

RACE4LIFE

Empowering people in SUD recovery



RACE4life

MANUAL

RACE4LIFE Blended Capacity Building program for sport trainers and health professionals on how to deliver tailored sport-based interventions for SUD recovery



**Co-funded by
the European Union**

The role of Sport in Addiction Recovery

Play, feel, meet, live



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Deliverable # 3.2

RACE4LIFE Blended Capacity Building program

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Substance use disorder: is the persistent use of drugs (including alcohol) despite substantial harm and adverse consequences. Substance use disorders are characterized by an array of mental, physical, and behavioral symptoms that may cause problems related to loss of control, strain on one's interpersonal life, hazardous use, tolerance, and withdrawal.

Addiction: is a treatable, chronic medical disease involving complex interactions among brain circuits, genetics, the environment, and an individual's life experiences. People with addiction use substances or engage in behaviors that become compulsive and often continue despite harmful consequences.

Behavior: an organism's activities in response to external or internal stimuli, including objectively observable activities, introspectively observable activities, and nonconscious processes.

Behavior change: any alteration or adjustment of behavior that affects an individual's functioning, brought about by psychotherapeutic or other interventions or occurring spontaneously.

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

Sport: All forms of physical activity which, through casual or organized participation, aims at expressing or improving physical fitness and mental well-being, forming social relationships, or obtaining results in competition at all levels.

Physical Activity (PA): Any bodily movement produced by skeletal muscles that results in energy expenditure above resting level.

Exercise: is a subcategory of physical activity that is planned, structured, repetitive, and aims at improving or maintaining one or more components of physical fitness.

Life skills: Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life.

Motivation: the impetus that gives purpose or direction to behavior and operates in humans at a conscious or unconscious level. Motives are frequently divided into (a) physiological, primary, or organic motives, such as hunger, thirst, and need for sleep; and (b) personal, social, or secondary motives, such as affiliation, competition, and individual interests and goals. An important distinction must also be drawn between internal motivating forces and external factors, such as rewards or punishments, that can encourage or discourage certain behaviors

PAR-Q: is a self-screening tool for individuals planning to start an exercise program, assessing safety and risk based on health history responses.

SMART: The acronym outlines the process of setting specific, measurable, achievable, relevant, and time-related goals.

Self-efficacy: refers to a person's belief in their ability to succeed in a specific situation or complete a task.



LIST OF ACRONYMS

- SUD** - Substance use disorder
- BCTs** - Behavioral change teachings
- MI** - Motivational Interviewing
- PA** - Physical Activity



The RACE4LIFE Sport-based behavior change protocol for people under SUD recovery aims to contribute to the delivery of tailored sport-based interventions for SUD recovery by providing evidence that will hopefully be useful to both exercise and mental health professionals. Exercise professionals can meet the challenges posed by working with this vulnerable population of individuals with SUD. However, we realize that just ensuring that exercise professionals have the confidence and skills to deliver exercise to the target population properly is only half the picture.

Ongoing support should also target mental health professionals who, until recent years, may not have collaborated significantly with exercise professionals who are part of the multidisciplinary mental health team. Such an organizational cultural change in the fundamental makeup of a mental health service undoubtedly takes time to achieve, and just as exercise professionals need training in mental health, for a truly interdisciplinary approach, mental health professionals need training and exposure to the fundamentals of physical exercise.

In the above context, the design and creation of the protocol aims to change professional behavior based on theoretical models, empirical data, and evidence-based behavior change techniques.

Integrating theory enables the selection of appropriate behavior change techniques to support the initial uptake, adoption, retention, and relapse management of exercise interventions. Health professionals should establish routines so that exercise becomes part of their client's daily life and allow for negotiation so that the exercise interventions improve clients' lives. The ultimate message is to aim for sport and exercise adherence sufficient to achieve the maximum therapeutic benefits. This requires clients and professionals to be clear about the benefits they expect.



RACE4LIFE sport-based protocol framework

Readiness: Let's get physically active



Arousal: It feels good



Competencies: What have I learned?"



Engagement: What will be my next sport experience?

Experiential Learning



Behavior Change Techniques (BCTs)





RACE4LIFE Blended Capacity Building

SUD recovery agencies are increasingly incorporating sports-based interventions into their programs, but there is a need for more evidence-based and tailored approaches. In the literature, there are few studies on sports-based interventions as a framework for behavior change in SUD recovery. Health professionals often lack the necessary knowledge for designing and implementing these interventions, leading to a need for specialized training. The RACE4LIFE Blended Capacity Building program aims to help health professionals, sports coaches, and facilitators strengthen their abilities to design, implement, and evaluate tailored behavioral change interventions based on the [RACE4LIFE Sport-based behavior change protocol](#).



STRUCTURE AND CONTENTS

The RACE4LIFE Blended Capacity Building program is designed to take place over four days. Two days in online training and two days face-to-face. Additional days can be used, depending on the context and profile of the trainees. In some circumstances, the participants may not be available for full days, or conducting the training over four days may be too demanding due to their workload. There may also be other aspects to consider, such as factoring in extra time for interpretation during the training. Depending on these considerations, the training can be implemented either over four (or fewer/ more) consecutive days, or it can be spread over a longer period.

The following section will provide an overview of the RACE4LIFE Blended Capacity Building structure and key considerations for preparing the training. It includes three components:

- A. The [RACE4LIFE Theory Guide](#) presents an overview of key concepts and the theoretical foundation of the Sport-based behavior change protocol for people under SUD recovery. The Theory Guide is a crucial resource that should be frequently consulted when adjusting each session to the specific needs of the trainees.
- B. The [RACE4LIFE Sport-based behavior change protocol](#) for people under SUD recovery
- C. **The RACE4LIFE Training Manual**, a crucial part of the RACE4LIFE training program, offers guidance and tools for the preparation, design, and implementation of sports trainer and health professional training.

A. The RACE4LIFE Theory Guide is divided into six thematic modules

Session 1: Understanding Addiction

Addiction is a complex and chronic condition that involves a person's compulsive engagement with a substance despite harmful consequences. The [Understanding Addiction session](#) focuses on key aspects to consider when exploring addiction, which is crucial for designing sport-based interventions for substance use disorder recovery, highlighting key aspects to consider.

Supporting materials:

1. [Modeling The Addiction Presentation](#)
2. [The role of Motivation _presentation](#)
3. [The recovery capital _presentation](#)
4. [The recovery stages _presentation](#)

Session 2: The role of sport in SUD recovery

The session discusses [The role of sport in SUD recovery](#), emphasizing its holistic approach to supporting individuals, highlighting barriers and facilitators to exercise, and its contribution to physical and psychological well-being.

Supporting materials:

1. [The role of sport in SUD recovery _presentation](#)
2. [Needs assessment of exercise in SUD recovery _presentation](#)
3. [Evidence-based recommendations for sport implementations in SUD recovery](#)
4. [What about sport and physical exercise in substance use disorder recovery? Perceptions of individuals undergoing SUD recovery. Barriers & Benefits](#)
5. [What about sport and physical exercise in substance use disorder recovery? Health professionals' perceptions](#)
6. [Empowering Substance Use Disorders treatment through physical exercise. An overview of studies](#)

Session 3: Design sport-based intervention for SUD recovery

The session discusses the process of [Designing a sport-based intervention for SUD recovery](#), which uses exercise and sports as therapeutic tools to promote physical health, mental well-being, and community. Key components and steps are discussed, ensuring a structured and supportive environment.

Supporting materials:

1. [Design sport-based intervention for SUD recovery__presentation](#)
2. [Behavior Change Techniques \(BCTs\) Taxonomy](#)
3. [Application of a theory-based exercise promotion program \(RACE\) to adults in therapy for substance use disorders: A longitudinal interventional study.](#)

Session 4: Theories of Behaviour Change

When designing a sport-based intervention for Substance Use Disorder (SUD) recovery, incorporating theories of behavior change is essential for developing effective strategies to promote and sustain positive behavior change. Several behavior change theories provide frameworks for understanding the factors influencing behavior and guiding the development of interventions. The [Theories of Behaviour Change session](#) focuses on prominent theories that can be applied to sport-based interventions for SUD recovery

Supporting materials:

1. [Social Cognitive Theory__presentation](#)
2. [Self-Determination Theory__presentation](#)
3. [Self-efficacy__presentation](#)
4. [Goal-Setting Theory__presentation](#)
5. [Motivational interviewing__presentation](#)

Session 5: Life skill development through sport

The [Life Skill Development through sport](#) session discusses the importance of incorporating life skill development through sport into Substance Use Disorder recovery programs, highlighting its holistic approach that considers physical, mental, and social well-being. It emphasizes the benefits of sports in promoting physical health, community building, and personal growth.

Supporting materials:

1. [Life Skills presentation](#)
2. [The role of life skills in SUD recovery presentation](#)
3. [What about sport and physical exercise in substance use disorder recovery? Perceptions of individuals undergoing SUD recovery. Life Skills Development](#)

Session 6: Experiential learning

Experiential learning is a crucial aspect of Substance Use Disorder (SUD) recovery programs, offering practical experiences for personal growth, self-discovery, and skill development. [The Experiential learning session](#) focuses on incorporating experiential learning into sport-based interventions.

The debriefing process is a structured and reflective discussion that occurs after a specific event, activity, or experience. The purpose of debriefing is to review and analyze what happened, identify lessons learned, and improve future performance. The session also presents some key techniques and considerations for an effective debriefing process

Supporting materials:

1. [Experiential learning presentation](#)
2. [The Debriefing Process/technics](#)

B. The RACE4LIFE Sport-based behavior change protocol

The Sport-based behavior change protocol for people under SUD recovery is divided into 5 sessions

Session 1: RACE4LIFE Sport-based behavior change protocol presentation

SUD recovery is a long-term process involving multiple interventions and regular monitoring. Targeted interventions in an exercise and sport environment can be beneficial for SUD recovery, as they help individuals develop life skills and behavior change strategies. The RACE4LIFE protocol is a suggested framework for implementing exercise interventions aimed at changing behavior by enhancing motivation in SUD recovery. The protocol aims to improve the quality of exercise and sport interventions for SUD recovery, promoting sports engagement in treatment and lifelong engagement in exercise that enhances mental and physical health. It emphasizes the importance of tailor-made interventions considering participants' physical, cognitive, emotional, and moral aspects. The protocol also emphasizes using theories or models as guides, based on evidence and data, to enhance the effectiveness of sport-based interventions.

Supporting materials:

1. [Race4Life protocol presentation](#)

Session 2: Stage # 1: Readiness "Let's get physically active"

BCTs help individuals identify their motivations for exercising, setting meaningful goals, and addressing common barriers like time constraints and low energy levels. They teach problem-solving skills, seek social support, and consider the stages of the change model to tailor interventions to meet individuals' readiness stages. By understanding motivations, setting achievable, time-bound goals, and addressing barriers, [BCTs](#) increase the likelihood of exercise initiation and adherence. [Stage # 1: Readiness "Let's get physically active"](#) focuses on promoting physical activity and readiness for exercise by incorporating a Motivational Interviewing protocol to support the readiness of the clients to start exercising

Stage #1: Readiness "Let's get started is connected with the early [stage of recovery](#)

Supporting materials:

1. [Stage # 1 Readiness Let's get started presentation](#)
2. [ACSM pre-participation health screening exercise](#)
3. [Resistance Training for Health](#)
4. [Being Active as We Get Older](#)
5. [Motivational interviewing RACE4LIFE protocol](#)
6. [Weekly Monitoring Goal-Setting Form](#)

Session 3: Stage # 2: Arousal "It feels good"

Long-term substance abuse can significantly impact an individual's well-being and quality of life, leading to dropout rates. Exercise and sport participation can enhance physical and mental well-being and social functionality during the early stages of recovery. Exercise programs should be provided as a "here and now" intervention, supporting treatment and managing factors that may lead to early dropout. Exercise and sport should complement therapeutic goals; as higher relapse rates occur within the first three months of recovery. Arousal and motivation play crucial roles in exercise engagement. [BCTs](#) can promote positive behavior change, enhancing physical exercise arousal, by setting goals, providing feedback, and emphasizing benefits. Social support, such as social modeling, social comparison, and peer support, can also significantly impact exercise behavior. Stage # 2 involves intentionally increasing arousal to a level that encourages active engagement.

Stage # 2: Arousal "It feels good" is connected with the early [stage of recovery](#).

Supporting materials:

1. [Stage # 2: Arousal "It feels good presentation](#)

Session 4: Stage # 3: Competencies "What have I learned?"

Exercise and sports programs are beneficial for individuals undergoing SUD recovery, as they improve self-efficacy and social life skills, preparing them for sustainable social reintegration. These programs provide a safe learning environment for developing control, time management, communication, social, collaboration, leadership, problem-solving, and goal-setting skills. Mastery experiences, achieved through personal experiences, foster a strong sense of effectiveness and coping mechanisms. Stage # 3: Competencies "What have I learned?" focus on improving sports competencies through a combination of sports participation and strategies, such as [BCTs Taxonomy](#) and [Experiential learning](#).

Stage # 3: Competencies "What have I learned?" is connected with the second & and third [stages of recovery](#).

Supporting materials:

1. [Stage # 3 Competencies What have I learned _presentation](#)
2. [The Debriefing Process/technics](#)

Session 5: Stage # 4: Engagement "What will be my next sport experience?"

SUD recovery can be challenging due to the return of old behaviors, but it can be managed through aftercare, relapse prevention, and general recovery support. A healthy lifestyle, including regular exercise and sport participation, is crucial for overall well-being. Exercise professionals should gradually target behavioral change and help clients identify PA opportunities. A local network between sport services is necessary to reduce stigma and barriers. Using [BCTs](#) can enhance engagement in sport and promote long-term adherence to physical activity goals. The choice of techniques should consider the client's preferences, needs, and the specific context of the sport or activity.

Stage # 4: Engagement: "What will be my next sport experience?" is connected with the second and the third [stages of recovery](#).

Supporting materials:

1. [Stage # 4 Engagement What will be my next sport experience](#)



The Agenda

The suggested agenda can be adjusted to meet timing requirements, but the order of activities should not be altered.

Online sessions

Day 1

Session	Title	DURATION	TIMING
1	Team introduction, Project presentation 1.1 Activity 1. Expectations & Concerns 1.2. Race4Life protocol presentation	30 min	11.00-11.30
2	Understanding Addiction 2.1. Modeling The Addiction 2.2 The Role of Motivation 2.3 The recovery capital 2.4 The recovery stages	30 min	11.30-12.00
Break			
3	The role of sport in SUD recovery 3.1. The role of sport in SUD recovery 3.2. Needs assessment of exercise in SUD recovery	30 min	12.10-12.40
4	Design sport-based intervention for SUD recovery 4.1. Design sport-based intervention for SUD recovery	30 min	12.40-13.10
Break			
5	Theories of behaviour change 5.1. Social Cognitive Theory 5.2. Self-Determination Theory 5.3. Self-efficacy 5.4. Goal-Setting Theory 5.5 Motivational interviewing	30 min	13.20-13.50
6	Wrap-up and evaluation of Day 1 Brief summary of learning. Participants to mention activities or takeaways. Ask for additional questions, comments, and feedback.	10 min	13.50-14.00

Day 2

Session	Title	DURATION	TIMING
7	Welcome back and recap	10 min	11.00-11.10
8	Behavior Change Techniques (BCTs) Taxonomy	30 min	11.30-12.00
Break			
9	Life skill development through sport 8.1. Life Skills 8.2. The role of life skills in SUD recovery__presentation	30 min	12.10-12.40
10	Experiential learning 9.1. Experiential learning__presentation 9.2. The Debriefing Process/technics	30 min	12.40-13.10
Break			
11	RACE4LIFE Sport-based behavior change protocol Race4Life protocol__presentation	30 min	13.20-13.50
12	Wrap-up and evaluation of Day 2 Brief summary of learning. Participants to mention activities or takeaways. Ask for additional questions, comments, and feedback.	10 min	13.50-14.00



Face to Face sessions

Day 1

Session	Title	DURATION	TIMING
1	Welcome back and recap Welcome participants and recap previous sessions. Remind participants of ground rules. Introduce next training part.	30 min	10.00-10.30
2	Stage # 1: Readiness "Let's get physically active" 2.1. Stage # 1 Readiness Let's get started presentation 2.2. ACSM pre-participation health screening exercise 2.3. Resistance Training for Health 2.4. Being Active as We Get Older 2.5. Motivational interviewing RACE4LIFE protocol 2.6. Weekly Monitoring Goal-Setting Form 2.7. Stage of recovery 2.8. Behavior Change Techniques (BCTs) Taxonomy	45 min	10.30-11.30
Break			
3	Stage # 2: Arousal "It feels good" 3.1. Stage # 2: Arousal "It feels good presentation 3.2. Stage of recovery 3.3. Behavior Change Techniques (BCTs) Taxonomy	45 min	12.00-12.45
4	ACTIVITY 2 Design of a sports-based intervention for the early recovery stage	35 min	12.45-13.20
Lunch Break			
5	Stage # 3: Competencies "What have I learned?" 5.1. Stage # 3 Competencies What have I learned presentation 5.2. The Debriefing Process/technics 5.3. Stage of recovery 5.4. Behavior Change Techniques (BCTs) Taxonomy	45 min	14.00-14.45
7	ACTIVITY 3: Design of a sports-based intervention to enhance capabilities and skills	35 min	14.45-15.20
8	Wrap-up and evaluation of Day 1 Brief summary of learning. Participants to mention activities or takeaways. Ask for additional questions, comments, and feedback.	40 min	15.20-16.00

Day 2

Session	Title	DURATION	TIMING
9	Welcome back and recap Welcome participants and recap previous sessions. Remind participants of ground rules. Introduce next training part.	15 min	10.00-10.15
10	Activity 4 KORFBALL GAME	45 min	10.15-12.00
Break			
11	Stage # 4: Engagement "What will be my next sport experience?" 11.1. Stage # 4 Engagement What will be my next sport experience _presentation 11.2. Stage of recovery 11.3. Behavior Change Techniques (BCTs) Taxonomy	45 min	12.30-13.15
12	Activity 5:Video presentation	45 min	13.15-14.00
Lanch Break			
13	Discussion	30 min	14.45-15.15
14	Closing, wrap-up and program evaluation Brief summary of learning. Participants to mention activities or takeaways. Ask for additional questions, comments, and feedback. <ul style="list-style-type: none">• Evaluation Immediately after the completion of RACE4LIFE Blended Capacity Building• Evaluation after three months from the completion of RACE4LIFE Blended Capacity Building	45 min	15:15-16:00



KEY CONSIDERATIONS

This summary provides a list of essential keys for facilitators to consider when preparing a training:

- All materials needed for the training can be found in the RACE4LIFE Blended Capacity Building e-platform and The Training Manual.
- All trainings require at least two facilitators, one lead, and one co-facilitator, who must meticulously prepare the training together.
- Translate materials into trainees' language and adapt them to their context or substitute them with local, culturally appropriate alternatives.
- The training should be conducted in groups of 15-20 trainees, with a focus on ensuring a gender balance between facilitators and trainees.
- Meals, drinks and snacks should be provided to trainees during the training.



RACE4LIFE Blended Capacity Building Evaluation

Aims and Objectives

The evaluation will assess the practicality, relevance, reliability, and validity of the RACE4LIFE Blended Capacity Building program, enabling modifications and revisions. The evaluation will also assess the program's readiness for open use, using tools to measure process, outcome, and impact, ensuring its confidence in implementation.

Methodology

The RACE4LIFE Blended Capacity Building program will be evaluated using an adapted questionnaire based on Kirkpatrick's model of evaluation, a widely-used method for assessing training and educational activities, to ensure its quality and receive critical feedback.

in practice

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.

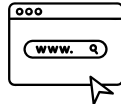
Level 4 – Results: This level seeks to establish a direct connection between the training program and the overall success of the organization.

[Evaluation](#) of the levels 1 and 2 immediately after the training.

[Evaluation](#) of the levels 3 and 4 three months after training.



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