

# RESEARCH REPORT

September 2023



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## **Deliverable # 3.1**

### **Health Professionals Needs Assessment**

#### **Editor**

Panagiotounis Fotis, KETHEA, Greece

#### **Co-editor**

Angeliki Koutsoukou, KETHEA, Greece

Hassandra Mary, University of Thessaly, Greece

Hatzigeorgiadis, Antonis, University of Thessaly, Greece

Theodorakis, University of Thessaly, Greece

#### **Research team**

Stalsberg Mydland Trond, ALARM, Norway

Line Karlotte Staff-Poulsen, ALARM, Norway

Sheehan Lisa, Coolmine, Ireland

Ailish McDonald, Coolmine, Ireland

Ascari Andrea, Centro di Solidarietà di Reggio Emilia, Italy

Notari Giulia, Centro di Solidarietà di Reggio Emilia, Italy

Torras Híjar Eduardo, Association Sport to live, Spain

Rovira Font Maria, Association Sport to live, Spain

Panou Niki, ARGO, Greece

Ioakeimidou Maria, ARGO, Greece

Papamakarios, Georgios, KETHEA, Greece

Nicola Barbieri, UNIMORE, Italy

Pighi Elisa, UNIMORE, Italy

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# The role of Sport in Addiction Recovery

Play, feel, meet, live



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## Aims and Objectives

Health professionals working in different SUD recovery contexts and environments have the potential to play a key role in promoting sport, as they interact daily with the people under-recovery (clients). Knowing that, recovery supports clients to develop healthier, more adaptive, attitudes and behaviours to support their long-term abstinence from substance use, sport is proposed as an alternative environment that can be exploited to adopt these behaviours.

The study was aimed at professionals involved in SUD recovery, with the purpose of appropriately delivering tailored sport-based intervention\* as part of their daily practice. Professionals from SUD recovery agencies in 5 European countries participated in this multi-method research study, which included quantitative and qualitative self-report tools. Data were collected from August 2023 to September 2023

The 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 16 predefined statements about the elements of the COM-B model, four statements about effort and importance, three statements about value and usefulness, and five open-ended questions about the advantages of collaborating between therapists and sport trainers in promoting life skills through clients' sport experiences.



*\*Tailored sport-based intervention is defined as a targeted action or process that affects the functioning and/or performance of a person through changes in their thinking and behavior*



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## COM-B

The COM-B model 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.

**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.

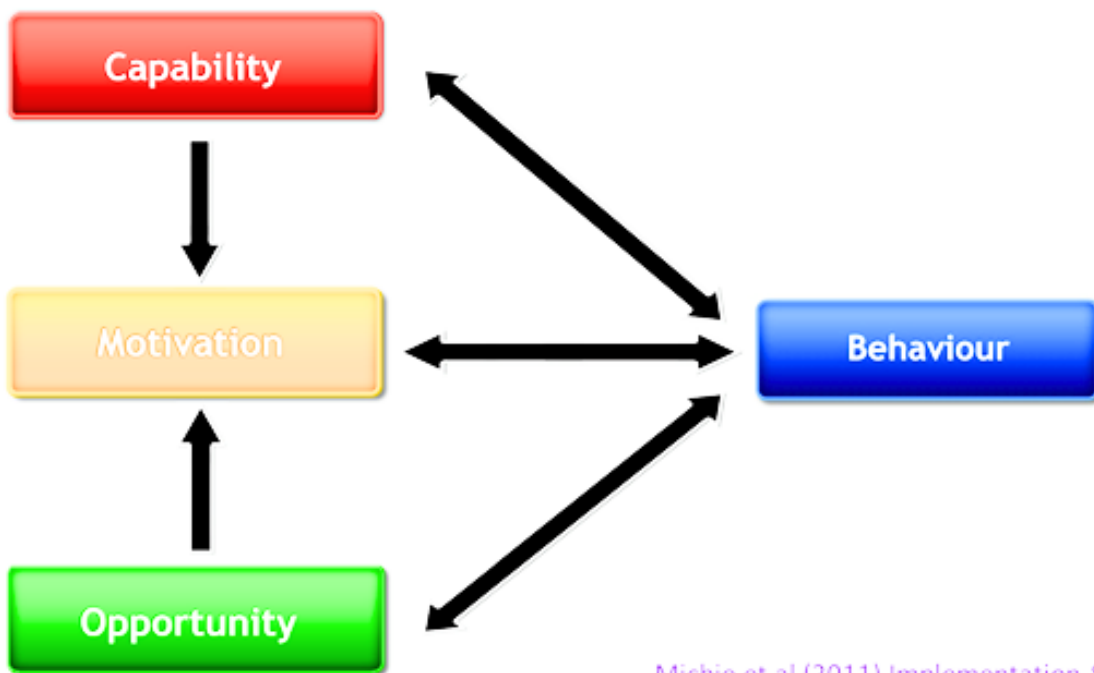
### **Reflective**

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

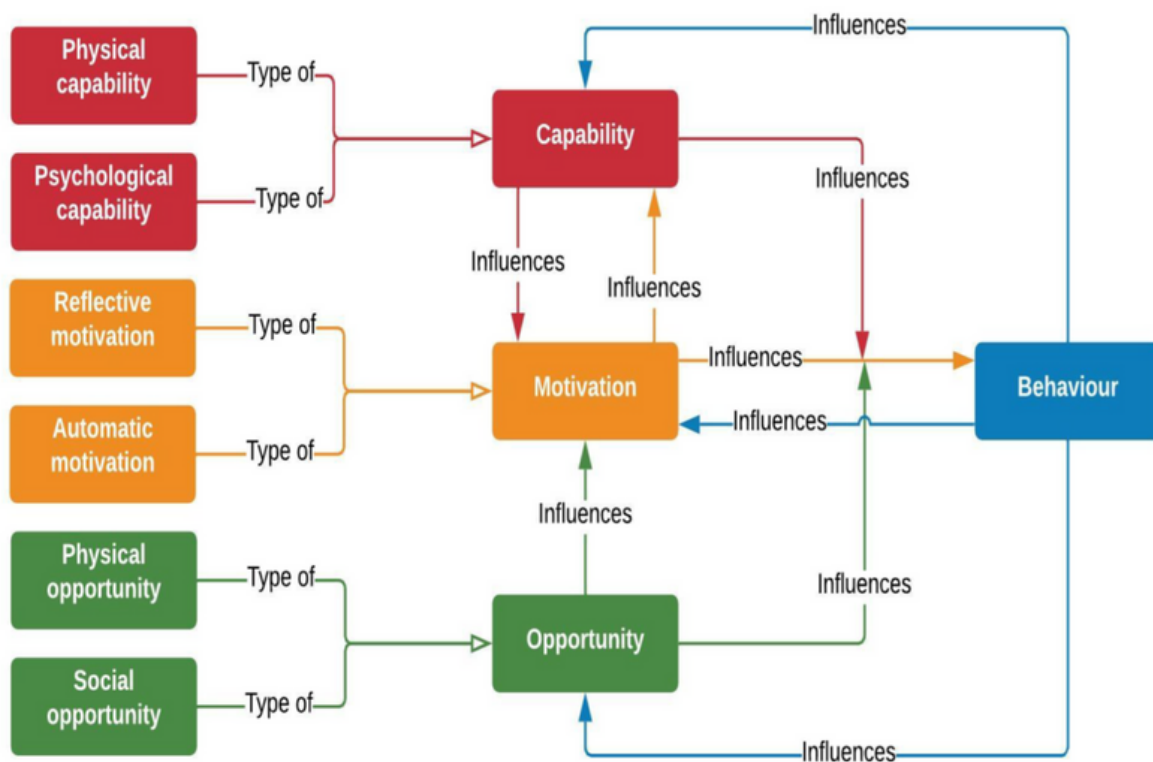
### **Automatic**

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





Michie et al (2011) Implementation Science



West & Michie, (2020)



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# Assessment Tools

## Methodology

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

## Demographics

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

## Quantitative research

In the above context, we created an assessment tool addressed to health professionals working in SUD recovery. Its purpose is to explore their competencies, opportunities and motivations regarding their contribution to the provision of adapted sport interventions during the rehabilitation process to support the behaviour change of their clients (Appendix 1). The dimensions assessed was a) Capability (5 items, e.g. I know how to deliver client-tailored sport-based interventions, I have the skills needed to support behavior change of my clients when delivering tailored sport-based interventions., etc.), b) Opportunity (5 items, e.g., I have the time needed to deliver client-tailored sport-based interventions, I have the resources needed to deliver client-tailored sport-based interventions, etc.), c) Motivation (6 items, e.g., I feel that I want to deliver client-tailored sport-based interventions regularly, I feel that I prioritize client-tailored sport-based interventions over other interventions if necessary, etc.), d) Effort/Importance (4 items, e.g., I will put a lot of effort to deliver client-tailored sport-based interventions, It will be important to me to deliver efficiently client-tailored sport-based interventions, etc.), and finally e) Value/Usefulness (3 item, I think it will be therapeutic to deliver tailored sport-based interventions to my clients, I believe that having the ability to deliver client-tailored sport-based interventions holds significant value for me, etc.). A Likert scale with five response options was used: strongly disagree (1), mostly disagree (2), undecided (3), mostly agree (4), and strongly agree (5).

## Qualitative research

In order to optimize client development, it is essential to consider the benefits of interaction and cooperation with other professionals within the work environment.

A set of open-ended questions was developed with the aim of exploring the potential advantages of collaborating between therapists and sport trainers in promoting social skills, goal-setting skills, emotional management skills, communication skills, and teamwork skills through clients' sport experiences (Appendix 2).



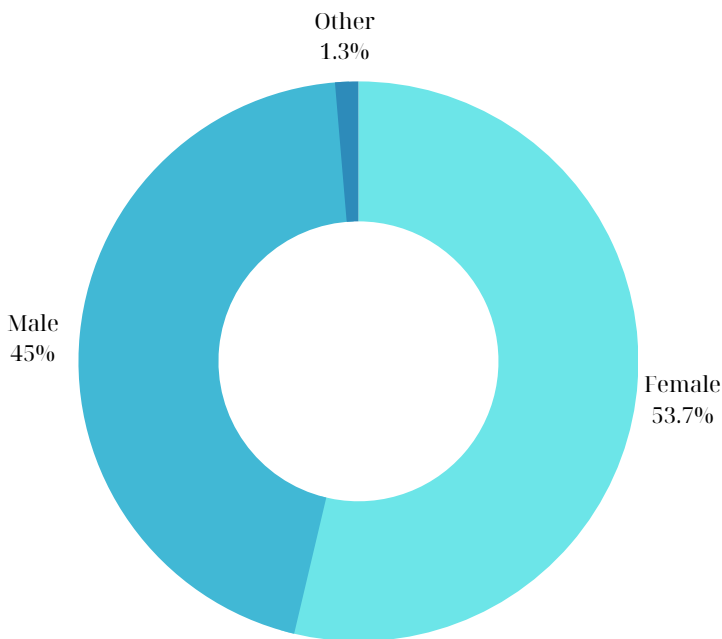
# Results

## Sample

The research included 149 staff from SUD recovery agencies in 5 European countries: Greece, Norway, Ireland, Spain, and Italy)

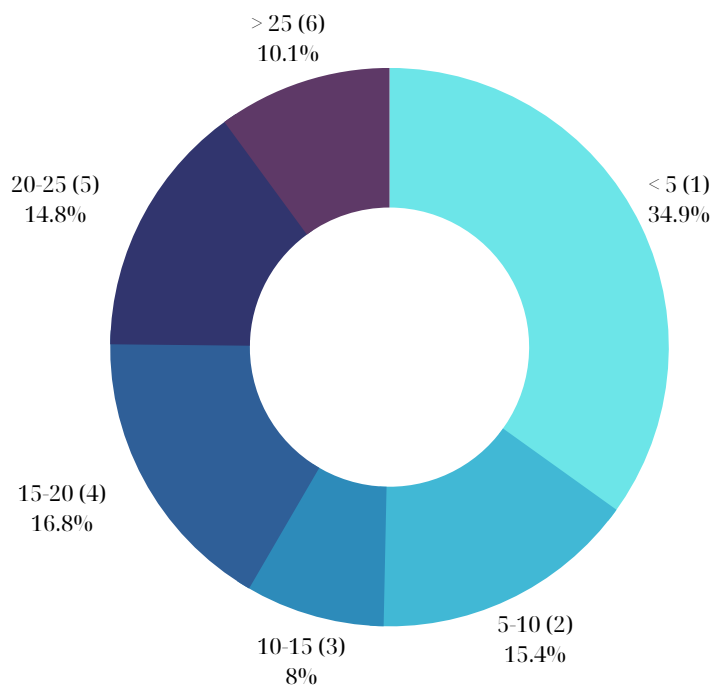
As indicated in Graph 1, females formed 57.3 % of the sample, while males composed 45%. The average of the respondents was 40.7 years. 41.6 % had worked in the field of substance abuse recovery over 15 years (Graph 2). 47.7 % of the respondents were master holders, (Graph 4). According to the data in Graph 3, 57.7 % who responded to the survey worked as recovery counsellors.

## Demographics



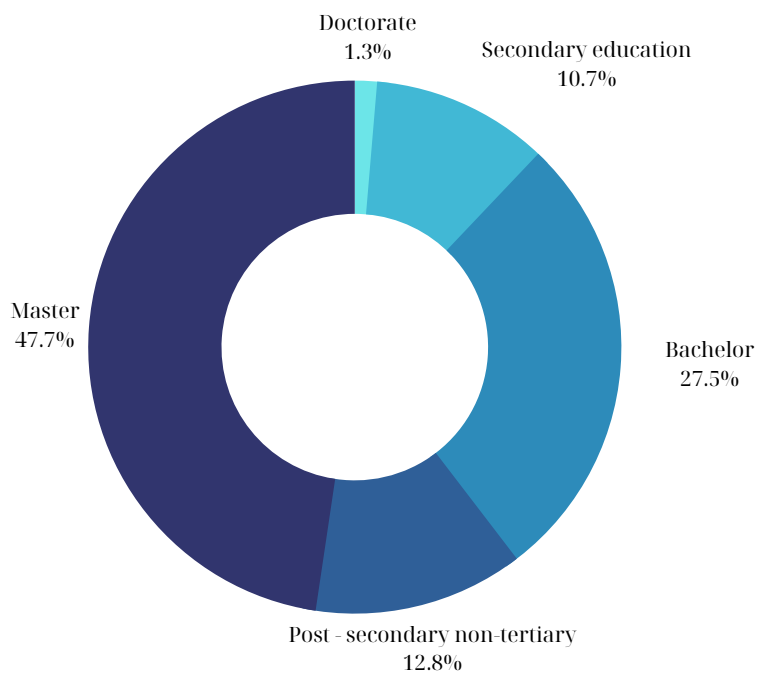
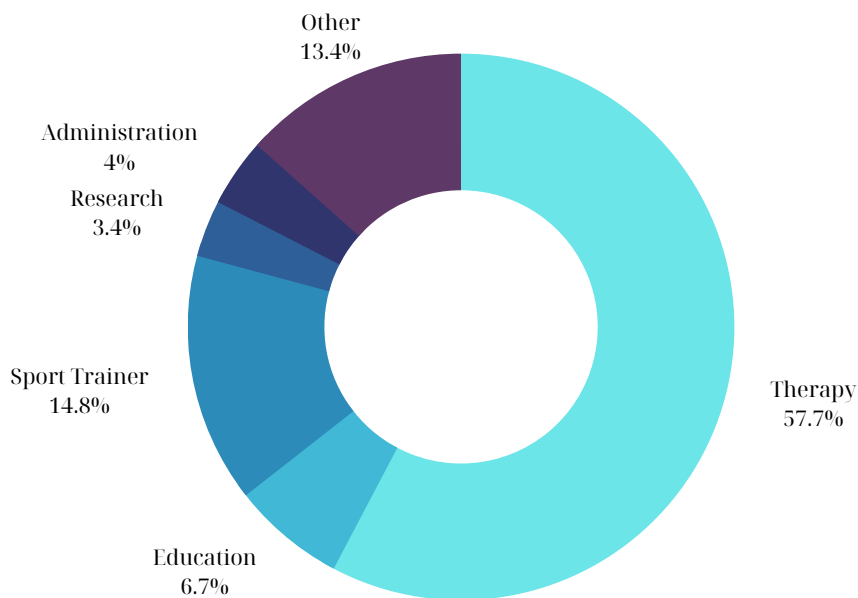
Graph 1. Gender





Graph 2. Work Experience

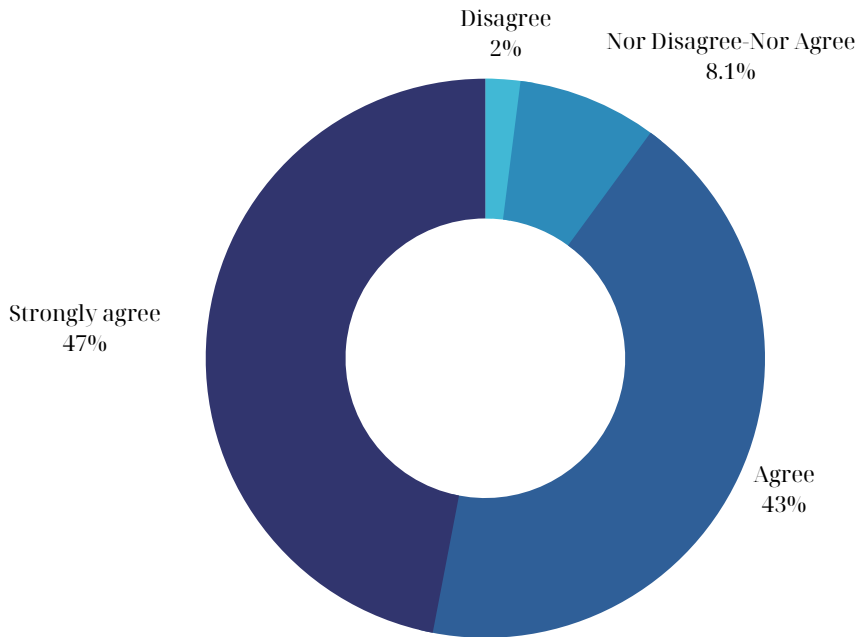
Graph 3. Workplace



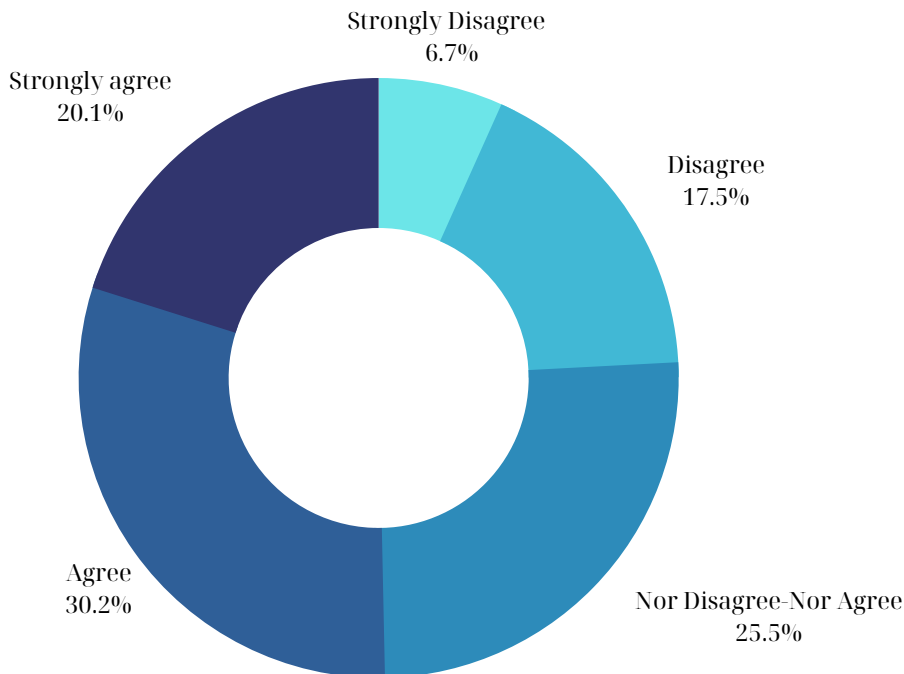
Graph 4. Educational background

# Quantitative research

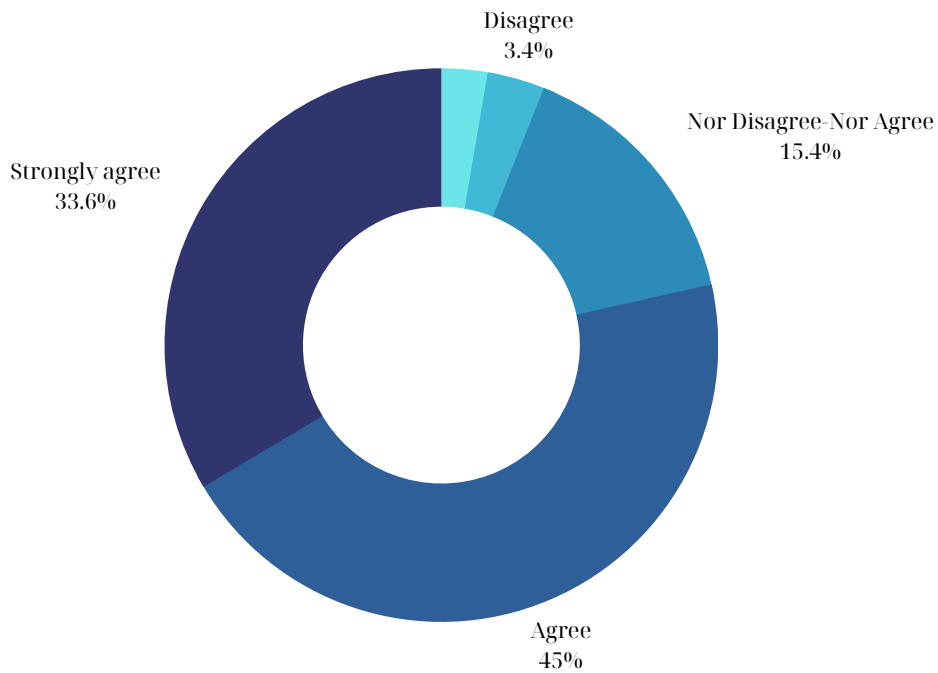
## Capability



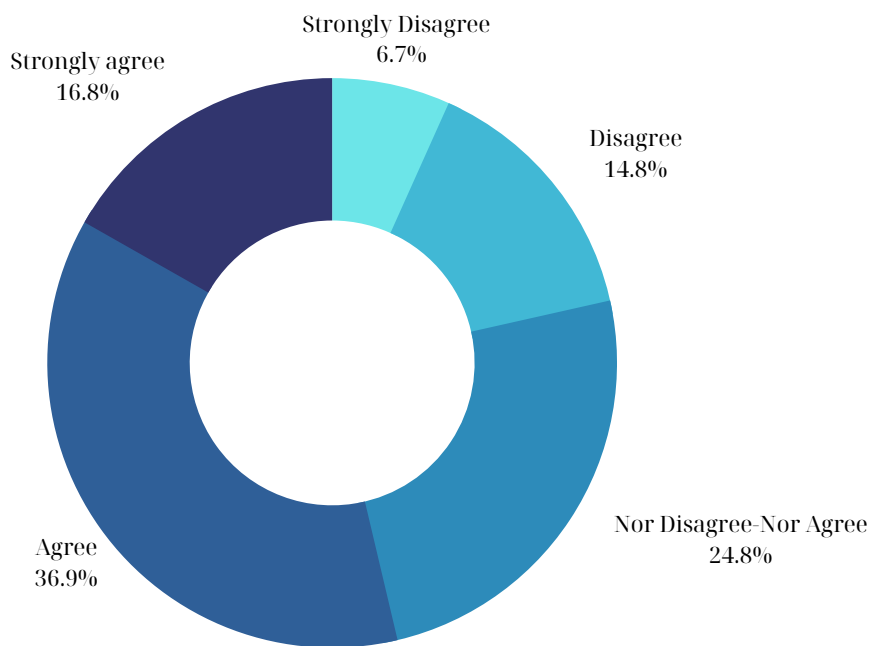
Q1: I know why it is important to me to deliver client-tailored sport-based interventions



Q2: I know how to deliver client-tailored sport-based interventions

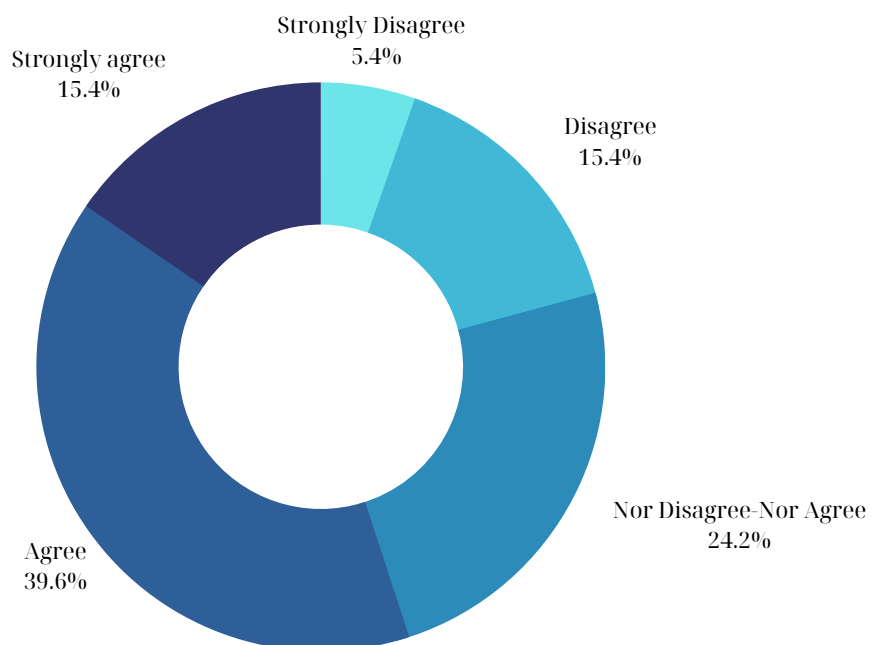


**Q3:** I understand the behavior change process when I deliver client-tailored sport-based interventions



**Q4:** I have the skills needed to support behavior change of my clients when delivering tailored sport-based interventions

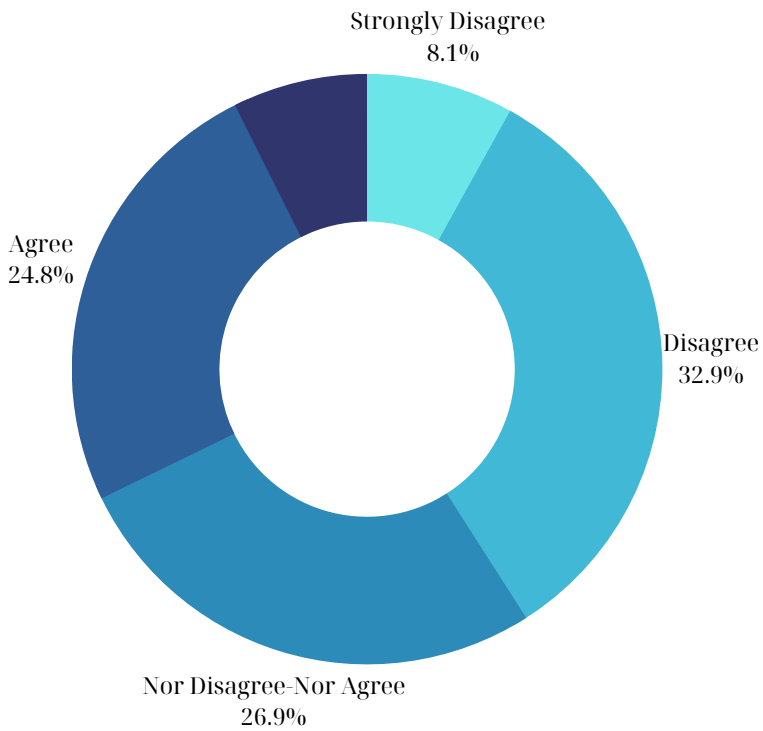




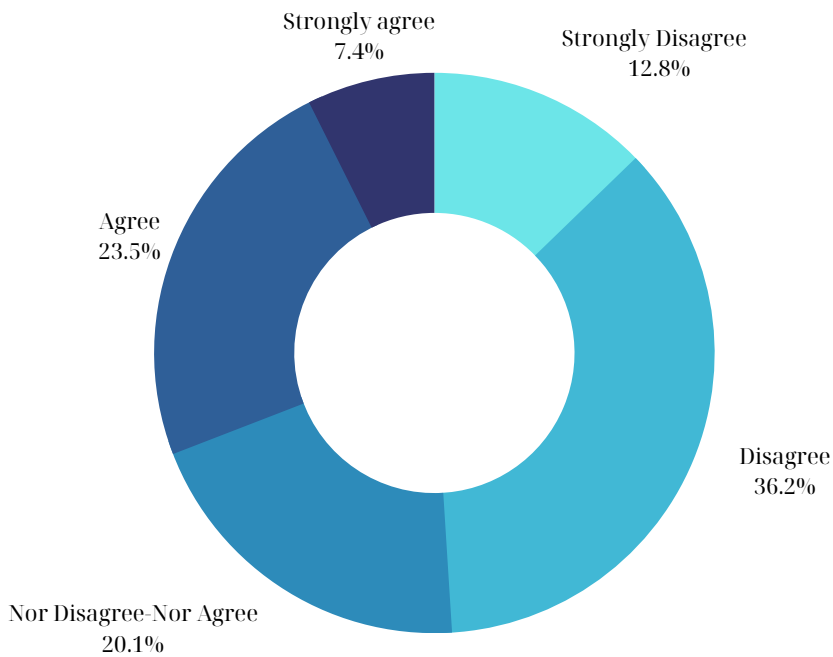
**Q5:** I have the ability to overcome any barriers in order to deliver client-tailored sport-based interventions



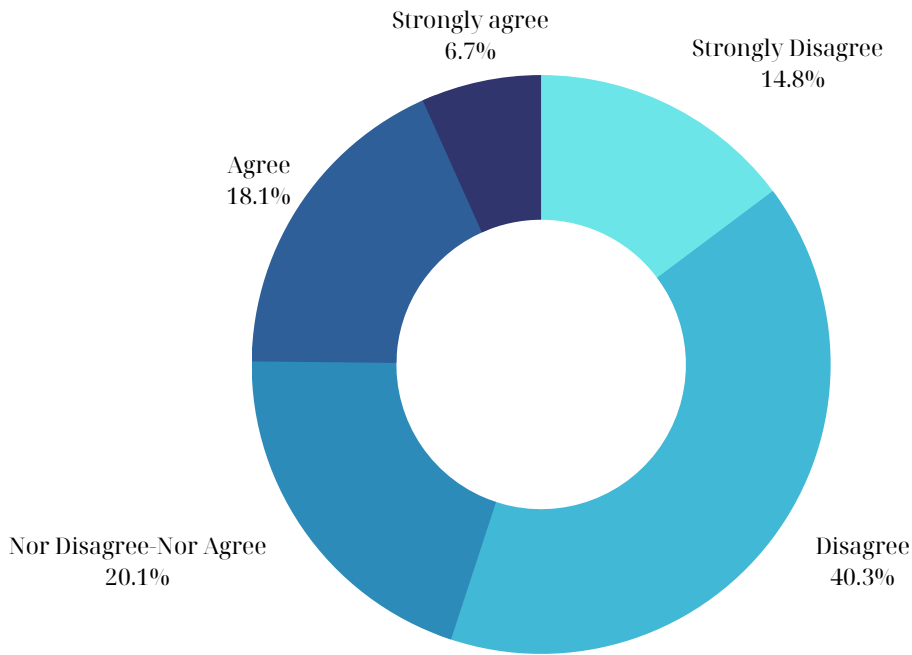
# Opportunity



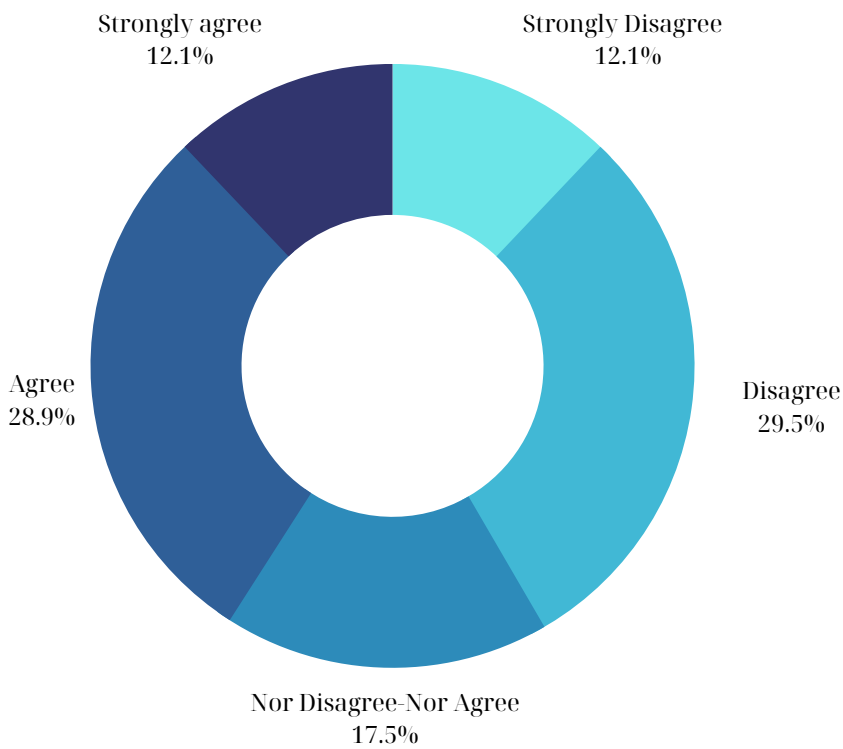
**Q6:** I have the time needed to deliver client-tailored sport-based interventions



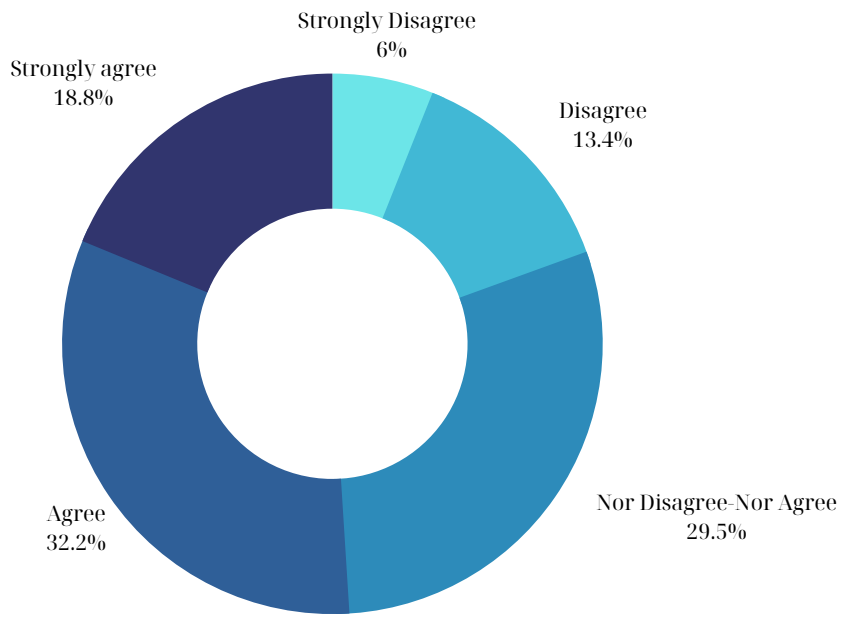
**Q7:** I have the resources needed to deliver client-tailored sport-based interventions



**Q8: I have the necessary equipment needed to deliver client-tailored sport-based interventions**



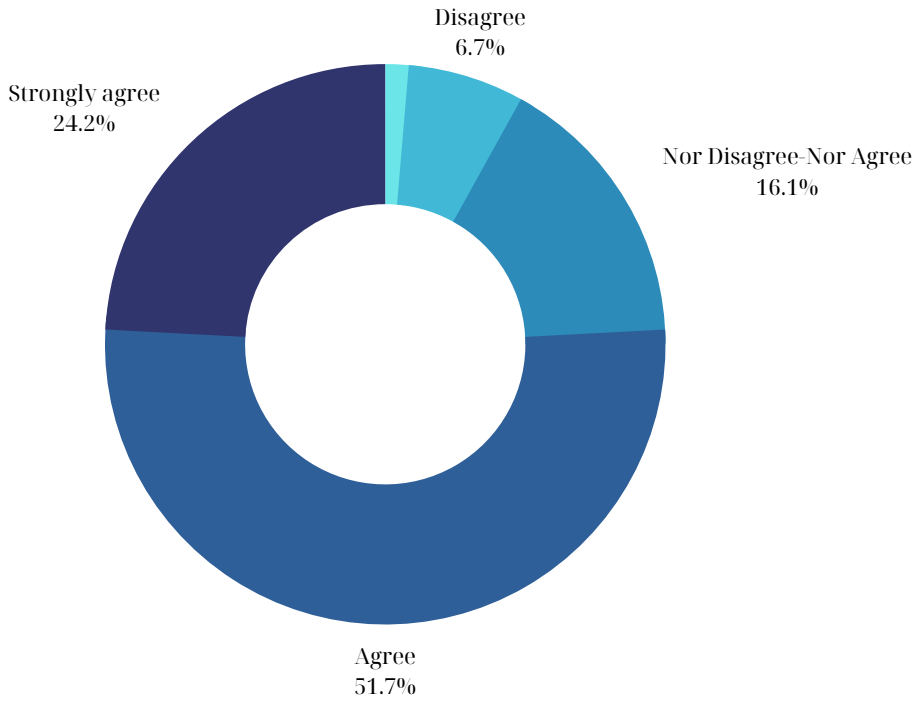
**Q9: I have the access needed to facilities to deliver client-tailored sport-based interventions**



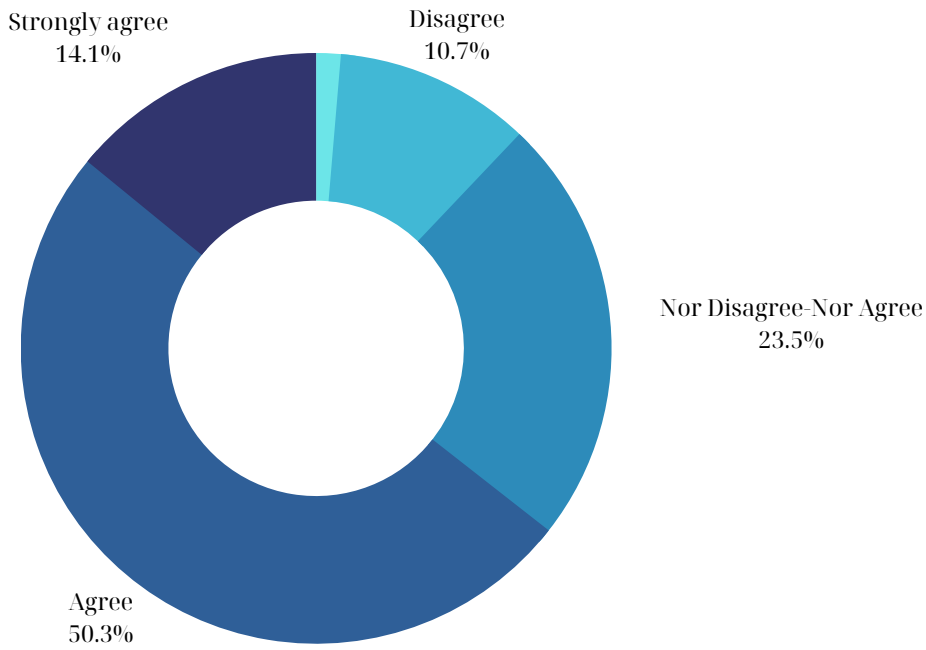
**Q10:** I have the support from other people in my work environment to deliver client-tailored sport-based interventions



# Motivation

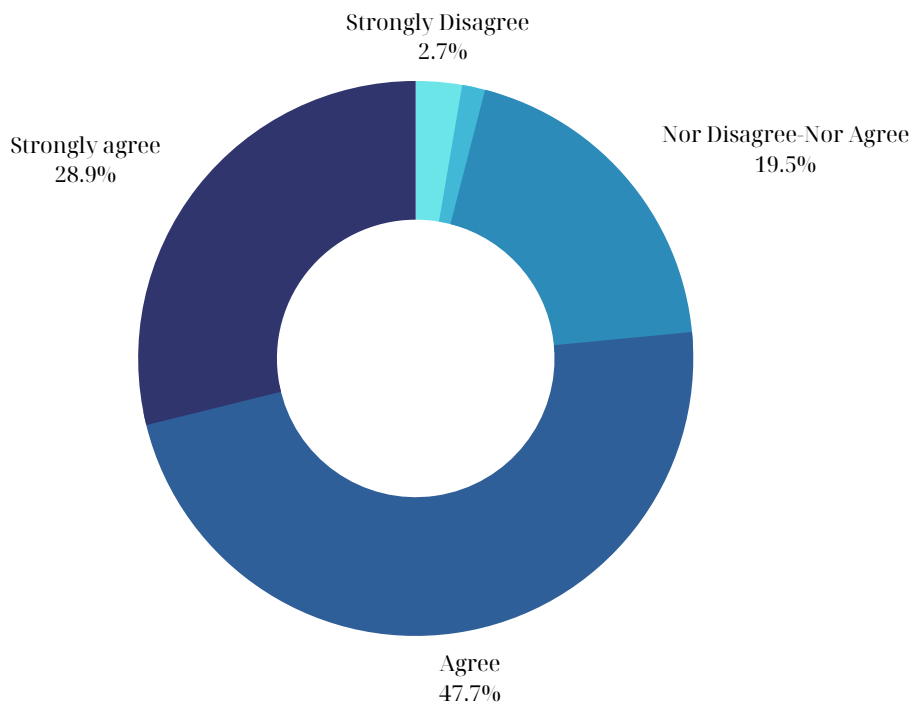


**Q11:** I feel that I want to deliver client-tailored sport-based interventions regularly

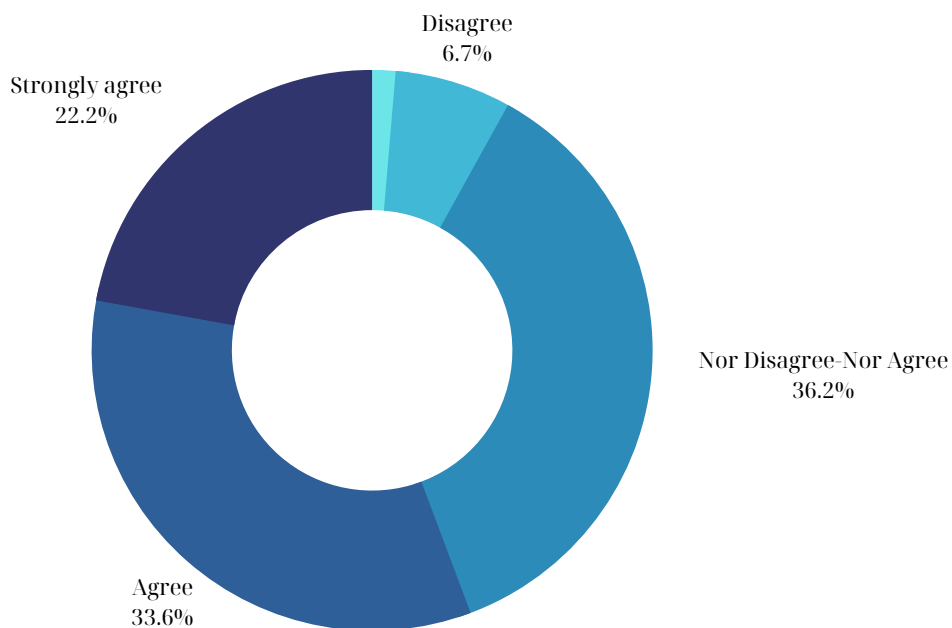


**Q12:** I feel that I need to deliver client-tailored sport-based interventions regularly

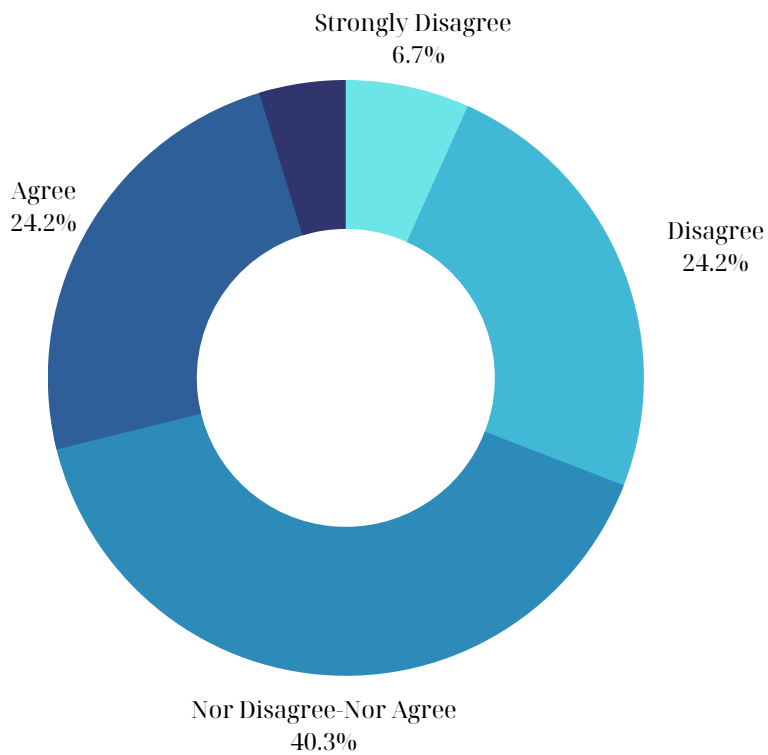




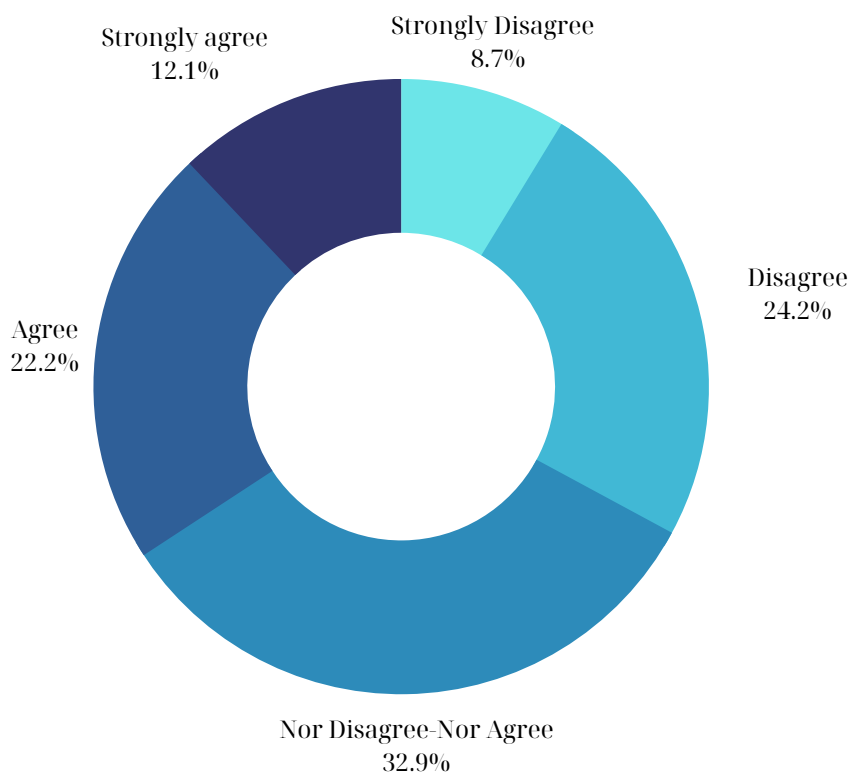
**Q13:** I believe that I feel good when delivering client-tailored sport-based interventions regularly



**Q14:** I believe that client-tailored sport-based interventions are genuinely more attractive to my clients than other interventions

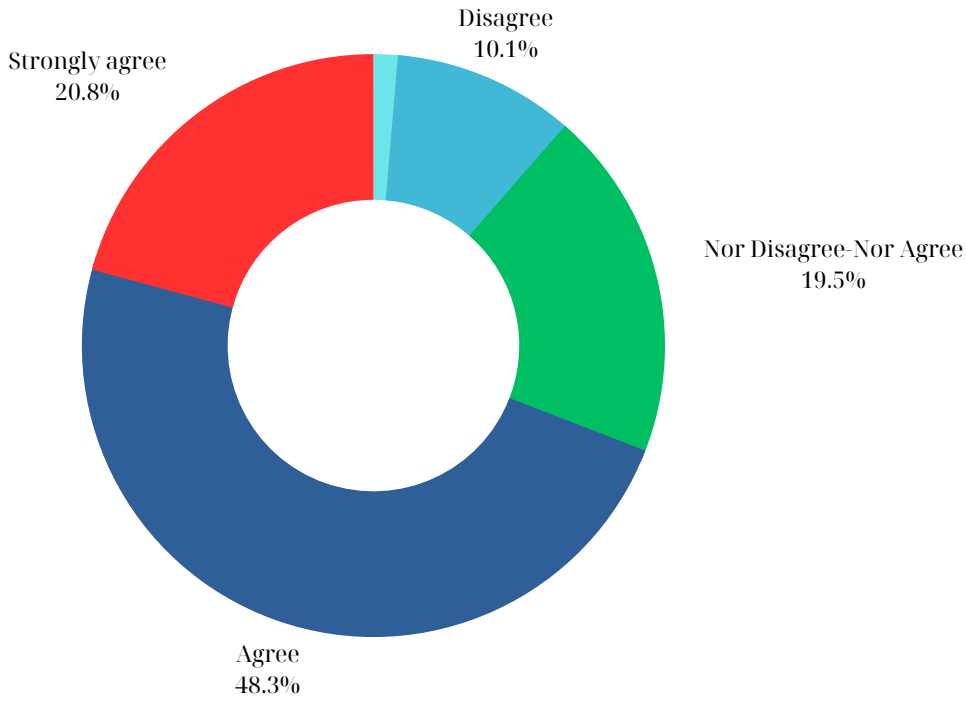


**Q15:** I feel that I prioritize client-tailored sport-based interventions over other interventions if necessary

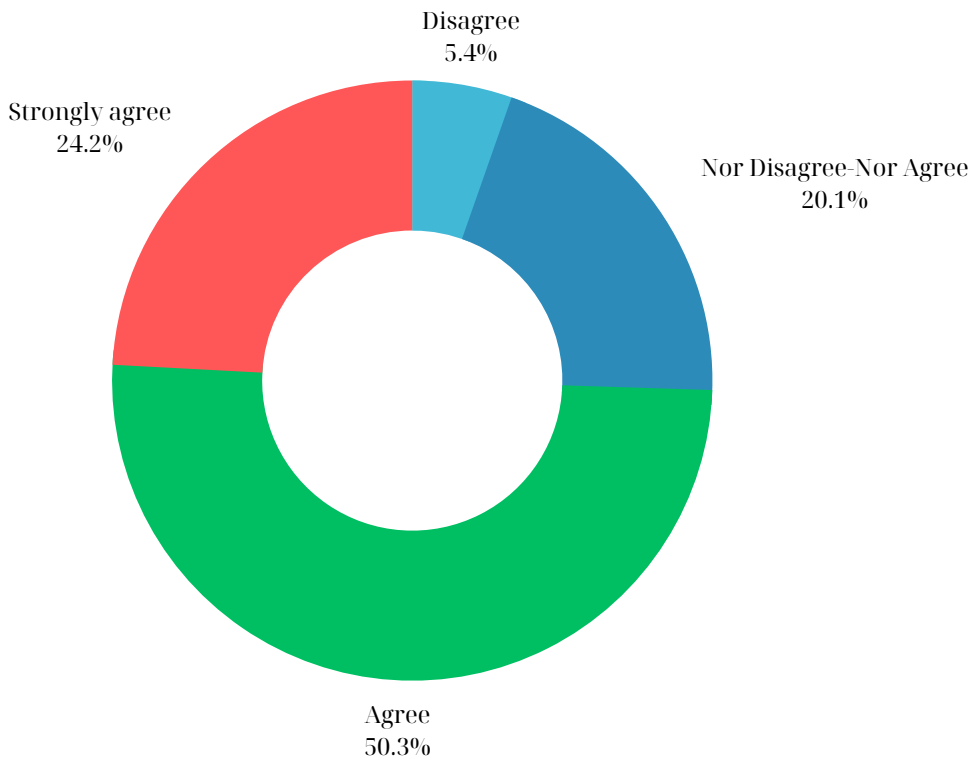


**Q16:** I schedule to deliver client-tailored sport-based interventions regularly

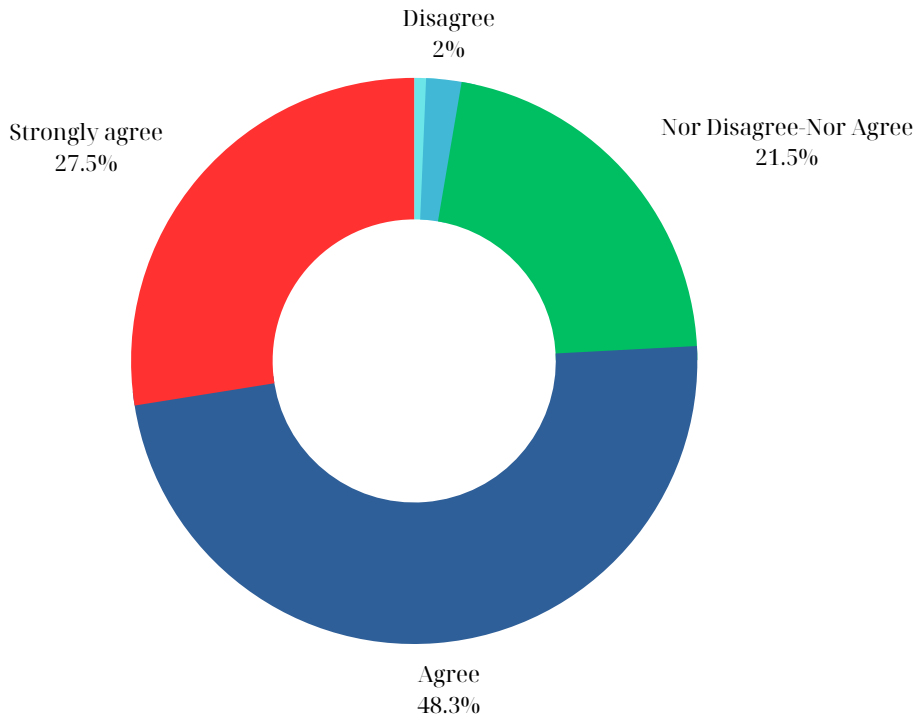
## Effort/Importance



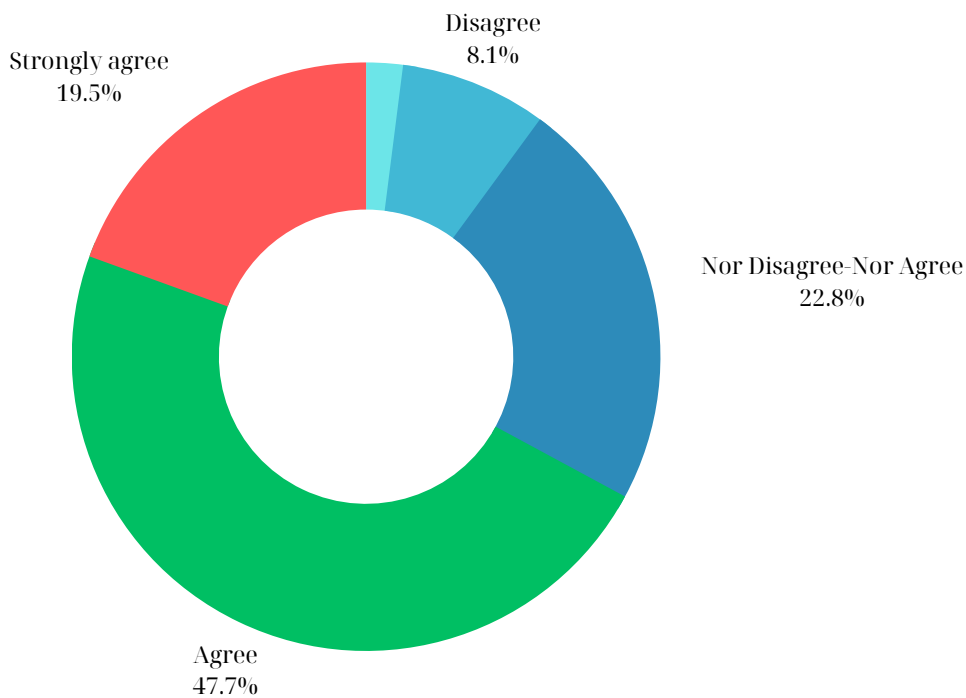
**Q17:** I will put a lot of effort to deliver client-tailored sport-based interventions



**Q18:** I will try very hard to do well in the delivery of client-tailored sport-based interventions

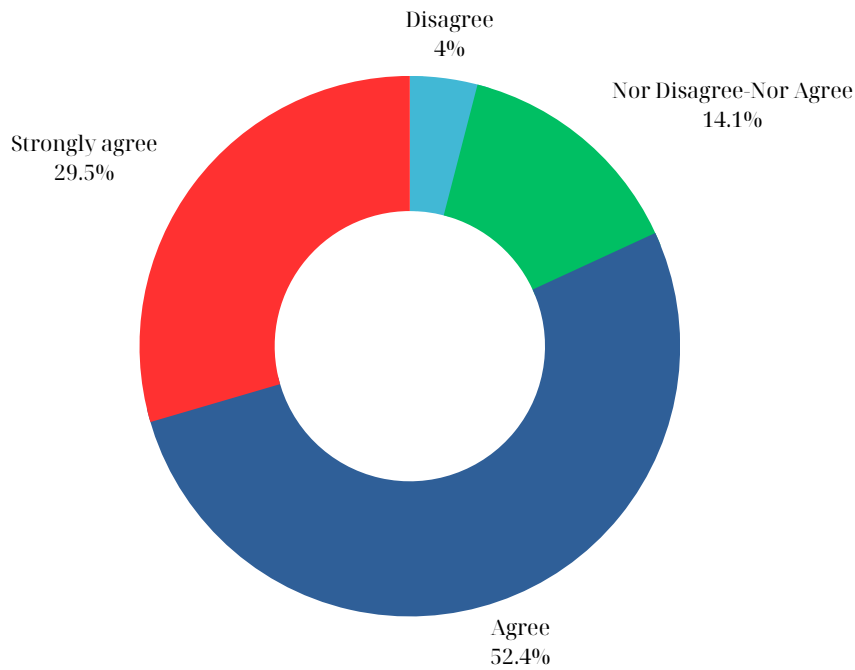


**Q19:** It will be important to me to deliver efficiently client-tailored sport-based interventions

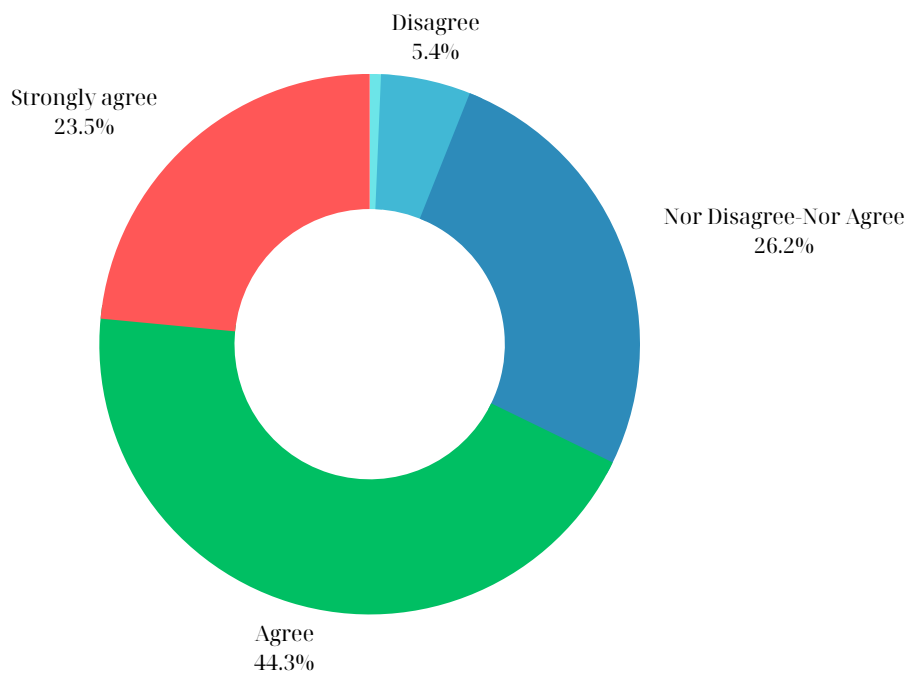


**Q20:** I will put much energy into delivering client-tailored sport-based interventions

## Value/Usefulness

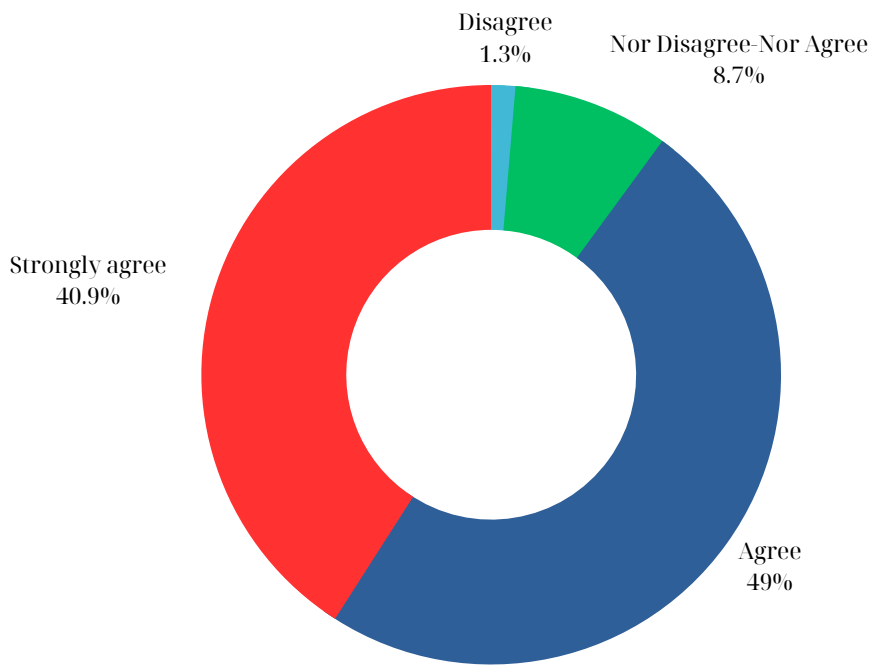


**Q21:** I believe that having the ability to deliver client-tailored sport-based interventions holds significant value for me.



**Q22:** As it will be beneficial to me, I am committed and prepared to deliver client-tailored sport-based interventions again in the future.



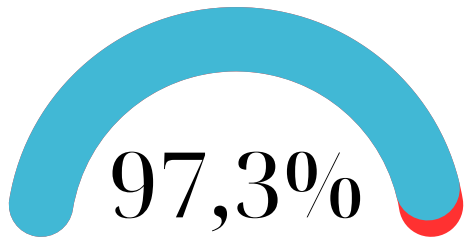


**Q23:** I think it will be therapeutic to deliver tailored sport-based interventions to my clients



## Qualitative research

**Q1.** Do you believe that interaction or cooperation with other professionals (therapists, sport trainers, etc.) in your work environment can promote social skills to your clients through their sport experiences?



**Positive respont**

### Social skills

*Interaction can help therapy staff to focus on skills derived from sporting activities. Therapy staff can utilize experiential material that comes from either the instructor*

*It will help to discover and enhance the skills of the beneficiaries, it will strengthen cooperation between them, etc.*

*Through the mentioned interaction, if for example a beneficiary has difficulty in cooperating with other people and tends to isolate, the staff can design sports exercises that focus on and promote mutual help and need members to work as a team to complete them. Also, if it has been perceived by therapy staff that a person has, for example, difficulty understanding other people's verbal or physical communication cues or has difficulty clearly communicating what they want and demanding things from their peers, in collaboration with physical education teachers, that person could take a coordinating role in a sporting activity to train and develop similar social skills*

*It is important, in my opinion, that the beneficiaries are supported by different disciplines because a sporting experience is a change in their routine, which in turn will bring about changes in the environment with which they interact and in the way they relate to those around them. Therefore, it is necessary that this process is supported by the other disciplines in order to help the beneficiary to follow the instructions of the coach (special education teacher, trainer), to work as a team and to manage his/her victories or defeats.*

*In the context of motivating members as I work in Multipurpose, it is very important to participate in sports activities as they help people to interact, to participate, to share with other people.*

*Any interaction in a therapeutic context has the potential to be positive in the rehabilitation process.*

*interagency collaborations can enhance social skills by giving client access to many staff skills sets*

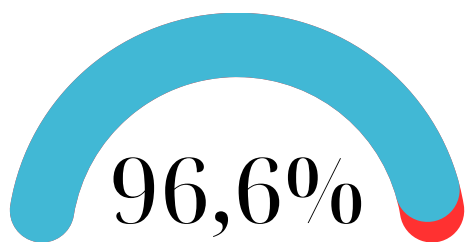
*Every client is unique, so the more interventions we have available or know about gives every individual a better chance to syablise or recovery & the confidence through the gym work & interactions will promote confidence for social skills.*

*This can build more natural and organic ways of developing relationships informally in a less stressful environment, increasing social skills.*

### Memorable Quotes



**Q2.** Do you believe that interaction or cooperation with other professionals (therapists, sport trainers, etc.) in your work environment can promote goal-setting skills to your clients through their sport experiences?



**Positive respont**

**Goal-setting skills**

*By learning to set goals in sporting activities, they learn to set goals in life.*

*The client is trained in the skill of goal setting, through daily small goals that he/she sets, in collaboration with the therapist, in order to achieve the desired training result.*

Joint action and combining the expertise of different disciplines leads to an improvement in the services provided through the interdisciplinary nature of the team involved in the intervention. Thus the trainer in collaboration with the therapist can design the intervention plan more comprehensively and achieve goals with different and varied tools.

Sporting activities usually involve, and are intertwined with, goal setting and goal achievement. From the context of sport, where goals are more specific, one can more easily talk about the importance of smart goal setting, the planning/planning process required to reach the goal, collaboration, satisfaction after achievement, etc.

I believe that since the sport experience affects the way a service recipient functions in their daily life, and therefore their daily goals and priorities, it is important that there is synergy in the management of these changes by the interdisciplinary staff.

Definition of therapeutic goals on the basis of defined performance goals in sports activities

Discipline and the setting of specific goals related to sporting activities, will work additively in other areas of the client's life, such as education, sleep, nutrition.

Setting common goals for the treatment phases can, through sport, keep pace and develop the achievement of skill goals for members in treatment.

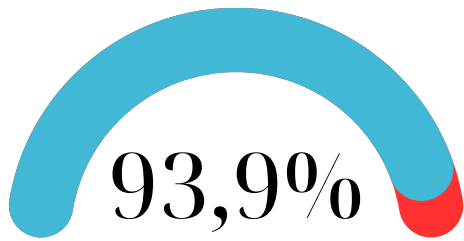
The identification and fulfillment of sporting goals of the patients works and positively influences the fulfillment of therapeutic goals

It is helpful for treating members to set goals: specific and measurable goals. This logic can be promoted through sports or other physical activities so that as members set sports goals, this learning model can be transferred to therapy.

**Memorable Quotes**



**Q3.** Do you believe that interaction or cooperation with other professionals (therapists, sport trainers, etc.) in your work environment can promote emotional management skills to your clients through their sport experiences?



**Positive respont**

## Emotional management skills

### Memorable Quotes

*By learning to set goals in sporting activities, they learn to set goals in life.*

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Joint action and combining the expertise of different disciplines leads to an improvement in the services provided through the interdisciplinary nature of the team involved in the intervention. Thus the trainer in collaboration with the therapist can design the intervention plan more comprehensively and achieve goals with different and varied tools.

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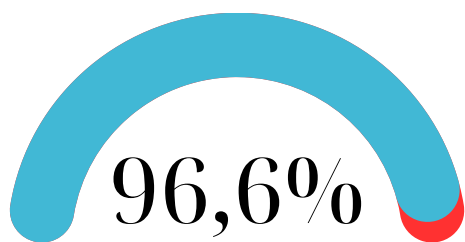
The identification and fulfillment of sporting goals of the patients works and positively influences the fulfillment of therapeutic goals

It is helpful for treating members to set goals: specific and measurable goals. This logic can be promoted through sports or other physical activities so that as members set sports goals, this learning model can be transferred to therapy.



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**Q4.** Do you believe that interaction or cooperation with other professionals (therapists, sport trainers, etc.) in your work environment can promote communication skills to your clients through their sport experiences?



**Positive respont**

## Communication skills

*Cooperation with all professionals strengthens the client, gives him/her self-confidence, the desire to participate in activities, they communicate and organize better within the therapeutic context, but also outside.*

*Getting to know other disciplines besides the therapist helps to socialize them broaden their horizons to learn new things and to discover and try things they did not dare to do before or constantly put off*

*Getting to know other disciplines besides the therapist helps to socialize them broaden their horizons to learn new things and to discover and try things they did not dare to do before or constantly put off*

*The cooperation of professionals helps in better coordination and activation of the patients for participation in team or non-team sports*

*This will help clients become more comfortable with communicating with different supports*

*If users see that I am more included in the therapeutic team, they are likely to feel more confident, and therefore more open and communicative.*

*A lot of our clients are in chaos and I don't think sports would promote communication with our clients*

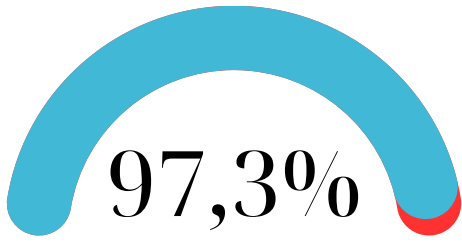
*trainers are often the escape route for users in a centre, for example, communication with us, from my experience with them, is very fluid and in a relaxed atmosphere and they seem happy. If we pass this information on to the therapist it can be very useful to help the user to improve.*

## Memorable Quotes



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**Q5.** Do you believe that interaction or cooperation with other professionals (therapists, sport trainers, etc.) in your work environment can promote teamwork skills to your clients through their sport experiences?



**Positive respont**



<b>Teamwork skills</b>	
<b>Memorable Quotes</b>	<p><i>having a multi disciplinary team of professionals will broaden and enhance the clients skills and importance of teamwork</i></p> <p><i>It would 100% help with the team building/pro-social aspect of peoples recovery journey</i></p> <p><i>Opportunities to demonstrate and practice working together, having some elements of team performance be out of one's own control and practice supporting others without just taking over control</i></p> <p><i>For example by being part of a programme which has team building opportunities included</i></p> <p><i>Toda interacción en un contexto terapéutico tiene el potencial de resultar positivo en el proceso de rehabilitación.</i></p>
	<p><i>In team sports activities, cooperation, the advantage and the difficulties of being part of a team are promoted. The team invites its members to emphasize promoting the group rather than the individual, which helps reduce egocentrism and prepares the individual to broaden his/her focus and include the larger group/community in his/her "frame".</i></p> <p><i>Sport has teamwork as an element, so teamwork is further cultivated through participation in sporting activities</i></p> <p><i>Sport can naturally facilitate teamwork building new skills of working together in a positive environment and building social experiences and interactions.</i></p> <p><i>Teamwork is fundamental. Knowing how to listen to other opinions. Knowing that there is no absolute truth even if that "truth" is yours, understanding this is very beneficial for the day to day. If users see that there is a common thread between trainers and therapists/psychiatrists etc... they will believe more in the project.</i></p>

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# Appendix

## Appendix 1

	Strongly Disagree	Disagree	Nor Disagree- Nor Agree	Agree	Strongly agree
<b>Capability</b>					
I know why it is important to me to deliver client-tailored sport-based interventions	1	2	3	4	5
I know how to deliver client-tailored sport-based interventions	1	2	3	4	5
I understand the behavior change process when I deliver client-tailored sport-based interventions	1	2	3	4	5
I have the skills needed to support behavior change of my clients when delivering tailored sport-based interventions.	1	2	3	4	5
I have the ability to overcome any barriers in order to deliver client-tailored sport-based interventions	1	2	3	4	5
<b>Opportunity</b>					
I have the time needed to deliver client-tailored sport-based interventions	1	2	3	4	5
I have the resources needed to deliver client-tailored sport-based interventions	1	2	3	4	5
I have the necessary equipment needed to deliver client-tailored sport-based interventions	1	2	3	4	5
I have the access needed to facilities to deliver client-tailored sport-based interventions	1	2	3	4	5
I have the support from other people in my work environment to deliver client-tailored sport-based interventions	1	2	3	4	5
<b>Motivation</b>					
I feel that I want to deliver client-tailored sport-based interventions regularly	1	2	3	4	5
I feel that I need to deliver client-tailored sport-based interventions regularly	1	2	3	4	5
I believe that I feel good when delivering client-tailored sport-based interventions regularly	1	2	3	4	5
I believe that client-tailored sport-based interventions are genuinely more attractive to my clients than other interventions	1	2	3	4	5
I feel that I prioritize client-tailored sport-based interventions over other interventions if necessary	1	2	3	4	5
I schedule to deliver client-tailored sport-based interventions regularly	1	2	3	4	5
<b>Effort/Importance.</b>					
I will put a lot of effort to deliver client-tailored sport-based interventions	1	2	3	4	5
I will try very hard to do well in the delivery of client-tailored sport-based interventions	1	2	3	4	5
It will be important to me to deliver efficiently client-tailored sport-based interventions	1	2	3	4	5
I will put much energy into delivering client-tailored sport-based interventions	1	2	3	4	5
<b>Value/Usefulness</b>					
I believe that having the ability to deliver client-tailored sport-based interventions holds significant value for me.	1	2	3	4	5
As it will be beneficial to me, I am committed and prepared to deliver client-tailored sport-based interventions again in the future.	1	2	3	4	5
I think it will be therapeutic to deliver tailored sport-based interventions to my clients	1	2	3	4	5



## Appendix 2

In order to optimize client development, it is essential to consider the benefits of interaction and cooperation with other professionals within your work environment. This questionnaire aims to explore the potential advantages of collaborating between therapists and sport trainers in promoting social skills, goal-setting skills, emotional management skills, communication skills, and teamwork skills through clients' sport experiences.

**Q1:** Do you believe that interaction or cooperation with other professionals (therapists, sport trainers, etc.) in your work environment can promote social skills to your clients through their sport experiences?

Yes / No

If yes, please provide some examples of how this collaboration can enhance social skills:

If no, please explain why you believe collaboration with other professionals may not effectively promote social skills:

**Q2:** Do you believe that interaction or cooperation with other professionals (therapists, sport trainers, etc.) in your work environment can promote goal-setting skills to your clients through their sport experiences?

Yes / No

If yes, please provide some examples of how this collaboration can enhance goal-setting skills:

If no, please explain why you believe collaboration with other professionals may not effectively promote goal setting skills:

**Q3:** Do you believe that interaction or cooperation with other professionals (therapists, sport trainers, etc.) in your work environment can promote emotional management skills to your clients through their sport experiences?

Yes / No

If yes, please provide some examples of how this collaboration can enhance emotional management skills:

If no, please explain why you believe collaboration with other professionals may not effectively promote emotional management skills:



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**Q4:** Do you believe that interaction or cooperation with other professionals (therapists, sport trainers, etc.) in your work environment can promote communication skills to your clients through their sport experiences?

Yes / No

If yes, please provide some examples of how this collaboration can enhance communication skills:

If no, please explain why you believe collaboration with other professionals may not effectively promote communication skills:

**Q5:** Do you believe that interaction or cooperation with other professionals (therapists, sport trainers, etc.) in your work environment can promote teamwork skills to your clients through their sport experiences?

Yes / No

If yes, please provide some examples of how this collaboration can enhance teamwork skills:

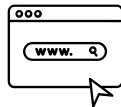
If no, please explain why you believe collaboration with other professionals may not effectively promote teamwork skills:



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