

**A participative approach to curriculum development for adults in addiction recovery across the European Union**

**www.recoveu.org**

**Facilitation Pack Section 3 (Final):**

**Evaluation Toolkit**

**Deliverable 8.2: Revised Evaluation Toolkit**

**(This also forms part of Deliverable 8.3: Final Facilitation Pack)**

**September 2016**

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# INTRODUCTION

A key factor in the RECOVEU course is the development of an *Evaluation Toolkit,* which contains a set of Evaluation Tools designed to support practitioners/trainers to assess the effectiveness and impact of the RECOVEU ‘Access to Learning’ course materials. The Evaluation Tools have been designed in a way to aid on-going evaluation of learning activities and are presented in the form of questionnaires to be completed by service users.

This section of the *Facilitation Pack* presents the Evaluation Tools, procedures for their use and scoring information.

**Please refer to the *Facilitation Pack Section 1 (Final): Delivery Guidelines* for specific guidance on delivering the RECOVEU course materials.**

**Please refer to the *Facilitation Pack Section 2 (Final): Course Pack* for an overview of the RECOVEU course materials.**

**Please refer to the *Train the Trainers Module* for additional activities and guidance on delivering the RECOVEU course materials and Evaluation Toolkit.**

**All RECOVEU documents and course materials can be found on the RECOVEU website:** [**www.recoveu.org**](http://www.recoveu.org)

# THE EVALUATION TOOLKIT

The Evaluation Toolkit includes two different types of tools:

1. Five Psychological Evaluation Tools used to assess whether there are meaningful outcomes for participants:
2. Learning Self-Efficacy Questionnaire.
3. Employability Self-Efficacy Questionnaire.
4. Vocational Training Self-Efficacy Questionnaire.
5. Self-Esteem Questionnaire.
6. Recovery Capital Questionnaire.

There are a number of subscales within these measures. These are given in Table 1, together with their units of measurement. The tools and scoring templates are given in Sections 5 to 9. Procedures for using the tools and scoring information are given in Sections 3 and 4.

1. A Module Feedback Form designed to provide a generic assessment of the usefulness of the modules (see Section 10).

|  |  |  |
| --- | --- | --- |
| **Table 1 Psychological Evaluation Tools – Scales and subscales** | | |
| **Scale** | **Subscale** | |
| Learning Self-Efficacy  (scored 1-5)  (35 items in total) | 1. Self-Efficacy for Learning Success (19 items) 2. Self-Efficacy for Further Learning (6 items) 3. Self-Efficacy for Digital Literacy (10 items) | |
| Employability Self-Efficacy  (scored 1-5) | One self-titled overall measure (10 items) | |
| Vocational Training Self-Efficacy  (scored 1-5) | One self-titled overall measure (6 items) | |
| Self-Esteem  (maximum score = 40) | One self-titled overall measure (10 items) | |
| Overall Recovery Capital  (maximum score = 50) | One self-titled overall measure (50 items) | |
| Recovery Capital Subscales  (scored 1-5)  (5 items each) | 1. Substance Use and Sobriety 2. Global Health (Psychological) 3. Global Health (Physical) 4. Citizenship/Community Involvement 5. Social Support | 1. Meaningful Activities 2. Housing and Safety 3. Risk Taking 4. Coping and Life Functioning 5. Recovery Experience |

Note: on all measures, the higher the score achieved, the higher the level of self-efficacy, self-esteem or recovery capital.

# PROCEDURES FOR USE

## Psychological Evaluation Tools

In order to assess whether there has been a meaningful impact of participation in the RECOVEU course, the Psychological Evaluation Tools (Sections 5 to 9) should be delivered to participants on two separate occasions: (1) prior to the start of the course, at the Induction Session, (2) after completion of the course, at the Follow-Up Session. Impact can be assessed by comparing before and after responses, with an increased score on any particular measure indicating a positive effect of participation in the programme. Maximum assessment of the programme can be achieved by using the questionnaires in the format presented here. This is particularly important in relation to the self-efficacy questionnaires as these have been designed to specifically relate to module content.

Note that all except the Vocational Training Self-Efficacy Questionnaire were piloted as part of the RECOVEU course development process. The vocational questionnaire was developed after the pilot in response to feedback from participants that the course needed more ‘vocational’ content because not all participants were looking to move towards academic learning. It is recommended, therefore, that either the Vocational Training Self-Efficacy Questionnaire or the *Self-Efficacy for Further Learning* *subscale* of the Learning Self-Efficacy Questionnaire be used to assess impact of the course, depending on the intended future direction of participants involved.

## Module Feedback Form

The Module Feedback Form (Section 10) is designed to be delivered to participants at the end of each module. Questions assess general feedback on course delivery and usefulness of the course materials. The questions on this form are designed as examples and can be adapted to trainers’ requirements.

# SCORING – PSYCHOLOGICAL EVALUATION TOOLS

## Learning Self-Efficacy

The Learning Self-Efficacy Questionnaire is given in Section 5. All items are scored as 1 – 5 (1 = not at all confident, 5 = completely confident). An overall score for each subscale is calculated by totalling the participants’ scores for the relevant items and dividing this total by the number of items in the subscale – this gives a final subscale score from 1 to 5\*. Higher scores indicate higher self-efficacy. The specific items for each subscale are given in Table 2.

Templates for scoring the learning self-efficacy subscales for individual participants are given in *Section 5.1: RECOVEU Learning Self-Efficacy Questionnaire – Scoring Templates.*

(\*Dividing the total subscale score by the number of items in a subscale gives a common ‘averaged’ metric for each subscale; this means that subscales scores can be compared with each other – this would not be possible if the ‘un-averaged’ score for each subscale was used.)

|  |  |  |
| --- | --- | --- |
| **Table 2 Self-efficacy scales – Items in each subscale** | | |
| **Subscale** | **Number of items** | **Items** |
| Self-Efficacy for Learning Success | 19 | *7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 28* |
| Self-Efficacy for Further Learning | 6 | *1, 2, 3, 4, 5, 6* |
| Self-Efficacy for Digital Literacy | 10 | *25, 26, 27, 29, 30, 31, 32, 33, 34, 35* |

## Employability Self-Efficacy

The Employability Self-Efficacy Questionnaire is given in Section 6. All items are scored as 1 – 5 (1 = not at all confident, 5 = completely confident). An overall score for each subscale is calculated by totalling the participants’ scores for all 10 items and dividing this total by 10 – this gives a final score from 1 to 5\*\*. Higher scores indicate higher self-efficacy.

A template for scoring the employability self-efficacy scale for individual participants is given in *Section 6.1: RECOVEU Employability Self-Efficacy Questionnaire – Scoring Template.*

(\*\*Final employability self-efficacy scores can be directly compared with final learning self-efficacy scores as they are both scored on an ‘averaged’ common metric of 1 – 5.)

## Vocational Training Self-Efficacy

The Vocational Training Self-Efficacy Questionnaire is given in Section 7. All items are scored as 1 – 5 (1 = not at all confident, 5 = completely confident). An overall score for each subscale is calculated by totalling the participants’ scores for all 6 items and dividing this total by 6 – this gives a final score from 1 to 5\*\*\*. Higher scores indicate higher self-efficacy.

A template for scoring the vocational training self-efficacy scale for individual participants is given in *Section 7.1: RECOVEU Vocational Training Self-Efficacy Questionnaire – Scoring Template.*

(\*\*\*Final vocational training self-efficacy scores can be directly compared with final learning self-efficacy and employability self-efficacy scores as they are all scored on an ‘averaged’ common metric of 1 – 5.)

## Self-Esteem

The Self-Esteem Questionnaire is given in Section 8. *Items 1, 3, 4, 7, 10*: scored as 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree (as per the scale). *Items 2, 5, 6, 8, 9*: these need to be reverse scored such that 4 = strongly disagree, 3 = disagree, 2 = agree, 1 = strongly agree. A final score is calculated by totalling the scores for the 10 items (out of a maximum of 40). Higher scores indicate higher self-esteem.

A template for scoring the self-esteem scale for individual participants is given in *Section 8.1: Self-Esteem Questionnaire – Scoring Template.*

## Recovery Capital

The Recovery Capital Questionnaire is given in Section 9. A subscale score is derived from the number of ‘yes’ responses within each subscale (out of a maximum of 5). An overall score is calculated by totalling subscale scores (out of a maximum of 50). Higher scores indicate higher recovery capital.

A template for scoring the recovery capital scale (subscale scores and overall score) for individual participants is given in *Section 9.1: Recovery Capital Questionnaire – Scoring Template.*

# RECOVEU LEARNING SELF-EFFICACY Questionnaire

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** |  |  | **Date** |  |

|  |  |  |
| --- | --- | --- |
| **Please rate how confident you feel to do the following things successfully…**  (Circle your answer on a scale of 1 – 5) | | 1 = not at all confident,  5 = completely confident |
| 1 | Choose a course that you want to study at college/university. | 1 2 3 4 5 |
| 2 | Plan a visit to a college or university. | 1 2 3 4 5 |
| 3 | Arrange to talk to college or university staff about a course. | 1 2 3 4 5 |
| 4 | Apply for a course at college/university. | 1 2 3 4 5 |
| 5 | Be able to find your way around at college or university. | 1 2 3 4 5 |
| 6 | Be able to get through the first few days at college/university. | 1 2 3 4 5 |
| 7 | Be comfortable in a classroom environment. | 1 2 3 4 5 |
| 8 | Mix with other students in the classroom. | 1 2 3 4 5 |
| 9 | Join a group of students to help you study or complete assignments. | 1 2 3 4 5 |
| 10 | Make friends at college/university. | 1 2 3 4 5 |
| 11 | Plan time to study around other activities. | 1 2 3 4 5 |
| 12 | Plan your personal time around going to classes and studying. | 1 2 3 4 5 |
| 13 | Concentrate on your studying when there are other things to do. | 1 2 3 4 5 |
| 14 | Set study goals. | 1 2 3 4 5 |
| 15 | Take good class notes. | 1 2 3 4 5 |
| 16 | Plan assignment work. | 1 2 3 4 5 |
| 17 | Get assignments done on time. | 1 2 3 4 5 |
| 18 | Do a presentation or speech in the classroom. | 1 2 3 4 5 |
| 19 | Participate in class discussions. | 1 2 3 4 5 |
| 20 | Ask questions of the tutor in class. | 1 2 3 4 5 |
| 21 | Talk with tutors outside class about the demands of learning. | 1 2 3 4 5 |
| 22 | Seek support when you are finding things difficult. | 1 2 3 4 5 |
| 23 | Structure knowledge and information logically, clearly and concisely. | 1 2 3 4 5 |
| 24 | Find material in the library about a subject you are studying. | 1 2 3 4 5 |
| 25 | Use the internet to search for information (e.g. using Google, Wikipedia). | 1 2 3 4 5 |
| 26 | Understand which information on the internet is of good quality and which is not. | 1 2 3 4 5 |
| 27 | Know how to select the information from the internet which is most useful for your studies. | 1 2 3 4 5 |
| 28 | Combine information from a number of different sources. | 1 2 3 4 5 |
| 29 | Use the computer to create a text file (e.g. in Word, Notepad or Writer). | 1 2 3 4 5 |
| 30 | Create presentations using the computer. | 1 2 3 4 5 |
| 31 | Use the computer to send an email. | 1 2 3 4 5 |
| 32 | Set up a Skype account. | 1 2 3 4 5 |
| 33 | Use Skype. | 1 2 3 4 5 |
| 34 | Access government services on the internet. | 1 2 3 4 5 |
| 35 | Access an online (E-learning) course. | 1 2 3 4 5 |

**Thank you for agreeing to complete this questionnaire.**

The RECOVEU Learning Self-Efficacy Questionnaire was developed by Partner 1 (Staffordshire University) of the RECOVEU Consortium.

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## RECOVEU LEARNING SELF-EFFICACY Questionnaire – Scoring Templates

|  |  |
| --- | --- |
| **Name** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date – Time 1** |  |  | **Date – Time 2** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Efficacy for Learning Success – Subscale items (19 items)** | | **Score – Time 1** | **Score – Time 2** |
| 7 | Be comfortable in a classroom environment. |  |  |
| 8 | Mix with other students in the classroom. |  |  |
| 9 | Join a group of students to help you study or complete assignments. |  |  |
| 10 | Make friends at college/university. |  |  |
| 11 | Plan time to study around other activities. |  |  |
| 12 | Plan your personal time around going to classes and studying. |  |  |
| 13 | Concentrate on your studying when there are other things to do. |  |  |
| 14 | Set study goals. |  |  |
| 15 | Take good class notes. |  |  |
| 16 | Plan assignment work. |  |  |
| 17 | Get assignments done on time. |  |  |
| 18 | Do a presentation or speech in the classroom. |  |  |
| 19 | Participate in class discussions. |  |  |
| 20 | Ask questions of the tutor in class. |  |  |
| 21 | Talk with tutors outside class about the demands of learning. |  |  |
| 22 | Seek support when you are finding things difficult. |  |  |
| 23 | Structure knowledge and information logically, clearly and concisely. |  |  |
| 24 | Find material in the library about a subject you are studying. |  |  |
| 28 | Combine information from a number of different sources. |  |  |
| **Total of 19 item scores** | |  |  |
| **FINAL SUBSCALE SCORE** (divide total by 19) | |  |  |
| **DIFFERENCE** (Time 2 minus Time 1, +ve score = increased self-efficacy) | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Efficacy for Further Learning – Subscale items (6 items)** | | **Score – Time 1** | **Score – Time 2** |
| 1 | Choose a course that you want to study at college/university. |  |  |
| 2 | Plan a visit to a college or university. |  |  |
| 3 | Arrange to talk to college or university staff about a course. |  |  |
| 4 | Apply for a course at college/university. |  |  |
| 5 | Be able to find your way around at college or university. |  |  |
| 6 | Be able to get through the first few days at college/university. |  |  |
| **Total of 6 item scores** | |  |  |
| **FINAL SUBSCALE SCORE** (divide total by 6) | |  |  |
| **DIFFERENCE** (Time 2 minus Time 1, +ve score = increased self-efficacy) | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Efficacy for Digital Literacy – Subscale items (10 items)** | | **Score – Time 1** | **Score – Time 2** |
| 25 | Use the internet to search for information (e.g. using Google, Wikipedia). |  |  |
| 26 | Understand which information on the internet is of good quality and which is not. |  |  |
| 27 | Know how to select the information from the internet which is most useful for your studies. |  |  |
| 29 | Use the computer to create a text file (e.g. in Word, Notepad or Writer). |  |  |
| 30 | Create presentations using the computer. |  |  |
| 31 | Use the computer to send an email. |  |  |
| 32 | Set up a Skype account. |  |  |
| 33 | Use Skype. |  |  |
| 34 | Access government services on the internet. |  |  |
| 35 | Access an online (E-learning) course. |  |  |
| **Total of 10 item scores** | |  |  |
| **FINAL SUBSCALE SCORE**(divide total by 10) | |  |  |
| **DIFFERENCE** (Time 2 minus Time 1, +ve score = increased self-efficacy) | |  | |

# RECOVEU EMPLOYABILITY SELF-EFFICACY Questionnaire

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** |  |  | **Date** |  |

|  |  |  |
| --- | --- | --- |
| **Please rate how confident you feel to do the following things successfully…**  (Circle your answer on a scale of 1 – 5) | | 1 = not at all confident,  5 = completely confident |
| 1 | Prepare a CV. | 1 2 3 4 5 |
| 2 | Write a covering letter for a job application. | 1 2 3 4 5 |
| 3 | Enter your details correctly on internet job search sites. | 1 2 3 4 5 |
| 4 | Search for a job in a job centre. | 1 2 3 4 5 |
| 5 | Talk to a personal advisor in a job centre. | 1 2 3 4 5 |
| 6 | Sign up with a job/recruitment agency. | 1 2 3 4 5 |
| 7 | Prepare for a job interview. | 1 2 3 4 5 |
| 8 | Understand what a business enterprise is. | 1 2 3 4 5 |
| 9 | Develop a business idea. | 1 2 3 4 5 |
| 10 | Have a clear idea of what is involved in setting up a business. | 1 2 3 4 5 |

**Thank you for agreeing to complete this questionnaire.**

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## RECOVEU EMPLOYABILITY SELF-EFFICACY Questionnaire – Scoring Template

|  |  |
| --- | --- |
| **Name** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date – Time 1** |  |  | **Date – Time 2** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Employability Self-Efficacy (10 items)** | | **Score – Time 1** | **Score – Time 2** |
| 1 | Prepare a CV. |  |  |
| 2 | Write a covering letter for a job application. |  |  |
| 3 | Enter your details correctly on internet job search sites. |  |  |
| 4 | Search for a job in a job centre. |  |  |
| 5 | Talk to a personal advisor in a job centre. |  |  |
| 6 | Sign up with a job/recruitment agency. |  |  |
| 7 | Prepare for a job interview. |  |  |
| 8 | Understand what a business enterprise is. |  |  |
| 9 | Develop a business idea. |  |  |
| 10 | Have a clear idea of what is involved in setting up a business. |  |  |
| **Total of 10 item scores** | |  |  |
| **FINAL SCORE** (divide total by 10) | |  |  |
| **DIFFERENCE** (Time 2 minus Time 1, +ve score = increased self-efficacy) | |  | |

# RECOVEU VOCATIONAL TRAINING SELF-EFFICACY Questionnaire

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** |  |  | **Date** |  |

|  |  |  |
| --- | --- | --- |
| **Please rate how confident you feel to do the following things successfully…**  (Circle your answer on a scale of 1 – 5) | | 1 = not at all confident,  5 = completely confident |
| 1 | Identify which type of employment/vocation best suits you and your needs. | 1 2 3 4 5 |
| 2 | Find information on the type of employment/vocation which you feel best suits you. | 1 2 3 4 5 |
| 3 | Choose/identify a vocational training programme/course relevant to your needs. | 1 2 3 4 5 |
| 4 | Arrange to talk to a professional or employer about a vocational training programme/course. | 1 2 3 4 5 |
| 5 | Apply for a vocational training programme/course. | 1 2 3 4 5 |
| 6 | Be able to get through the first few days on a vocational training programme/course. | 1 2 3 4 5 |

**Thank you for agreeing to complete this questionnaire.**

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## RECOVEU VOCATIONAL TRAINING SELF-EFFICACY Questionnaire – Scoring Template

|  |  |
| --- | --- |
| **Name** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date – Time 1** |  |  | **Date – Time 2** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Vocational Training Self-Efficacy (6 items)** | | **Score – Time 1** | **Score – Time 2** |
| 1 | Identify which type of employment/vocation best suits you and your needs. |  |  |
| 2 | Find information on the type of employment/vocation which you feel best suits you. |  |  |
| 3 | Choose/identify a vocational training programme/course relevant to your needs. |  |  |
| 4 | Arrange to talk to a professional or employer about a vocational training programme/course. |  |  |
| 5 | Apply for a vocational training programme/course. |  |  |
| 6 | Be able to get through the first few days on a vocational training programme/course. |  |  |
| **Total of 6 item scores** | |  |  |
| **FINAL SCORE** (divide total by 6) | |  |  |
| **DIFFERENCE** (Time 2 minus Time 1, +ve score = increased self-efficacy) | |  | |

# SELF-ESTEEM Questionnaire

**Rosenberg Self-Esteem Scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** |  |  | **Date** |  |

|  |  |  |
| --- | --- | --- |
| **Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.**  (Circle your answer on a scale of 1 – 4) | | 1 = strongly disagree,  4 = strongly agree |
| 1 | On the whole, I am satisfied with myself. | 1 2 3 4 |
| 2 | At times, I think I am no good at all. | 1 2 3 4 |
| 3 | I feel that I have a number of good qualities. | 1 2 3 4 |
| 4 | I am able to do things as well as most other people. | 1 2 3 4 |
| 5 | I feel I do not have much to be proud of. | 1 2 3 4 |
| 6 | I certainly feel useless at times. | 1 2 3 4 |
| 7 | I feel that I’m a person of worth, at least on an equal plane with others. | 1 2 3 4 |
| 8 | I wish I could have more respect for myself. | 1 2 3 4 |
| 9 | All in all, I am inclined to feel that I am a failure. | 1 2 3 4 |
| 10 | I take a positive attitude towards myself. | 1 2 3 4 |

**Thank you for agreeing to complete this questionnaire.**

The self-esteem questionnaire used for RECOVEU is the *Rosenberg Self-Esteem Scale*:

Rosenberg, M. (1965). *Society and the adolescent self-image.* Princeton, NJ: Princeton University Press.

Accessed via the *EMCDDA Evaluation Instruments Bank*: <http://www.emcdda.europa.eu/eib>

## SELF-ESTEEM Questionnaire – Scoring Template

|  |  |
| --- | --- |
| **Name** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date – Time 1** |  |  | **Date – Time 2** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Esteem (10 items)** | | | |
| **Items scored as per original scale (input score exactly as given on the questionnaire)** | | **Score – Time 1** | **Score – Time 2** |
| 1 | On the whole, I am satisfied with myself. |  |  |
| 3 | I feel that I have a number of good qualities. |  |  |
| 4 | I am able to do things as well as most other people. |  |  |
| 7 | I feel that I’m a person of worth, at least on an equal plane with others. |  |  |
| 10 | I take a positive attitude towards myself. |  |  |
| **Items that are reverse scored (minus original questionnaire score from 5) (example: 5 minus 4 = 1)** | | **Score – Time 1** | **Score – Time 2** |
| 2 | At times, I think I am no good at all. |  |  |
| 5 | I feel I do not have much to be proud of. |  |  |
| 6 | I certainly feel useless at times. |  |  |
| 8 | I wish I could have more respect for myself. |  |  |
| 9 | All in all, I am inclined to feel that I am a failure. |  |  |
| **FINAL SCORE** (total of 10 item scores) | |  |  |
| **DIFFERENCE** (Time 2 minus Time 1, +ve score = increased self-esteem) | |  | |

# RECOVERY CAPITAL Questionnaire

**Assessment of Recovery Capital (ARC)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** |  |  | **Date** |  |

|  |  |
| --- | --- |
| **Please look at the statements below about the strengths you may possess to help you meet your goals.**  Put a tick to indicate ‘yes’ if a statement applies to you. | **YES** |
| ✓ |

|  |  |
| --- | --- |
| 1. **SUBSTANCE USE AND SOBRIETY** | **YES** |
| 1. I am currently completely sober |  |
| 1. I feel I am in control of my substance use |  |
| 1. I have had no ‘near things’ about relapsing |  |
| 1. I have had no recent periods of substance intoxication |  |
| 1. There are more important things to me in life than using substances |  |

|  |  |
| --- | --- |
| 1. **GLOBAL HEALTH (PSYCHOLOGICAL)** | **YES** |
| 1. I am able to concentrate when I need to |  |
| 1. I am coping with the stresses in my life |  |
| 1. I am happy with my appearance |  |
| 1. In general I am happy with my life |  |
| 1. What happens to me in the future mostly depends on me |  |

|  |  |
| --- | --- |
| 1. **GLOBAL HEALTH (PHYSICAL)** | **YES** |
| 1. I cope well with everyday tasks |  |
| 1. I feel physically well enough to work |  |
| 1. I have enough energy to complete the tasks I set myself |  |
| 1. I have no problems getting around |  |
| 1. I sleep well most nights |  |

|  |  |
| --- | --- |
| 1. **CITIZENSHIP / COMMUNITY INVOLVEMENT** | **YES** |
| 1. I am proud of the community I live in and feel part of it – sense of belonging |  |
| 1. It is important for me to contribute to society and/or be involved in activities that contribute to my community |  |
| 1. It is important for me to do what I can to help other people |  |
| 1. It is important for me that I make a contribution to society |  |
| 1. My personal identity does not revolve around drug use or drinking |  |

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| --- | --- |
| 1. **SOCIAL SUPPORT** | **YES** |
| 1. I am happy with my personal life |  |
| 1. I am satisfied with my involvement with my family |  |
| 1. I get lots of support from friends |  |
| 1. I get the emotional help and support I need from my family |  |
| 1. I have a special person that I can share my joys and sorrows with |  |

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| 1. **MEANINGFUL ACTIVITIES** | **YES** |
| 1. I am actively involved in leisure and sport activities |  |
| 1. I am actively engaged in efforts to improve myself (training, education and/or self-awareness |  |
| 1. I engage in activities that I find enjoyable and fulfilling |  |
| 1. I have access to opportunities for career development (job opportunities, volunteering or apprenticeships) |  |
| 1. I regard my life as challenging and fulfilling without the need for using drugs or alcohol |  |

|  |  |
| --- | --- |
| 1. **HOUSING AND SAFETY** | **YES** |
| 1. I am proud of my home |  |
| 1. I am free of threat or harm when I am at home |  |
| 1. I feel safe and protected where I live |  |
| 1. I feel that I am free to shape my own destiny |  |
| 1. My living space has helped to drive my recovery journey |  |

|  |  |
| --- | --- |
| 1. **RISK TAKING** | **YES** |
| 1. I am free from worries about money |  |
| 1. I have the personal resources I need to make decisions about my future |  |
| 1. I have the privacy I need |  |
| 1. I make sure I do nothing that hurts or damages other people |  |
| 1. I take full responsibility for my actions |  |

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| 1. **COPING AND LIFE FUNCTIONING** | **YES** |
| 1. I am happy dealing with a range of professional people |  |
| 1. I do not let other people down |  |
| 1. I eat regularly and have a balanced diet |  |
| 1. I look after my health and wellbeing |  |
| 1. I meet all of my obligations promptly |  |

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| --- | --- |
| 1. **RECOVERY EXPERIENCE** | **YES** |
| 1. Having a sense of purpose in life is important to my recovery journey |  |
| 1. I am making good progress on my recovery journey |  |
| 1. I engage in activities and events that support my recovery |  |
| 1. I have a network of people I can rely on to support my recovery |  |
| 1. When I think of the future I feel optimistic |  |

**Thank you for agreeing to complete this questionnaire.**

The recovery capital questionnaire used for RECOVEU is the *Assessment of Recovery Capital (ARC)*:

Groshkova, T., Best, D. and White, W. (2013). The assessment of recovery capital: Properties and psychometrics of a measure of addiction recovery strengths. *Drug and Alcohol Review, 32,* 187-194.

Permission for use is required and can be obtained from David Best.

## RECOVERY CAPITAL Questionnaire – Scoring Template

|  |  |
| --- | --- |
| **Name** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date – Time 1** |  |  | **Date – Time 2** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Recovery Capital – 10 subscales**  *Derive subscale scores by counting the number of ‘yes’ responses (ticks) within each subscale.* | | **Score – Time 1** | **Score – Time 2** | **SUBSCALE DIFFERENCES**  (Time 2 minus Time 1, +ve score = increased recovery capital) |
| 1 | Substance Use and Sobriety |  |  |  |
| 2 | Global Health (Psychological) |  |  |  |
| 3 | Global Health (Physical) |  |  |  |
| 4 | Citizenship / Community Involvement |  |  |  |
| 5 | Social Support |  |  |  |
| 6 | Meaningful Activities |  |  |  |
| 7 | Housing and Safety |  |  |  |
| 8 | Risk Taking |  |  |  |
| 9 | Coping and Life Functioning |  |  |  |
| 10 | Recovery Experience |  |  |  |
| **OVERALL SCORE** (total of 10 item scores) | |  |  |  |
| **OVERALL DIFFERENCE** (Time 2 minus Time 1, +ve score = increased recovery capital) | |  | |  |

# RECOVEU Module Feedback Form

|  |  |
| --- | --- |
| **Participants’ name** |  |

|  |  |
| --- | --- |
| **Module name** |  |

|  |  |
| --- | --- |
| **Today’s date** |  |

|  |  |
| --- | --- |
| **Please think about the module that you have just completed and rate how much you disagree/agree with the following statements…**  (Circle your answer on a scale of 1 – 4) | 1 = strongly disagree,  4 = strongly agree |
| 1. It was made clear to me at the start of the module what I was meant to learn from it. | 1 2 3 4 |
| 1. I was taught everything I expected to be taught on this module. | 1 2 3 4 |
| 1. The Course Pack was a useful guide to the learning on this module. | 1 2 3 4 |
| 1. Overall, I was satisfied with the quality of the material delivered. | 1 2 3 4 |
| 1. Overall, the module was well organised. | 1 2 3 4 |
| 1. My understanding of the subject taught has increased as a result of taking the module. | 1 2 3 4 |
| 1. This module contributed to my personal development. | 1 2 3 4 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Do you think the module was…? (Please tick) |  | Too short | |  | Just right | |  | Too long | |
|  | 1 |  |  | 2 |  |  | 3 |  |

**Thank you for agreeing to complete this form.**

This document has been produced by the RECOVEU consortium. The author of this Evaluation Toolkit was Staffordshire University.

|  |  |
| --- | --- |
| C:\Users\Eleni\AppData\Local\Microsoft\Windows\INetCache\Content.Word\STAFFS.JPG | Institute for Education Policy Research  Staffordshire University (UK)  Amanda Hughes, Jane Rowley and Kim Slack |
| C:\Users\Eleni\AppData\Local\Microsoft\Windows\INetCache\Content.Word\cardet_logo_new_hv.png | Centre for the Advancement of Research and Development in Educational Technology (Cyprus)  Eliza Patouris, Sotiris Themistokleous and Maria Solomou |
|  | St Dimitrie Program (Romania)  Claudia Varga, Nicoleta Amariei, Ion Copoeru and Mihaela Stanceanu |
|  | Soilse, Drug Rehabilitation Programme (Ireland)  Gerry McAlleenan and Sonya Dillon |
|  | Social Cooperative ‘San Saturnino Onlus’ (Italy)  Gabriella Fabrizi, Marilena Nocente and Federica Catalfio |