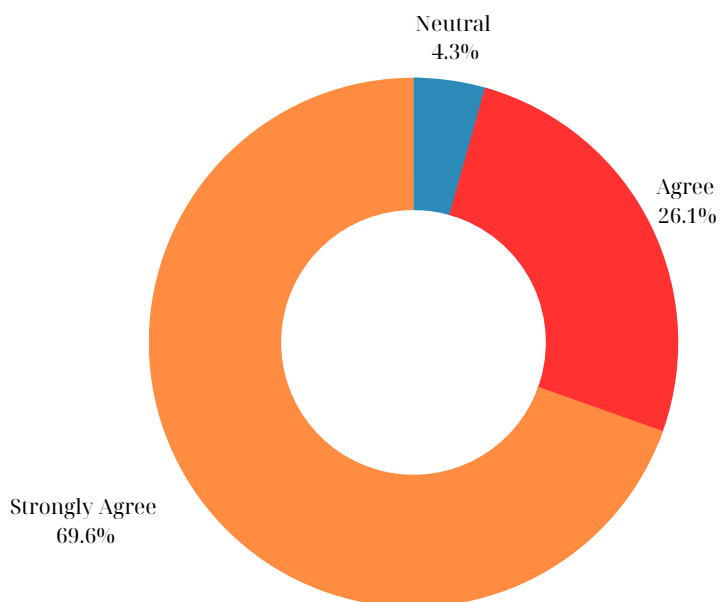
The trainers delivered the skills to be taught in a simple and concise manner





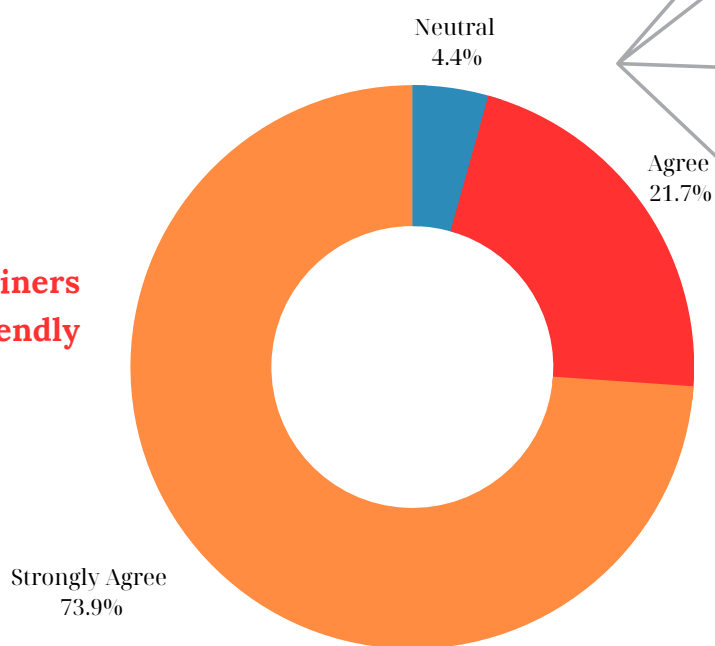
The trainers planned training activities in a way that was acceptable and in line with the training course's objectives

The trainers were able to effectively communicate with the trainees



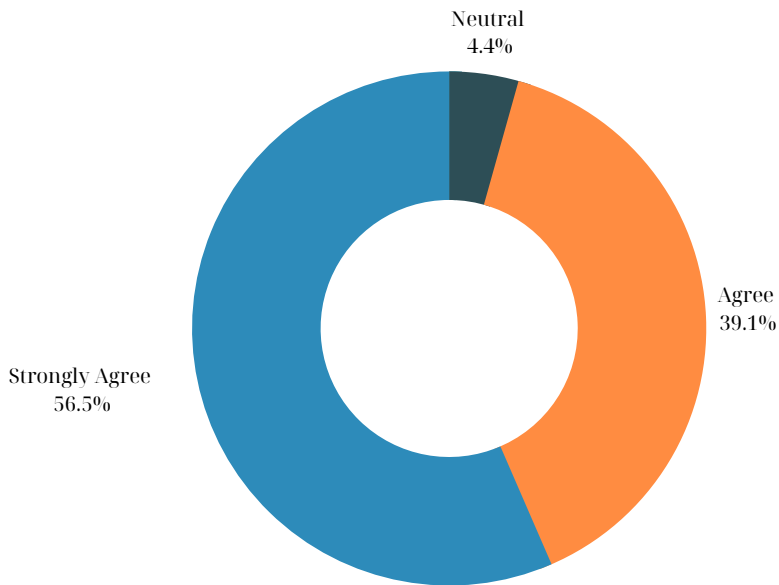
Trainees were given the time to discuss with the trainers and ask questions

In general, how effective were the trainers in establishing a learning-friendly environment?



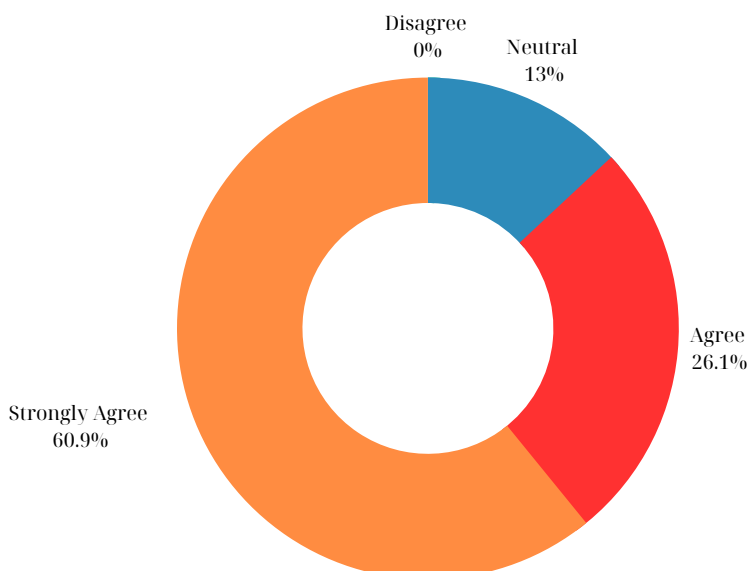
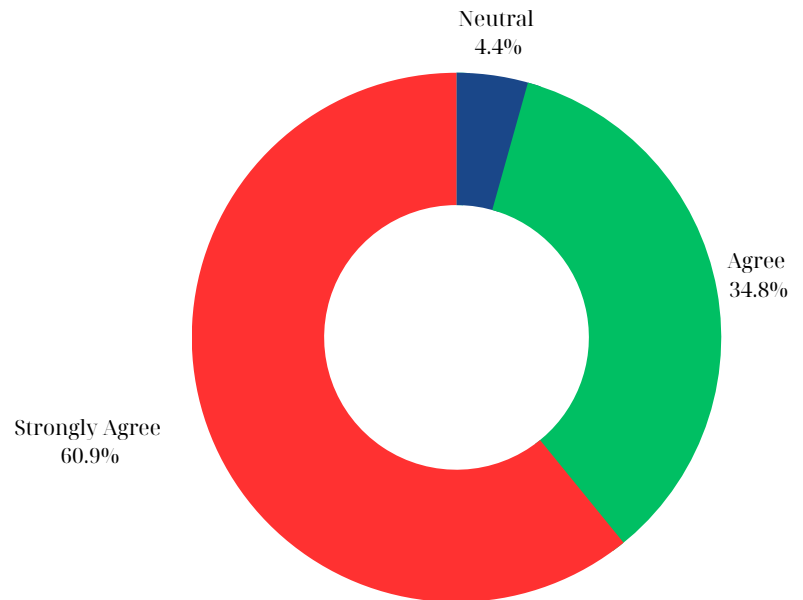
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Level 2 – Learning



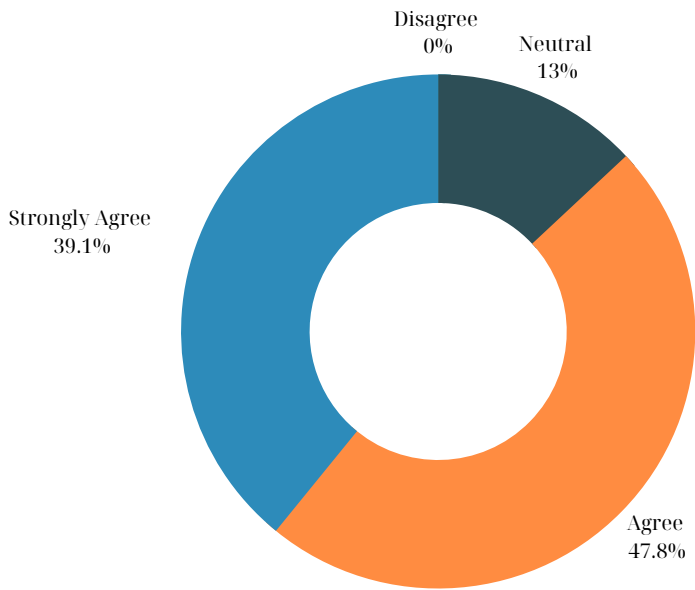
The Race4Life course's topics was relevant to my work

The Race4Life training course provided both theoretical and practical knowledge that was up-to-date



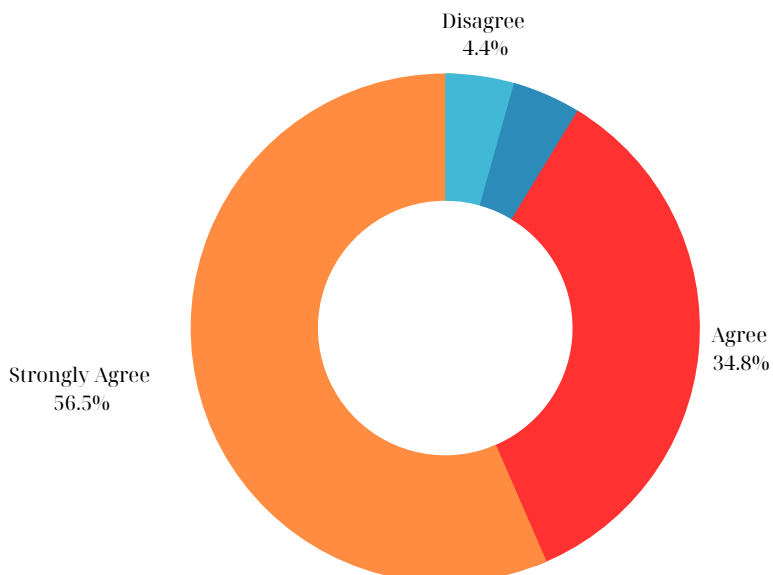
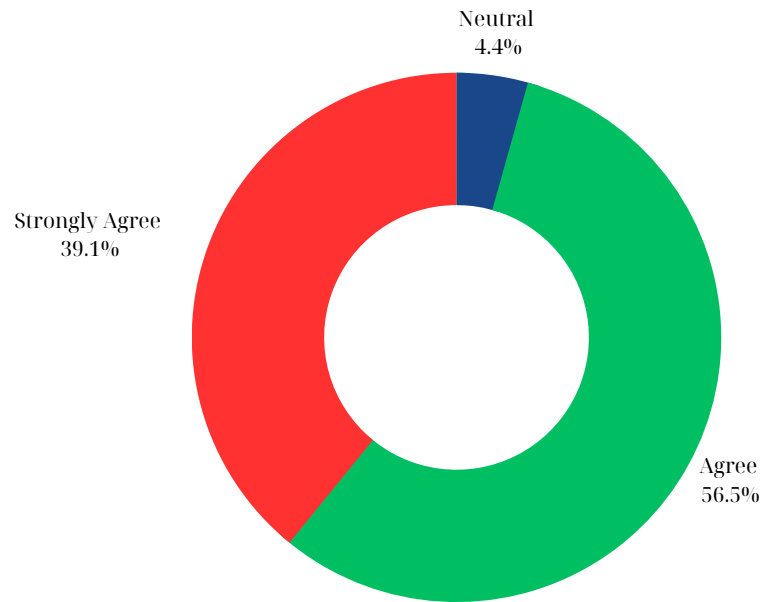
The information was delivered in a way that was tailored to the trainees' learning needs





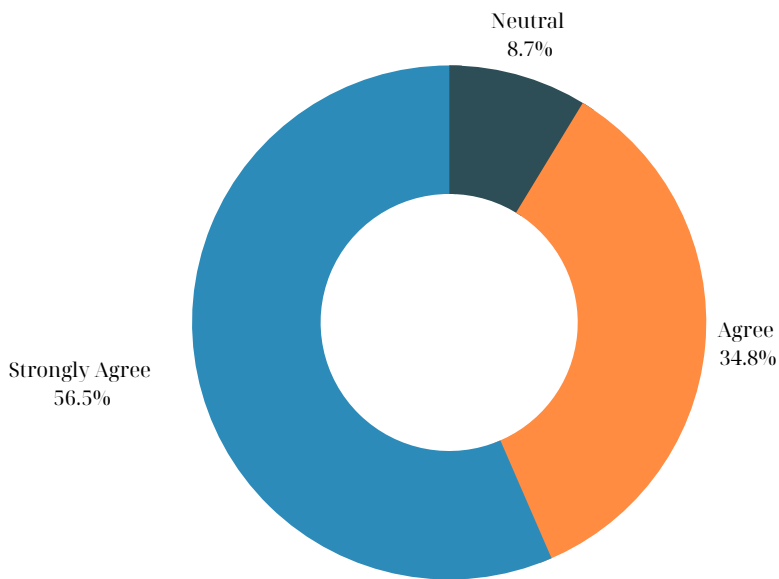
The length of the Race4Life training course was appropriate and sufficient

Based on the materials presented, my training needs were met

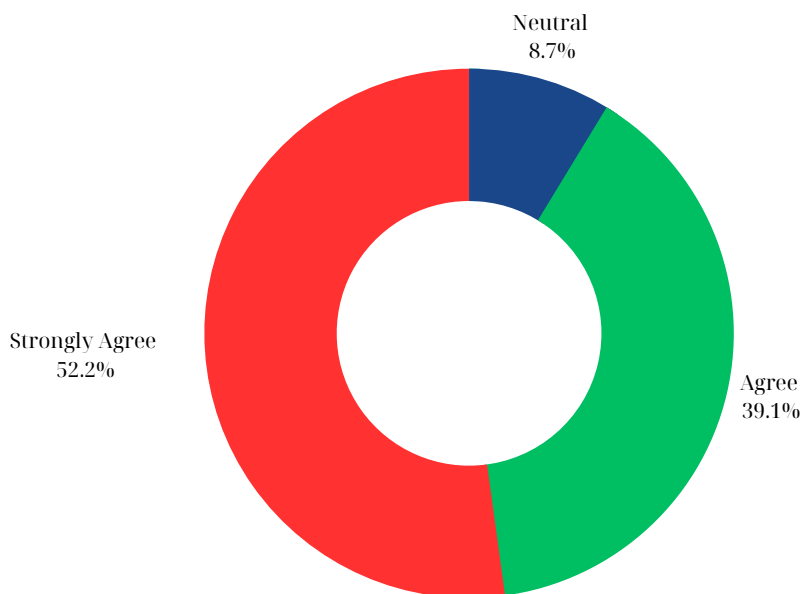
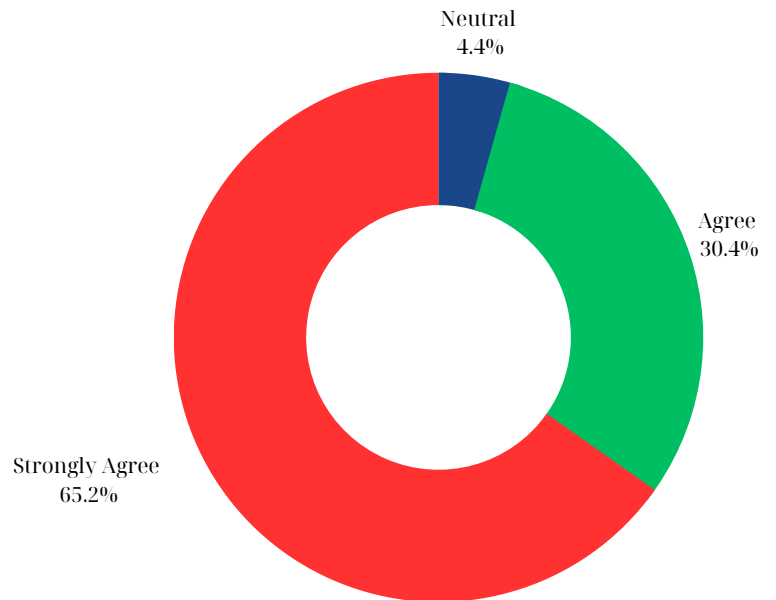


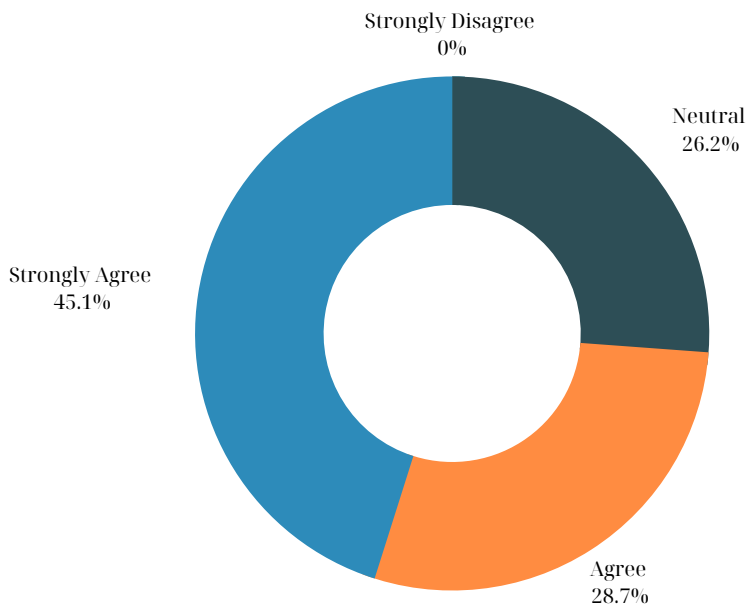
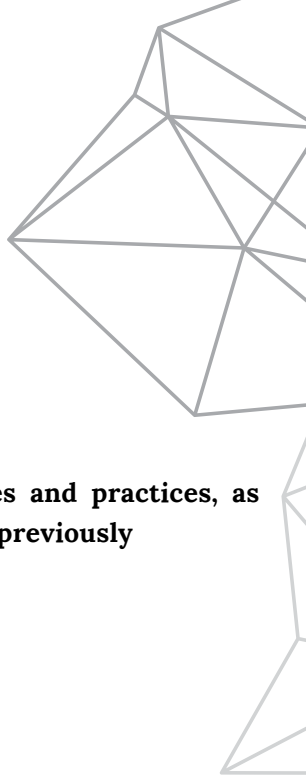
The Race4Life training course was designed to meet both my skill development demands and my current work requirements





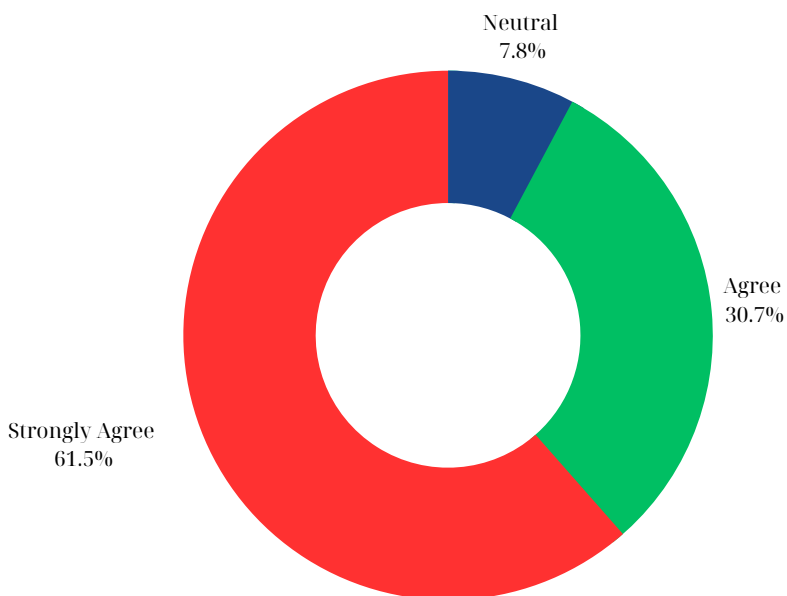
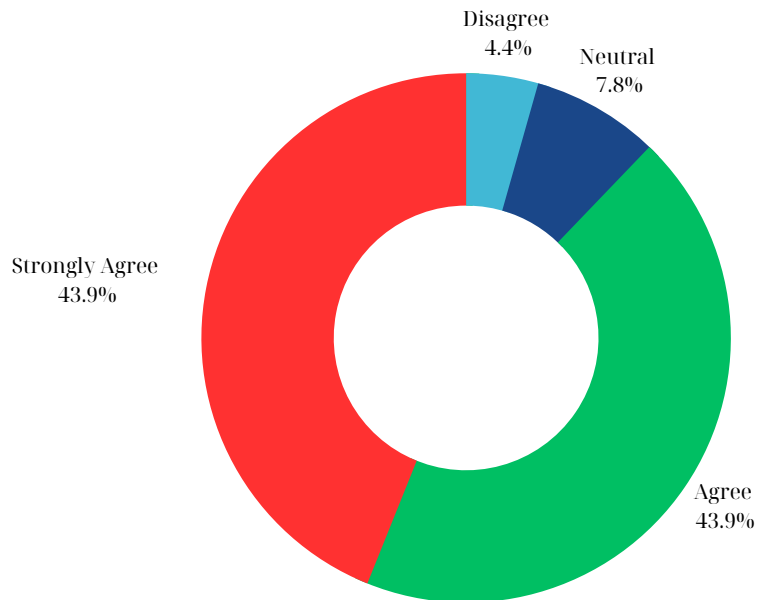
I believe that the Race4Life training course will help me to act more efficiently in my everyday practice





I learned about various theories and practices, as well as knowledge I didn't know previously

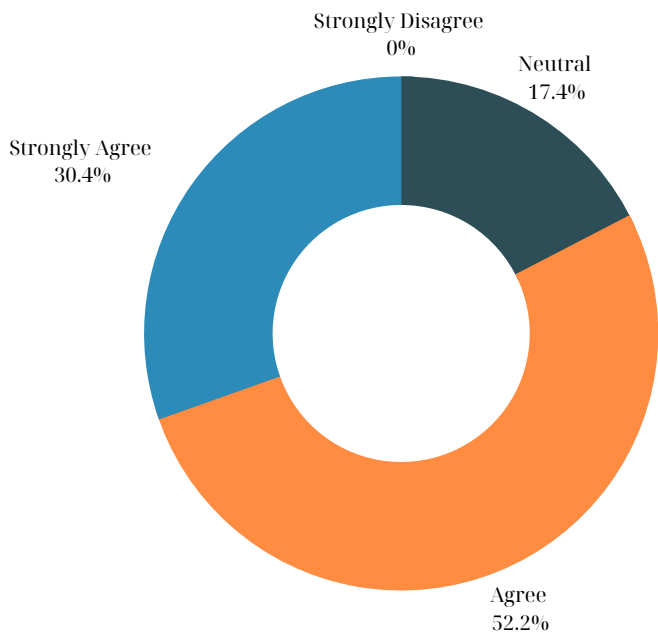
The Race4Life training course provided me with new practical skills in my profession



The Race4Life training course provided an opportunity for the participants to share new knowledge, expertise

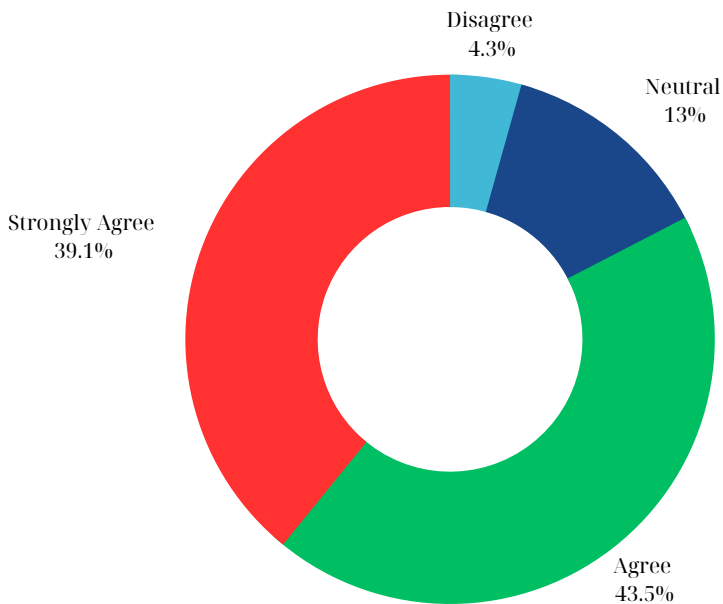
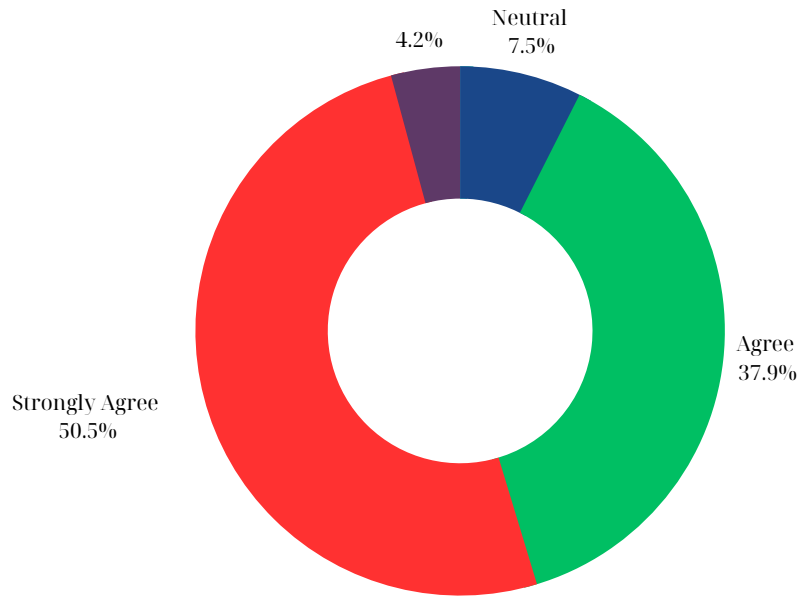


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I will be able to improve my work in ways that I would not have been able to previously

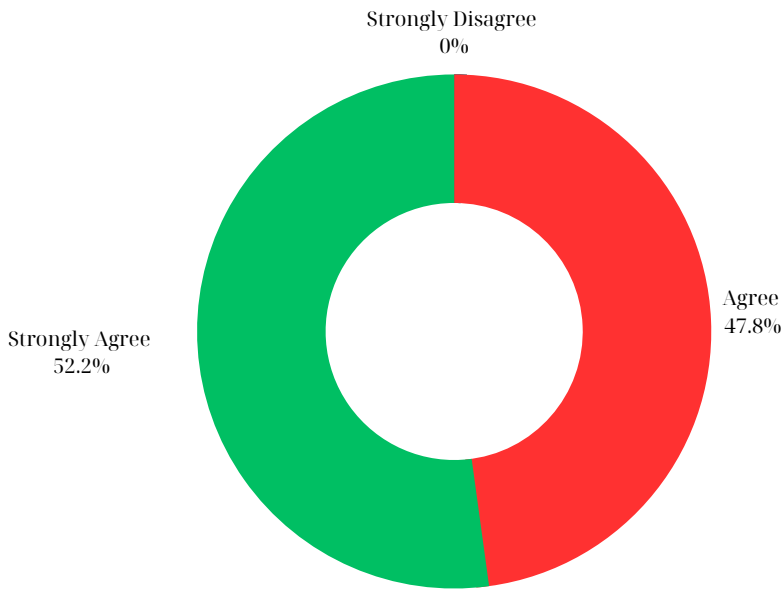
The training course aroused my attention and stimulated my curiosity about the learning topics presented



My attitude toward the training topics has changed as a result of the Race4Life training course

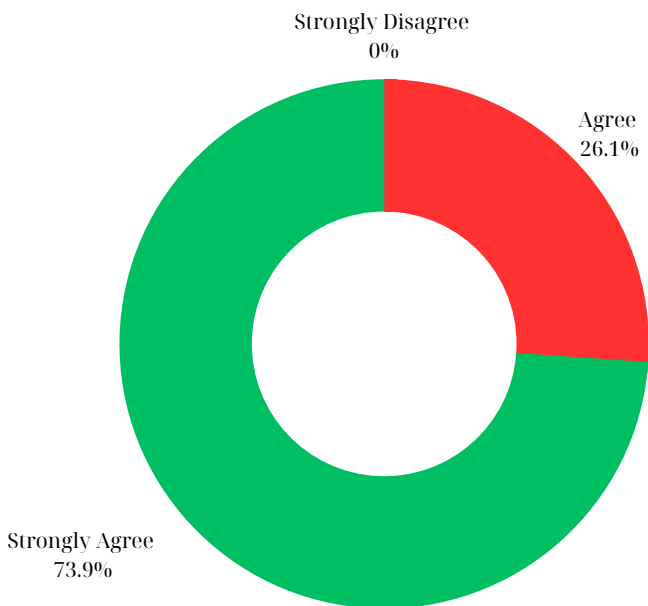
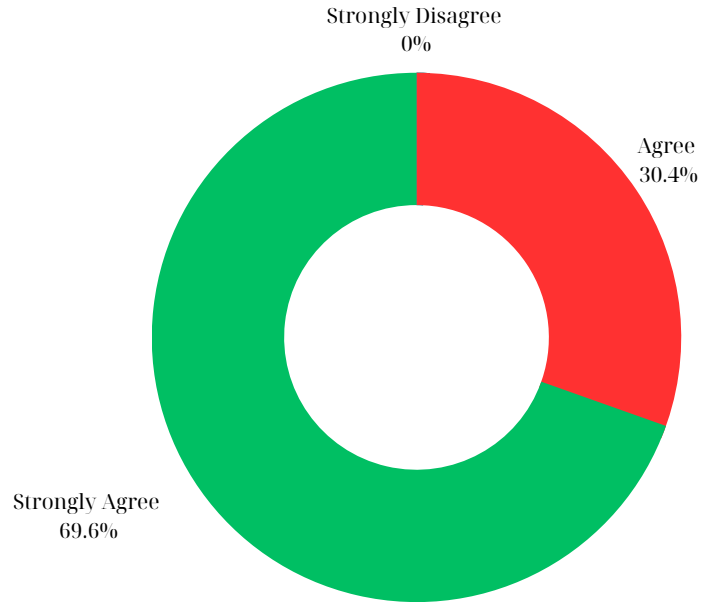


Environment



The location was set up in a way that was appropriate for the Race4Life training course

The facilities were appropriate



The Race4Life training course was, on the whole, well-organized



Strengths

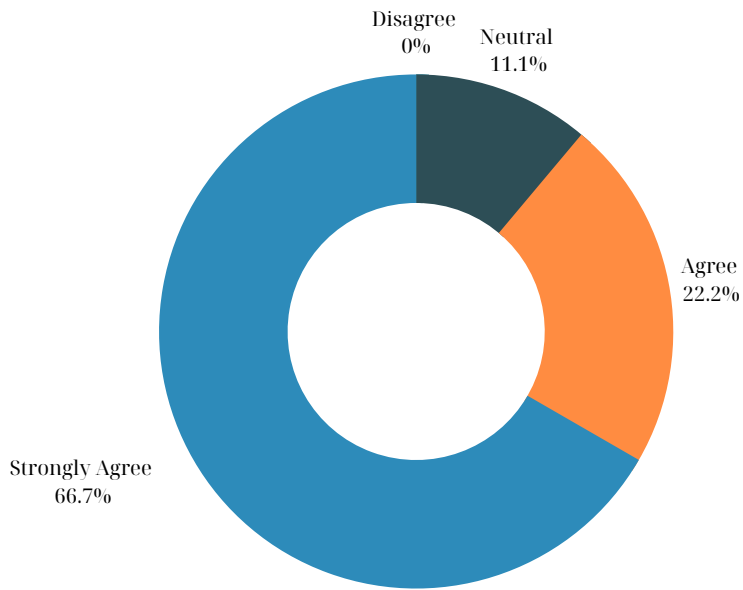
Memorable Quotes	<p>Race4life informed me for theoretical and practical knowledge and provided me with new practical skills in my profession.</p> <p>The trainers were able to effectively communicate with the trainees</p> <p>There was time to discuss and exchange of experiences with other colleagues</p> <p>Active participation in actions</p> <p>RACE4LIFE's strengths are its ability to bring together industry professionals to work in a cross-cutting manner.</p> <p>Practical activities,there was good communication between the trainers and the participants and there were the right facilities</p> <p>The topics and education theories to use in our daily programs, the expertise of the trainers, the possibility to interact with people from different countries</p> <p>Learnig new methodology and new ways , developing life skills through of Sports.I learned several things about my job and how I should apply them.</p> <p>They provided good hospitality, the trainers taught the theoritical part and then properly acted it out in the practical training, the pariticipation and cooperation of people from multiple countries and programs around Europe.</p> <p>the chance to share your experience to ask questions to listen and learn different methods from the colleagues</p> <p>Theory linked with practice, evidence-based practice, well trained personnel</p>
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Improvements

Memorable Quotes	<p><i>More practice of theoretical principles on specific concepts and everyday practice</i></p> <p><i>i believe that especially the barcelona meeting duration needed one more day</i></p> <p><i>Maybe there should have been less Online theory-based sessions and try to create more dinamic and interactive activities instead.</i></p> <p><i>I prefer face to face training. I would have prefered to have some more of the training when we were together as opposed to online.</i></p> <p><i>Implementation of BCTs on everyday practice scenarios and specific populations</i></p> <p><i>Race4Life course could last more days</i></p>
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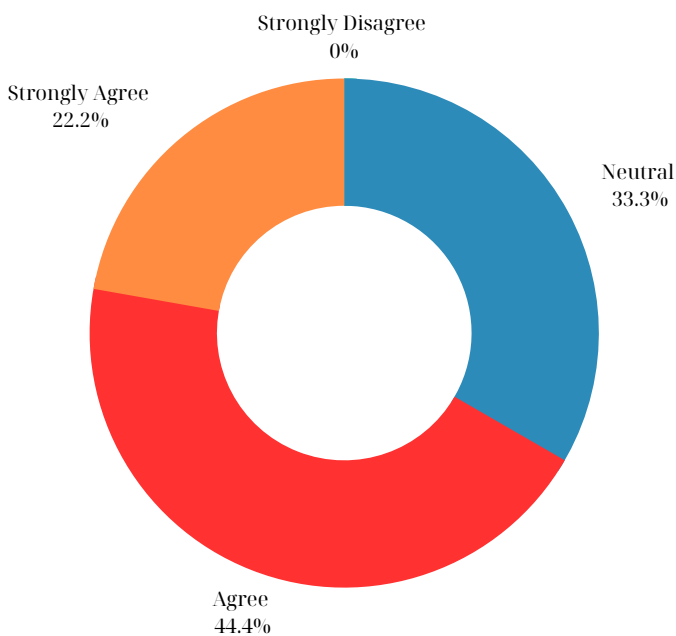
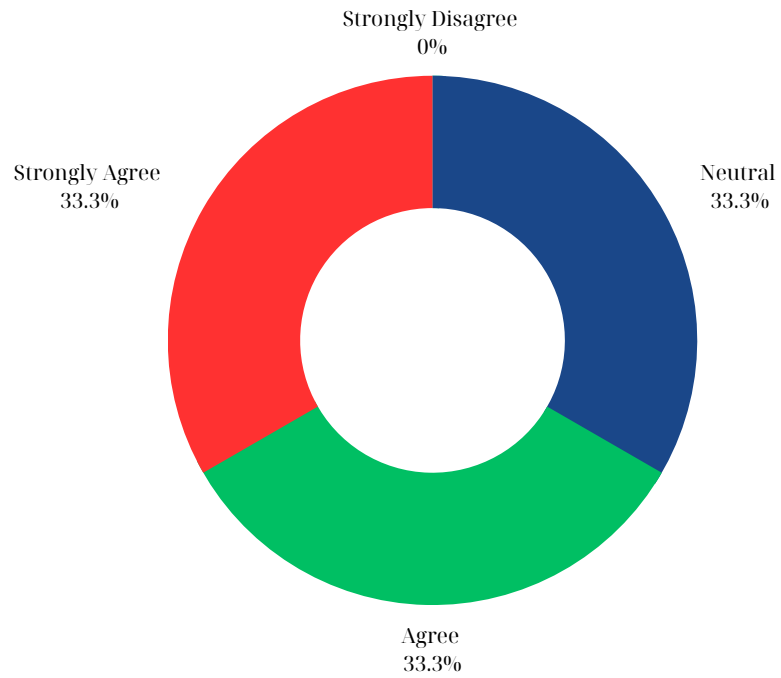


Level 3 – Behavior



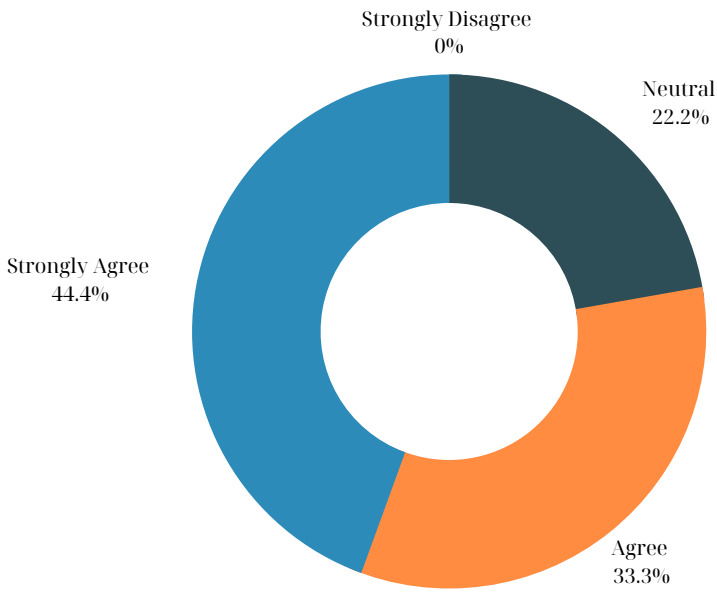
The Race4Life training course motivated me to improve my work

My ability to perform effectively in my working area improved as a result of the Race4Life training course



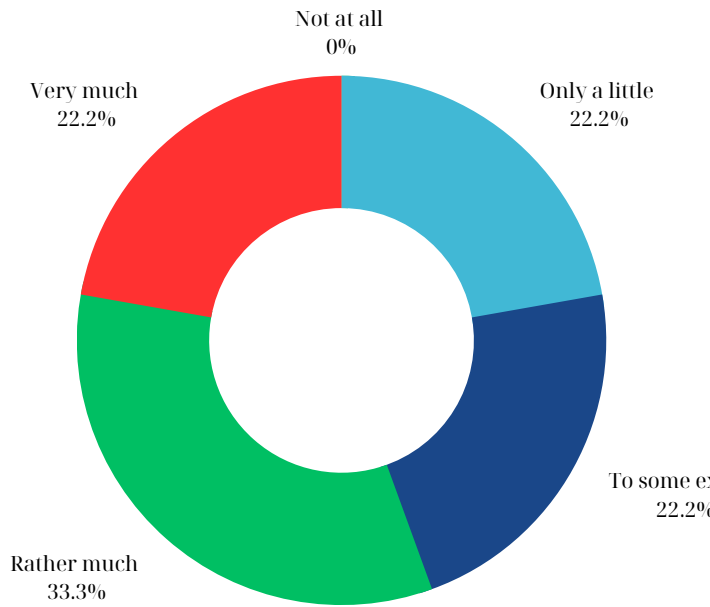
After completing the training, my work behaviour changed





Some aspects of my work behaviour were developed as a result of the Race4Life training course

To what extent your services' therapeutic processes changed as a result of your participation in the Race4Life training and its products?



Which were the most significant changes in the way you perform your work as result of attending the Race4Life training course?

<p>Memorable Quotes</p>	<p><i>Reflected on self-efficacy a great deal and applied it to my own life and also to my kids. Also with regard to work, I had lots of conversations with my team about abilities and capabilities and motivation.</i></p> <p><i>Now we have more clear how to apply the methodology sport skills life skills in our sport programs</i></p> <p><i>Found new ways of motivating my clients and educating them on how to incorporate athletic goals into therapy</i></p> <p><i>To understand that all the activities proposed to our clients must have a sense of transfer in their daily life.</i></p> <p><i>new training techniques</i></p> <p><i>new methods and actions</i></p> <p><i>questionnaires to athletes</i></p> <p><i>establishing new goals</i></p> <p><i>After the training and at the same time to the pilot project. We have implemented in several programmes the fact of setting collective goals in the sports programmes of the recovery centres in order to improve the motivation of the clients.</i></p>
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Which other factors contributed to the development of your knowledge/skills in the training area? (if any)

<p>Memorable Quotes</p>	<p><i>Self efficacy</i></p> <p><i>knowing, seeing and knowing how other organisations work</i></p> <p><i>The intervention carried out during the months of May and June was crucial to put into practice what we had learned and to realize the importance of creating realistic and short term objectives.</i></p> <p><i>skill delivery in a sipmle to understand manner</i></p> <p><i>theory and practise</i></p> <p><i>Organisation of implementation protocols and improve the methodology</i></p>
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How did the Race4Life training course contribute to these changes?

<p>Memorable Quotes</p>	<p><i>Awareness</i></p> <p><i>Offering a methodology and learning from the knowledge shared by all organisations. By highlighting the importance of behavioral change approach in therapeutic exercise It has contributed in its entirety. Race4life has helped me to reflect and to have the tools to apply everything I have learned.</i></p> <p><i>delivery of scientific content</i></p> <p><i>new tools in my work</i></p> <p><i>new training techniques</i></p> <p><i>It provides the knowledge base for further progress and growth.</i></p>
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Level 2: Sport-based pilot implementation evaluation

Each project partner who provides SUD recovery implemented a pilot sport-based intervention based on the RACE4LIFE protocol in their local context.

81 of the 145 clients that were involved in the sport-based interventions successfully completed the intervention. A 45% drop-out rate was observed, which is reasonable given the target population. Football, basketball, running, and walking were among the sports-based interventions, along with physical training exercises in outdoor for indoor settings.

A multi-method research approach followed a preprepared topic guide exploring the COM-B model components. The respondents to the questionnaire indicated their level of agreement with predefined statements about the elements of the COM-B model, effort and importance, value and usefulness, and perceived choice. Finally, a follow-up assessment with predefined statements regarding clients' frequency of goal-setting in their sport participation and the perceived helpfulness of the goal-setting process, ending with an open-ended question to describe in what ways their participation in the goal-setting process was useful to their SUDs recovery until now.



COM-B

Capability refers to the physical or psychological capacity to engage in the behaviour in question. This capacity resides within the individual. It includes knowledge and understanding as well as physical and mental skills and facilities. It also includes the capability to resist impulses to engage in an action as well as the ability to engage in an action.

Physical

Having the motor skills and anatomy required to enact the behaviour.

Psychological

Having the knowledge and intellectual and self-regulatory capacity to enact the behaviour.

Opportunity refers to the environmental factors that permit a behaviour to occur or promote it. This may involve the physical environment, including, for example, availability of a given drug or cues that prompt people to consider taking the drug as an option. It may also involve the social environment, including social mores that make it possible to entertain the idea of using a drug.

Physical

Environmental factors that enable or prompt the behaviour to occur.

Social

Social factors that enable or prompt the behaviour.

Motivation refers to mental processes that energize and direct behaviour. It extends beyond the narrow confines of self-conscious, reflective reasoning and choice and into processes that have been labeled 'automatic'. Thus, it includes impulses and desires that we are not necessarily reflecting on, or able to reflect on, at any given moment.

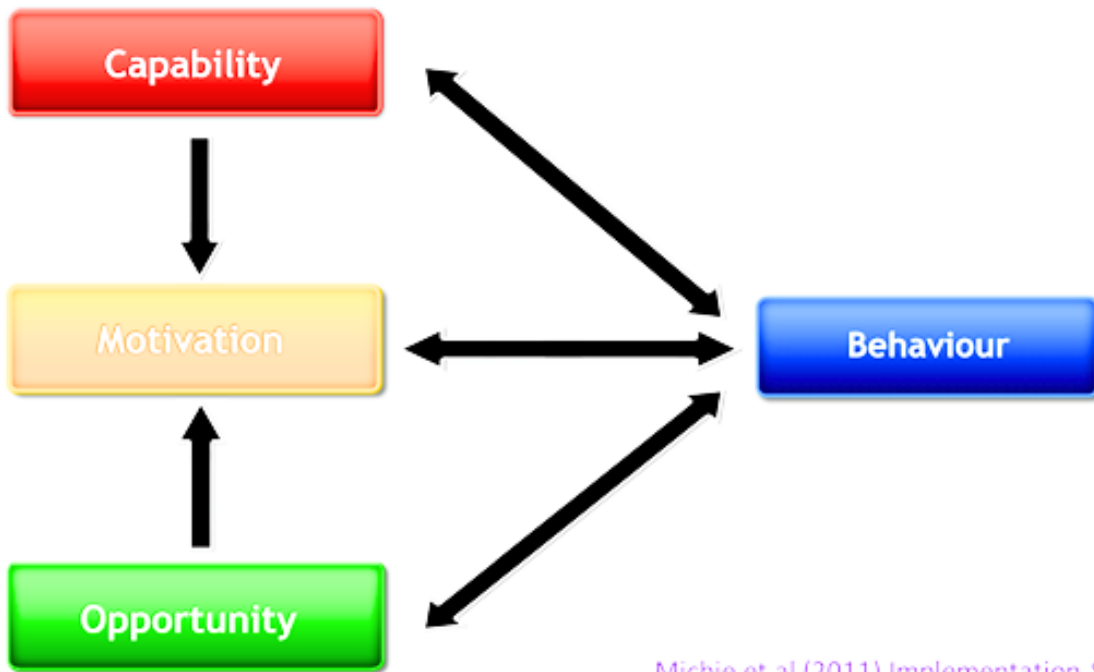
Reflective

The Self-consciousness analysis leads to a decision or intention to perform an action.

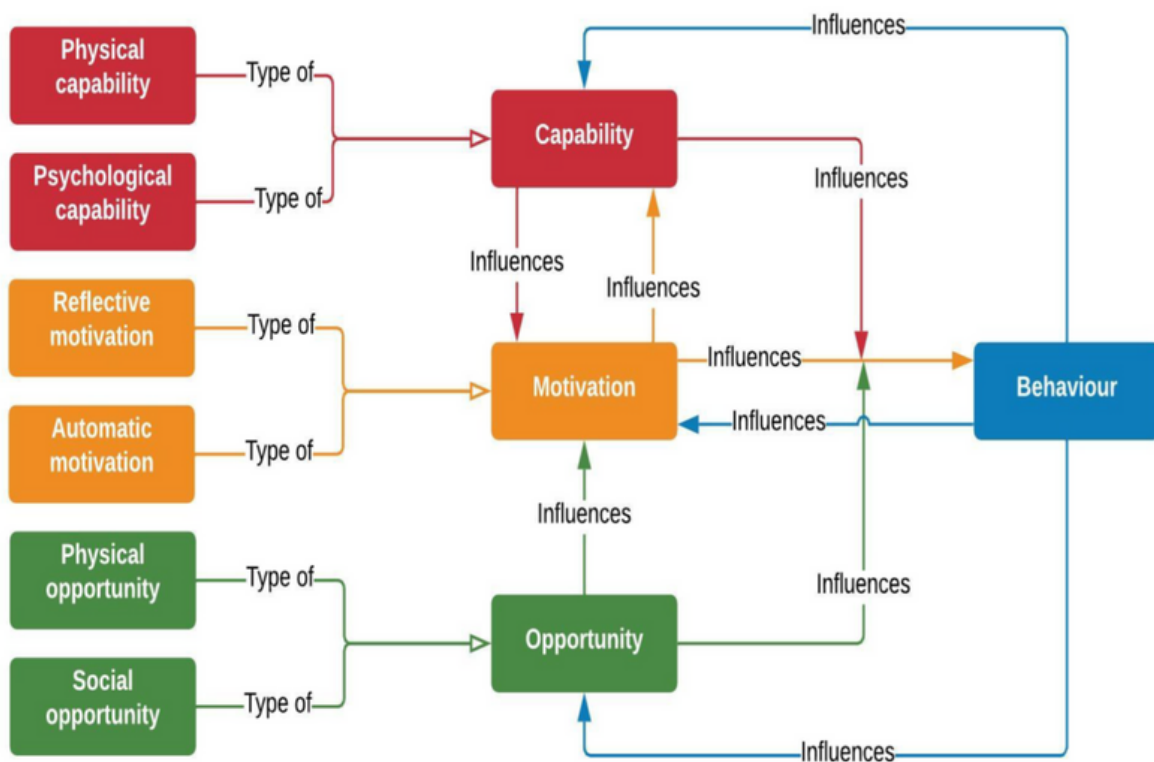
Automatic

Learned and unlearned associative processes leading to feelings, impulses, or counter-impulses.





Michie et al (2011) Implementation Science



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Methodology

Assessment Tools

Following the Back Translation process, the assessment tools were translated into five languages (Greek, English, Spanish, Italian, and Norwegian).

Screening

All the clients had stated their voluntary participation in the sport-based intervention and signed a written consent.

Demographics

- Gender and age
- Years in drug abuse
- Days in SUD recovery
- Service Settings
- Therapy Approach

Physical Activity Readiness (appendix 2)

The self-administered Physical Activity Readiness Questionnaire - PAR-Q (Thomas et al., 1992) was used to assess the participant's ability to participate in the sport-based intervention. PAR-Q is a self-administered tool assessing the safety or the potential risk of exercise for an individual, based on his medical history over the past 12 months, recording current medical symptoms such as cardiovascular disorders, balance, the medication used, and disorders of the joints and muscles

Evaluation

The evaluation was based on quantitative and qualitative data. Participants completed pre-and post-intervention assessments as well as complete Weekly Monitoring Goal-Setting Form throughout the sports interventions (process assessment) and the follow-up form.

Pre-evaluation (before the first week of the sport intervention)

Appendix 3

Post-evaluation (at the end of the final week of the sport intervention)

Appendix 4

Weekly Monitoring Goal-Setting Form (at the beginning of each week of the sport intervention)

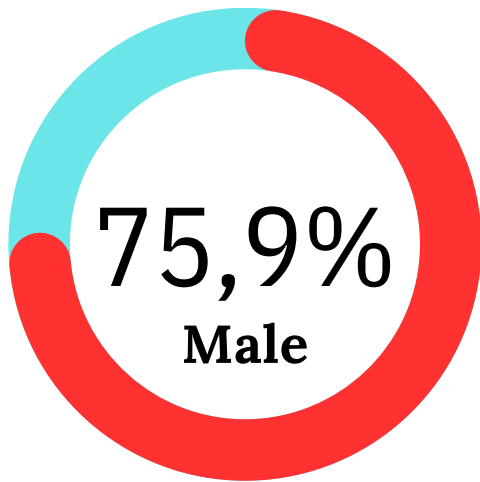
Appendix 5

Follow-up assessment (after one month of the finish of the sport intervention)

Appendix 6



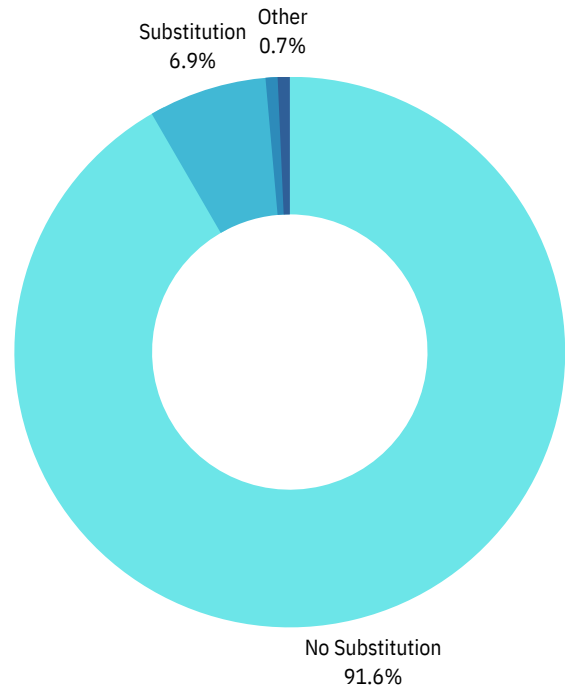
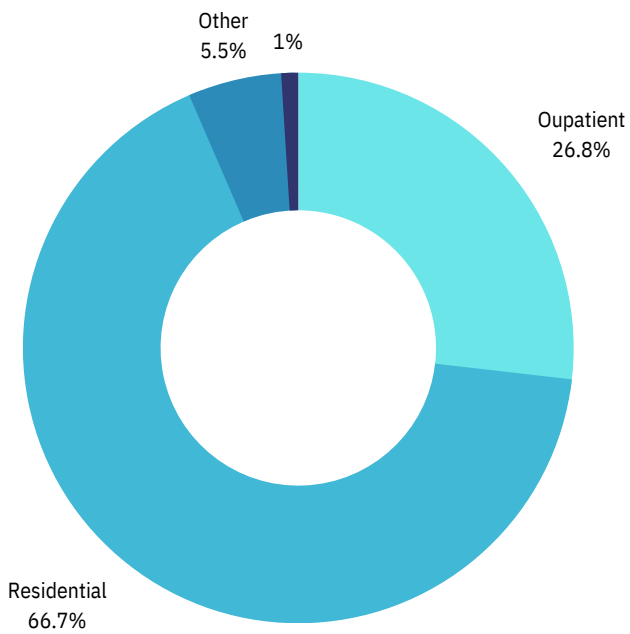
Sample



Years In Drug Abuse: M=18

Days In Treatment: M=252

Gender



Service Setting

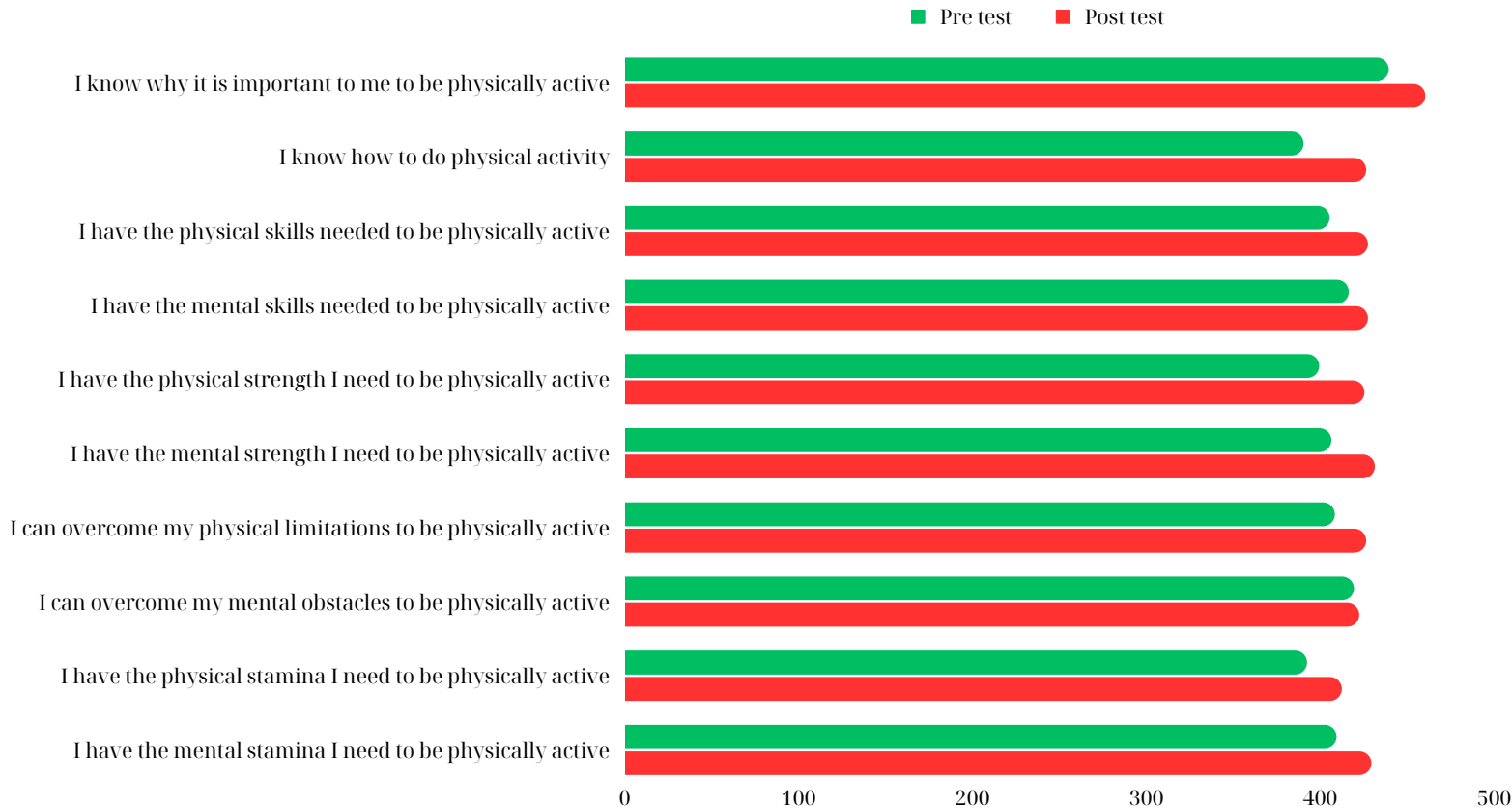
Therapy Approach



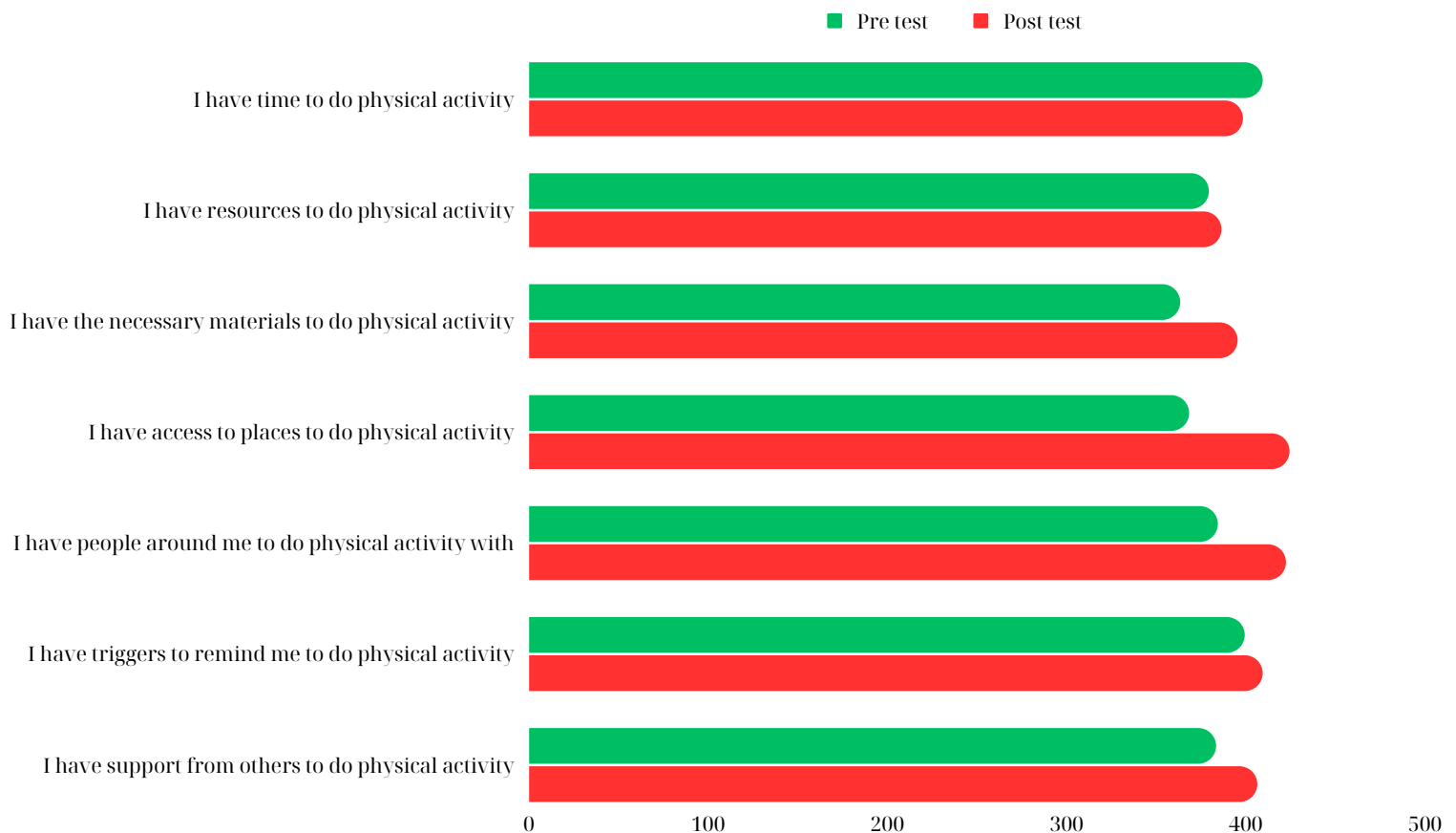
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Results

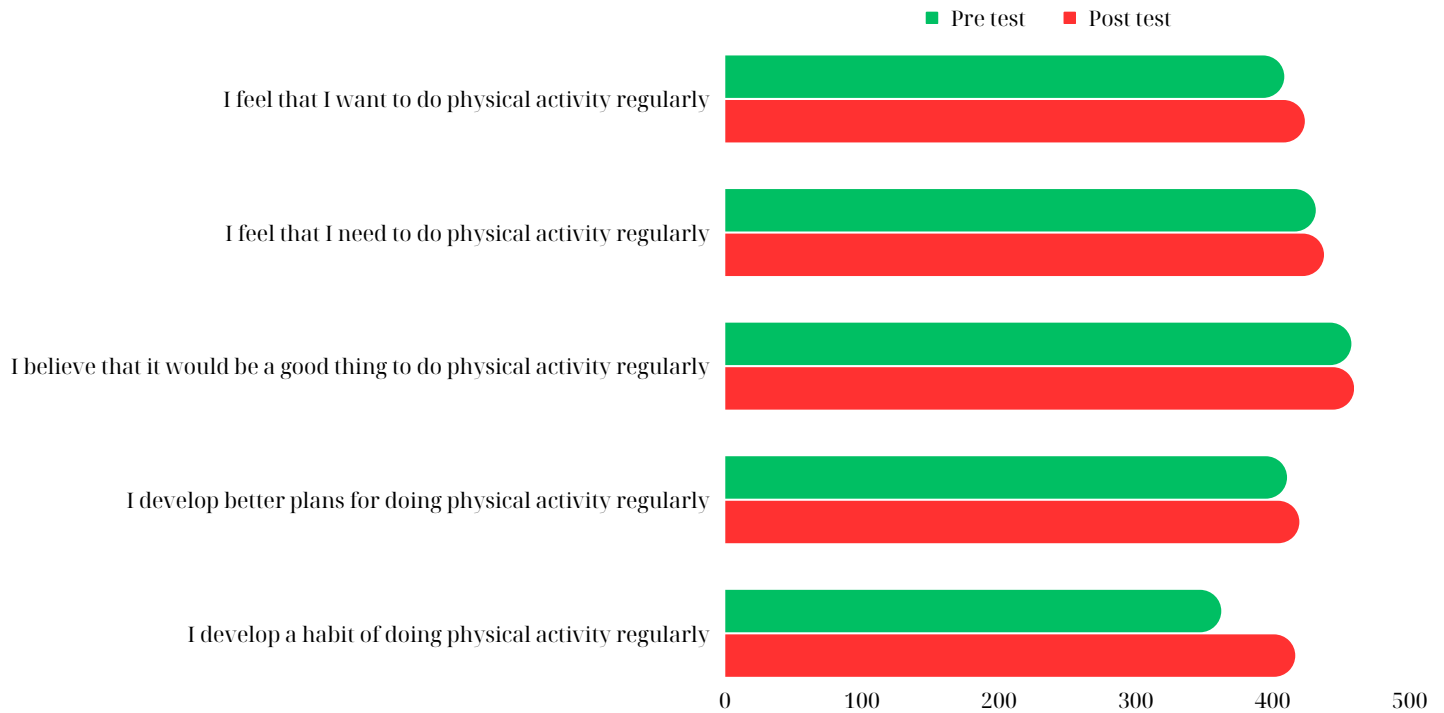
Capability



Opportunity



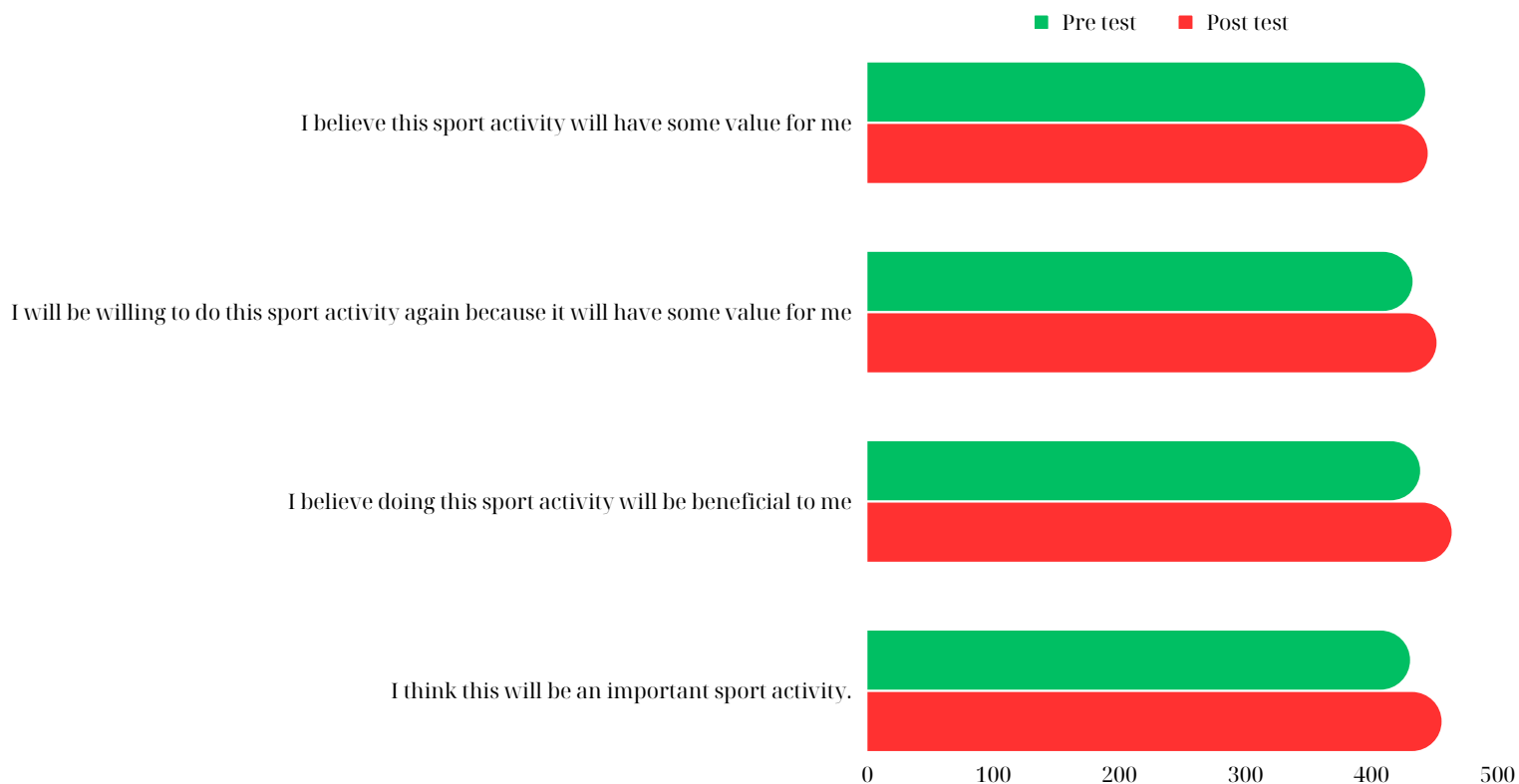
Motivation



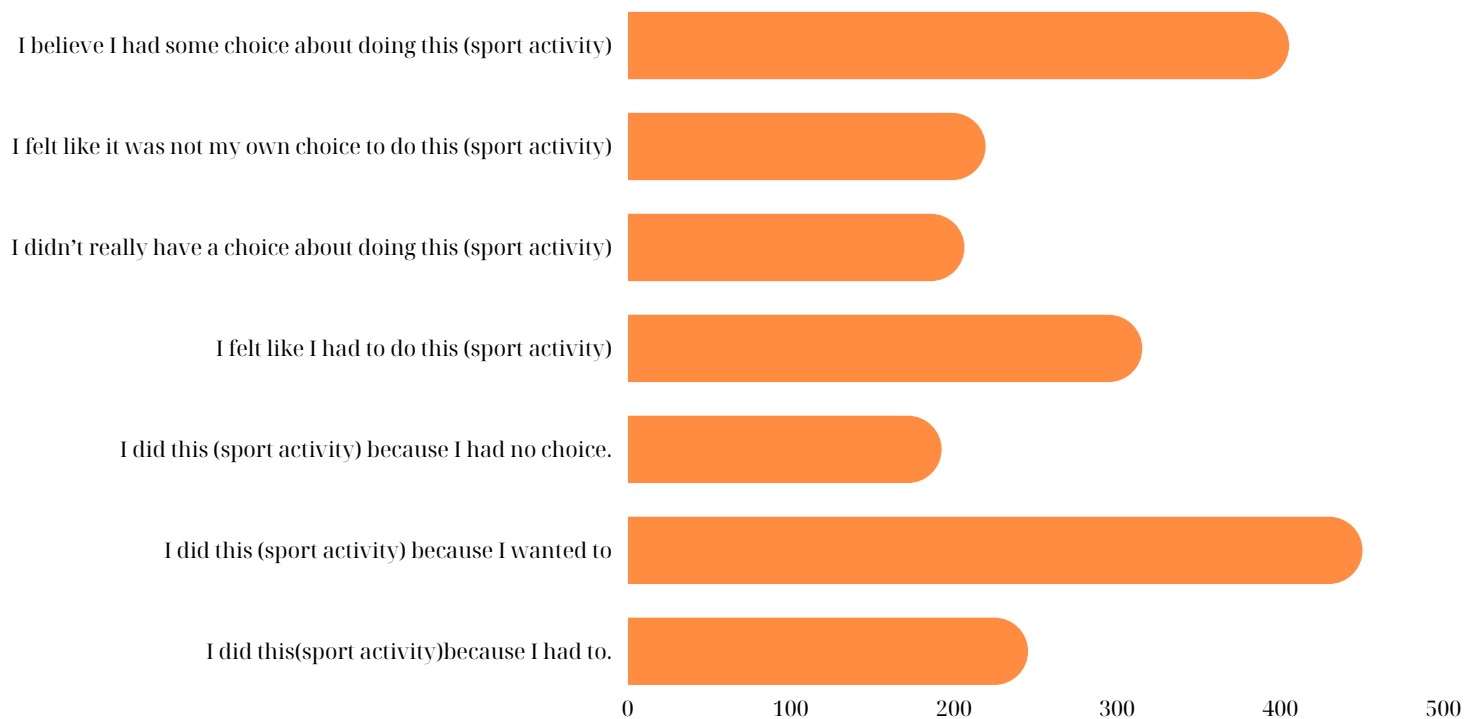
Effort/Importance.



Value/Usefulness



Perceived Choice

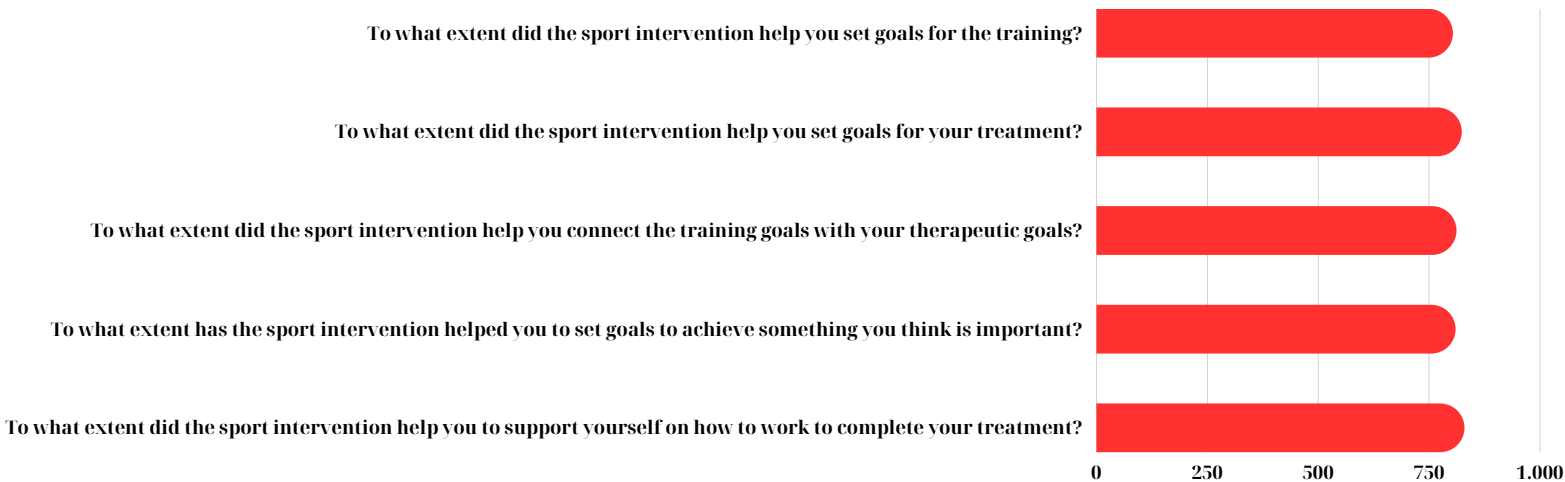


One-month Follow-up Assessment

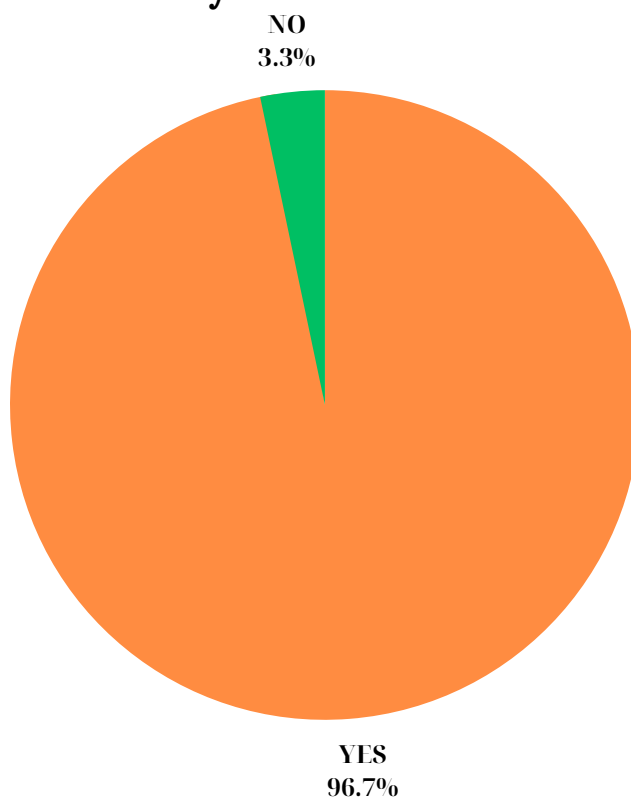
Frequency of goal setting



Perceived Helpfulness



Connectioun with SUD recoovery



You believe that your participation in the sport intervention has helped you in your recovery process?



Connectioun with SUD recoovery

Memorable Quotes

*Setting goals and achieving them, made me stronger and satisfied with my effort
I feel blessed and lucky been part of my team through my path to a life without drugs
helped me build my self-confidence and stay away from drugs
helped me setting goals . be focused and try to achieve these goals day by day
managed to undersand better my thoughts and my feelings
learned to set goals not only for the sports but also in the treatment process
setting and achieving goals
I've learned to be diciplined on my every day program
setting goals and be persistant on achieving the best possible outcome
setting and achieving my goals
due to my injury It was impossible to cope and take the best out of it
feel better each day and more motivated
i felt more energised especailly the days of the group. i also had such fun.
Yes, it helped me interact and get more involved with groups plus experience.
It helped me to be more socialable, getting out more, more motivated and not to isolate at home.
Enoyed the waking, helped me to interact with people, not isolate. Helped me set a mindset for getting walking into my recovery.
Setting goals in sport and achieving them gave me the impetus to think about my therapeutic efforts the same way
Making a collaborative effort with others made me realize that I need to do the same in my rehab
It helped me understand the value of the team process and the need to set and achieve goals
It helped me understand what my limits are and that I can eventually overcome them
It made me understand how important the need for change is that in order to succeed in therapy
It made me realize that this is how I need to think about my rehabilitation and the importance of working together
It helped me believe in myself and in my abilities, to believe that I can achieve anything as long as I don't give up at the first difficulty
The program helped me to understand and believe that addiction is not invincible and that by setting realistic and measurable goals I can succeed
It taught me to appreciate myself and see that I can accomplish many things set measurable goals and get satisfaction by the process
It helped me because I realised how important it is to know that there will always be a team to support me when I struggle
Out of treamant, but helps to stay clean
Helped with physical and mental well-being. Soscial training. Helped with challenges such as restlessness. Positive to spend time on
Consistency is key! It gives results mentally and physically over time*



Appendix

Appendix 1

Reaction					
The reactions of the trainees to the trainers	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The trainers applied effective teaching approaches that fit with the training goals.	1	2	3	4	5
The trainers delivered the scientific content in an appropriate manner and in accordance with the training course's objectives.	1	2	3	4	5
The trainers delivered the skills to be taught in a simple and concise manner.	1	2	3	4	5
The trainers planned training activities in a way that was acceptable and in line with the training course's objectives.	1	2	3	4	5
The trainers were able to effectively communicate with the trainees.	1	2	3	4	5
Trainees were given the time to discuss with the trainers and ask questions.	1	2	3	4	5
In general, how effective were the trainers in establishing a learning-friendly environment?	Not at all	Only a little	To some extent	Rather much	Very much
Trainees' reactions to training delivery	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The RACE4LIFE course's topics was relevant to my work.	1	2	3	4	5
The RACE4LIFE training course provided both theoretical and practical knowledge that was up-to-date.	1	2	3	4	5
The information was delivered in a way that was tailored to the trainees' learning needs.	1	2	3	4	5
The length of the RACE4LIFE training course was appropriate and sufficient.	1	2	3	4	5
Based on the materials presented, my training needs were met.	1	2	3	4	5
The RACE4LIFE training course was designed to meet both my skill development demands and my current work requirements.	1	2	3	4	5
The training techniques were appropriate for the training demands.	1	2	3	4	5
I believe that the RACE4LIFE training course will help me to act more efficiently in my everyday practice.	1	2	3	4	5



The reactions of the trainees to the training environment	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The location was set up in a way that was appropriate for the RACE4LIFE training course	1	2	3	4	5
The facilities were appropriate.	1	2	3	4	5
The RACE4LIFE training course was, on the whole, well-organized.	1	2	3	4	5
Learning					
Trainees' perceptions of the impact on their learning and knowledge	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
As a result of the RACE4LIFE training course, my knowledge and skills improved.	1	2	3	4	5
I learned about various theories and practices, as well as knowledge I didn't know previously, as a result of the RACE4LIFE training course	1	2	3	4	5
The RACE4LIFE training course provided me with new practical skills in my profession.	1	2	3	4	5
The RACE4LIFE training course provided an opportunity for the participants to share new knowledge, expertise, and experiences.	1	2	3	4	5
I will be able to improve my work in ways that I would not have been able to previously.	1	2	3	4	5
The training course aroused my attention and stimulated my curiosity about the learning topics presented.	1	2	3	4	5
My attitude toward the training topics has changed as a result of the RACE4LIFE training course.	1	2	3	4	5
Please specify what you perceive the RACE4LIFE training course's strengths were.	open-ended				
Please identify any areas of the RACE4LIFE training course that you believe may be improved.	open-ended				



Behavior (one month later)

Trainees' perceptions on behavior	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The RACE4LIFE training course motivated me to improve my work.	1	2	3	4	5
My ability to perform effectively in my working area improved as a result of the RACE4LIFE training course.	1	2	3	4	5
After completing the training, my work behaviour changed.	1	2	3	4	5
Some aspects of my work behaviour were developed as a result of the RACE4LIFE training course.	1	2	3	4	5
Which were the most significant changes in the way you perform your work as result of attending the RACE4LIFE training course?	open-ended				
How did the RACE4LIFE training course contribute to these changes?	open-ended				
Which other factors contributed to the development of your knowledge/skills in the training area? (if any)	open-ended				
Final comments (any other comments that you might have about the impact of the training on your job performance?)	open-ended				
To what extent your services' therapeutic processes changed as a result of your participation in the RACE4LIFE training and its products?	Not at all	Only a little	To some extent	Rather much	Very much
Do you believe sport can be a powerful tool in SUD recovery?	Not at all	Only a little	To some extent	Rather much	Very much



Appendix 2. Physical Activity Readiness

1	Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?	YES	NO
2	Do you feel pain in your chest when you do physical activity?	YES	NO
3	In the past month, have you had chest pain when you were not doing physical activity?	YES	NO
4	Do you lose your balance because of dizziness or do you ever lose consciousness?	YES	NO
5	Do you have a bone or joint problem that could be made worse by a change in your physical activity?	YES	NO
6	Is your doctor currently prescribing drugs for your blood pressure or heart condition	YES	NO
7	Do you know of any other reason why you should not do physical activity	YES	NO

If you answered

YES to one or more questions

- Talk to your doctor by phone or in person BEFORE you start becoming much more physically active or BEFORE you have a fitness appraisal.
- Tell your doctor about the PAR-Q and which questions you answered YES.
- You may be able to do any activity you want – as long as you start slowly and build up gradually. Or, you may need to restrict your activities to those which are safe for you. Talk with your doctor about the kinds of activities you wish to participate in and follow his/her advice.
- Find out which community programs are safe and helpful for you

NO to all questions

If you answered NO honestly to all PAR-Q questions, you can be reasonably sure that you can:

- Start becoming much more physically active – begin slowly and build up gradually. This is the safest and easiest way to go.
- Take part in a fitness appraisal – this is an excellent way to determine your basic fitness so that you can plan the best way for you to live actively.



Appendix 3. Pre-evaluation

I have the physical skills needed to be physically active	1	2	3	4	5
I have the mental skills needed to be physically active	1	2	3	4	5
I have the physical strength I need to be physically active	1	2	3	4	5
I have the mental strength I need to be physically active	1	2	3	4	5
I can overcome my physical limitations to be physically active	1	2	3	4	5
I can overcome my mental obstacles to be physically active	1	2	3	4	5
I have the physical stamina I need to be physically active	1	2	3	4	5
I have the mental stamina I need to be physically active	1	2	3	4	5
Opportunity					
I have time to do physical activity	1	2	3	4	5
I have resources to do physical activity	1	2	3	4	5
I have the necessary materials to do physical activity	1	2	3	4	5
I have access to places to do physical activity	1	2	3	4	5
I have people around me to do physical activity with	1	2	3	4	5
I have triggers to remind me to do physical activity	1	2	3	4	5
I have support from others to do physical activity	1	2	3	4	5
Motivation					
I feel that I want to do physical activity regularly	1	2	3	4	5
I feel that I need to do physical activity regularly	1	2	3	4	5
I believe that it would be a good thing to do physical activity regularly	1	2	3	4	5
I develop better plans for doing physical activity regularly	1	2	3	4	5
I develop a habit of doing physical activity regularly	1	2	3	4	5
Effort/Importance.					
I will put a lot of effort into (here you must put the sport activity you have planned e.g. running)	1	2	3	4	5
I will try very hard to do well at this sport activity.	1	2	3	4	5
It will be important to me to do well at this sport activity.	1	2	3	4	5
I will put much energy into sport activity.	1	2	3	4	5
Value/Usefulness					
I believe this sport activity will have some value for me	1	2	3	4	5
I will be willing to do this sport activity again because it will have some value for me	1	2	3	4	5
I believe doing this sport activity will be beneficial to me	1	2	3	4	5
I think this will be an important sport activity.	1	2	3	4	5



Appendix 4. Post-evaluation

Cycle the answer that better corresponds to your opinion

	Strongly Disagree	Disagree	Nor Disagree- Nor Agree	Agree	Strongly agree
Capability					
I know why it is important to me to be physically active	1	2	3	4	5
I know how to do physical activity	1	2	3	4	5
I have the physical skills I need to be physically active	1	2	3	4	5
I have the mental skills I need to be physically active	1	2	3	4	5
I have the physical strength I need to be physically active	1	2	3	4	5
I have the mental strength I need to be physically active	1	2	3	4	5
I can overcome my physical limitations to be physically active	1	2	3	4	5
I can overcome my mental obstacles to be physically active	1	2	3	4	5
I have the physical stamina I need to be physically active	1	2	3	4	5
I have the mental stamina I need to be physically active	1	2	3	4	5
Opportunity					
I have time to do physical activity	1	2	3	4	5
I have resources to do physical activity	1	2	3	4	5
I have the necessary materials to do physical activity	1	2	3	4	5
I have access to places to do physical activity	1	2	3	4	5
I have people around me to do physical activity with	1	2	3	4	5
I have triggers to remind me to do physical activity	1	2	3	4	5
I have support from others to do physical activity	1	2	3	4	5
Motivation					
I feel that I want to do physical activity regularly	1	2	3	4	5
I feel that I need to do physical activity regularly	1	2	3	4	5
I believe that it would be a good thing to do physical activity regularly	1	2	3	4	5
I develop better plans for doing physical activity regularly	1	2	3	4	5
I develop a habit of doing physical activity regularly	1	2	3	4	5
Effort/Importance.					
I put a lot of effort into (sport activity)	1	2	3	4	5
I tried very hard on this (sport activity)	1	2	3	4	5
It was important to me to do well at this (sport activity)	1	2	3	4	5
I didn't put much energy into (sport activity)	1	2	3	4	5
Value/Usefulness					
I believe this (sport activity) had some value to me	1	2	3	4	5
I would be willing to do (sport activity) again because it had some value for me	1	2	3	4	5
I believe doing (sport activity) was beneficial to me	1	2	3	4	5
I think this was an important sport activity	1	2	3	4	5
Perceived Choice					
I believe I had some choice about doing this (sport activity)	1	2	3	4	5
I felt like it was not my own choice to do this (sport activity)	1	2	3	4	5
I didn't really have a choice about doing this (sport activity)	1	2	3	4	5
I felt like I had to do this (sport activity)	1	2	3	4	5
I did this (sport activity) because I had no choice.	1	2	3	4	5
I did this (sport activity) because I wanted to	1	2	3	4	5
I did this (sport activity) because I had to.	1	2	3	4	5



Appendix 5. Weekly Monitoring Goal-Setting Form

Training Goal. Participants will define the overall goal they will set to attain by the end of each week (Goal), choosing one out of the predefined options, ranging from ... to... per week (you must modify it according to your sport activity). Examples: Km/week, min/week of exercise, session/week

Self-confidence in achieving training goals. Participants will evaluate to what extent they are confident they will achieve their training goal. Answers will be given on a Likert scale from 1 (for not at all sure) to 10 (totally sure).

Motivational strategies for achieving the goal. Using free text, participants will answer an open-ended question asking them what strategies they will follow to achieve their previously stated training goal. They will be instructed to list up to 3 strategies.

Self-confidence in the implementation of strategies. The participants will report on how confident they will actually apply the strategies. Answers will be given on a Likert scale from 1 (for not at all sure) to 10 (totally sure).

Weekly SUDs treatment Goals. Participants will use free text to answer an open-ended question asking them what their treatment goals are for the week ahead.

Linked to treatment: Participants will be asked to provide comments as an answer to the question: “how the procedure of the sport training help you to achieve your SUDs therapy goals?”.

Procedure

At the beginning of each week of the sport intervention, all the participants must fill out the Weekly Monitoring Goal-Setting Form and submit it to the trainer (the trainer must return a copy of the form to the participants). Then they must continue and fill it in at the beginning of each week.



My goal for this week is to try to run (or exercise):
7 km, 8 km, 9 km, 10 km, 11 km, 12 km, 13 km, 14 km, 15 km, 16 km.

How sure are you of that?
Not at all sure 1 2 3 4 5 6 7 8 9 10 Absolutely sure

The steps to achieve my goal are:
1.
2.
3

How sure are you of that?
Not at all sure 1 2 3 4 5 6 7 8 9 10 Absolutely sure

A. What are the therapeutic goals this week:

B. Describe how you believe that trying to prepare to run the 10K race helps you achieve your therapeutic goals:



Appendix 6. One-month Follow-up Assessment

A self-reporting tool is developed, to assess the way the goal-setting process was being linked to therapy after completion of the sport-based intervention.

a. Four items assessing the factor: Frequency of goal setting use during and after the end of the participation of the sport-based intervention. More specifically, participants were asked: (i) how often they used goal setting during the sport-based intervention for their training goals, (ii) how often they made the connection between training goals and SUDs treatment goals, during the sport-based intervention, (iii) how often they have set goals for self-improvement in general (e.g. improve their dietary habits, or decrease the number of cigarette smoking) during the sport based intervention, and (iv) how often they had used goal setting to help them to do their best they can. Answers must be given on a Likert scale from 1: Never to 10: Always.

b. Four items assessing the factor: Perceived Helpfulness of (i) how much the sport-based intervention helped them to achieve their training goals, (ii) how much the sport-based intervention helped to set their SUDs treatment goals, (iii) how much the sport based intervention helped to connect the training related setting goals to the SUDs treatment goals, (iv) how much the sport based intervention helped to set goals to achieve personally meaningful goals (after the sport based intervention) (v) how much the sport based intervention helped to train their self's for the completion of the SUDs treatment. Answers must be given on a Likert scale from 1: Not at all to 10: Very much.

c. One open-ended question to answer by free text, asking them to give examples and describe in what ways their participation in the goal-setting process was useful to their SUDs treatment until now



How often during the sport intervention you set goals for the training?

Never					Always				
1	2	3	4	5	6	7	8	9	10

To what extent did the sport intervention help you set goals for the training?

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10

To what extent did the sport intervention help you set goals for your treatment?

Never					Always				
1	2	3	4	5	6	7	8	9	10

How often during the sport intervention you connected the training goals with your therapeutic goals?

Never					Always				
1	2	3	4	5	6	7	8	9	10

To what extent did the sport intervention help you connect the training goals with your therapeutic goals?

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10

How often during the sport intervention you set goals to improve yourself?

Never					Always				
1	2	3	4	5	6	7	8	9	10

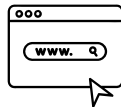
To what extent has the sport intervention helped you to set goals to achieve something you think is important?

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10





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