

CIVIC IMPACT FUND: FINAL REPORT

***NB:** in completing this end of project report, the recipient should (i) clearly articulate the link between her/his research and the impact described, and (ii) clearly evidence the nature and extent of the impact generated, specifying the benefits accrued, the beneficiaries reached and any impact indicators gathered.*

Section A	
Principal investigator	Tandy Jane Haughey
Research unit of assessment/school	School of Sport
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Section B	
1. Title of project	Tackling mental health and stigma in communities using the State of Mind Ireland (SOMI) programme
2. Funding received (£)	£3700
3. Project summary	<p>The aim of the project was to deliver a psycho-educational programme on mental health issues called State of Mind Ireland (SOMI) to young people through the Sported charitable organisation. The intervention, developed with the support and expertise of sport psychologists and counselling professionals, helps to raise young people’s awareness about mental health and reduce the stigma associated with mental health help-seeking. This programme has previously been delivered within the university setting and through civic impact funding an opportunity to deliver this programme within the wider sporting community was made possible.</p> <p>This project was multidisciplinary, collaborative and played a part in extending the educational offering of awareness raising to organisations linked to Sported. Sported currently offer CPPD to sporting clubs and organisations to build capacity across communities. This project was delivered by the team from within the School of Sport and Student Support. This project fell within the Healthy Communities research theme, providing Ulster University marketing potential through sport, as well as meeting its civic outreach targets on the balanced scorecard.</p> <p>In the initial proposal, for funding, it was detailed that 6 workshops would be delivered to groups who were currently involved in the</p>

#activefitsporty project with Sported. Sported were selected as the main collaborative partner for this project as they are a voluntary charitable organisation who work across the UK with thousands of community sport and youth groups using the power of sport to transform the lives of disadvantaged young people and the communities in which they live. Their work is providing much needed professional expertise, resources and operational support in community sports clubs. The area of mental health and wellbeing is an aspect in which they did not have the expertise and indicated they would value the input of the proposed programme.

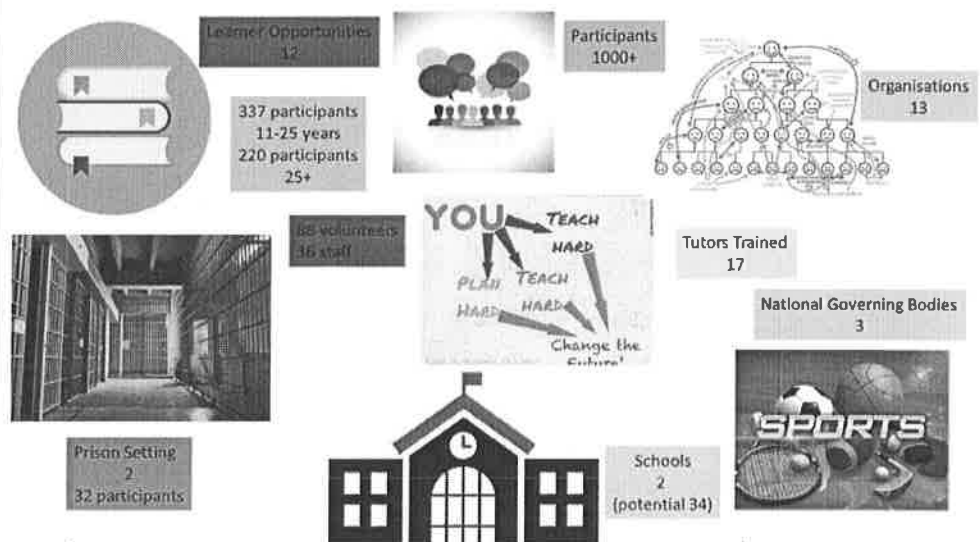
The proposed project was to deliver, train and evaluate the SOMI programme to ensure all involved were aware of:

SOMI – learning intentions :

- To explore the signs and symptoms of stress and how to self-manage stressful situations.
- To develop an understanding of resilience and mental fitness, identifying One Good Adult.
- To use mindfulness as an optimisation tool (HeadSpace) for mental health promotion.

In addition, to the delivery of the workshops, the final part of the project would be identification of key individuals within organisations linked to Sported that would be trained to deliver the programme.

What occurred, following discussion with Sported and the delivery team at Ulster, was the training of tutors who would link with the wider sporting community and ensure the programme could be delivered to more individuals than initially proposed by individuals within the community organisations.



<p>4. Details of beneficiaries</p> <p><i>Who or what entity (organisation, community etc) beyond academia has benefitted from the project?</i></p> <p><i>How many have benefitted?</i></p> <p><i>Please specify.</i></p>	<p><u>Tutor Training</u> Hosted by BCSDN in October 2018 15 tutors in attendance (+2 follow up) ; 17 trained to deliver the workshop.</p> <p>Organisations who work specifically with community and voluntary organisations (BCSDN and Sported) and National Governing Bodies of Sport (CANI, NNI and Ulster Hockey) attended the tutor training and subsequently delivered the programme in their contexts.</p> <p><u>Dissemination / Delivery of workshop</u></p> <p>The workshop was delivered in a variety of settings; school, club, community and within prisons and to various levels of participant; from participation to talent level.</p> <p><u>Group 1</u> BCSDN delivered 5 workshops 79 people received the training – various groups</p> <p>W1 - Maghaberry – 29/11/18 - 12 participants W2 – Hydebank – 13/12/18 - 8 participants W3 – Larne High School – 10/01/19 – 33 participants W4 – Ballycastle – 10/01/19 - 14 participants W5 – Maghaberry – 31/01/19 – 12 participants</p> <p style="text-align: right;">79 people</p> <p><u>Group 2 Sported</u></p> <p>2 Webinar Sessions</p> <p><u>Webinar 1</u></p> <p>Delivered to 3 clubs (Train the Trainer) – 5 people ;</p> <p>RDA Coleraine:</p> <ul style="list-style-type: none"> • Attendees – Youth Leader & Educational Coordinator received the training via webinar • Dissemination post training to ; 80 young people between 11-25, another 50 outside this age range. 4 staff, 40 vols <p style="text-align: right;">174 people</p> <p>Reach Across:</p> <ul style="list-style-type: none"> • Attendee - Education Development Officer received the training via webinar • Dissemination post webinar to 100 young people ages 11-25. 2 staff and about 30 volunteers <p style="text-align: right;">132 people</p>
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Kingdom Youth Club (An Ríocht Camogie Club):

- Attendees – Camogie Coaching Officer and Club Secretary received the training via webinar.
- Dissemination post webinar to 150 young people between ages of 11-25, and another 170 outside this age range. 30 staff and 10 volunteers.

360 people

Second Webinar – March 2019

Willowfield Parish Community Association:

- Organisation run a variety of multi sports projects for local residents living in the Willowfield area of East Belfast
- Currently delivering a 'Lifeguard' programme in 34 primary schools, which "promotes good physical, mental and spiritual health".

Sported shared the material from the session with the contact and have offered to have a more in-depth conversation around any element of the content. They have since disseminated information to their 'Lifeguard' programme team.

200+ people

Group 3 – CANI – coach education pilot

3 members of the coach education team received information relating to SOM programme. Post the training the content from the SOM programme was integrated into one of their coach education programmes – piloted with a group (n=8) of paddlesport specialists.

11 people

Group 4 – NNI – talented athletes

Netball – delivered a session to their U17 squad and coaching team. Talented athletes who are preparing for competition.

20 people

Group 4 – Ulster Hockey

Unfortunately have not been able to deliver the programme due to a change in staffing. They anticipate this will be delivered later in the year.

To date : 1000+ will have been influenced by the training that occurred

<p>5. Details of impact</p> <p><i>What difference has the project made: how and to what extent have stakeholders benefitted?</i></p> <p><i>Have you achieved your intended impact aim? Did you achieve any unexpected impact?</i></p> <p><i>Please specify.</i></p>	<p>The number of stakeholders who have received the programme far exceeded the number indicated within the funding application. This occurred due to the change in the delivery of the programme. Tutor training occurred initially rather than following workshop delivery and the tutors trained were then able to deliver the workshop in their specific settings. The ability of the variety of tutors to deliver tailored workshops in each of their settings added value to the overall programme. Feedback received from each group will be discussed later in the report.</p> <p>The adaptation of the workshop to be delivered across a variety of settings was the real added value. The tutors trained took time away from the session delivered to them to tailor to their audiences taking into consideration the key messages. The various settings that delivery occurred from coach education, community groups, school groups, prison setting and online via a webinar highlights the impact that this 90 minute workshop could have on the general population.</p> <p>Using Sported as the central organisation to recruit tutors was a very positive step. Sported have a number of voluntary partners who are members of Sported that can add to the current programme – links to organisations who have a specific remit for Mental Health to signpost for further support if required.</p>
<p>6. Link between your research and impact</p> <p><i>How did your research lead or contribute to the impact described?</i></p> <p><i>Please briefly outline.</i></p>	<p>Following the conclusion of delivery of workshop across each organisation interviews were held with each tutor/delivery partner. Feedback received was varied across each organisation but the key message was the positive learning that occurred for the end user. The simple messages given to the participants through discussion and tasks set helped to frame the learning experience. Transcripts from the interviews conducted with Sported and BCSDN are included (appendix 1). Follow up questions were asked from NNI and CANI and these are included in appendix 2.</p>
<p>7. Evidence of impact</p> <p><i>How did you measure this impact? What kind of evidence and indicators (qualitative/quantitative) have been gathered?</i></p> <p><i>Did you use the VV Impact Tracker to capture the impact?*</i></p>	<p>Qualitative information was gathered post the delivery of the workshop from those who attended the training. Please see appendix for complete transcripts of discussion with (a) Sported and (b) BCSDN, plus follow up emails with (c) Netball NI and (d) CANI.</p> <p>It was clear from all discussions that this was a positive learning experience for all. Positive impact was the flexibility of the programme and that it could be utilised in a number of settings.</p> <p>Each partner organisation used twitter to promote their sessions and some of the links to twitter are as follows:</p> <p>https://twitter.com/BCSDN16/status/1064817032905015296</p>

https://twitter.com/sported_NI/status/1097551317734547456
https://twitter.com/sported_NI/status/1096725878518702080
<https://twitter.com/UlsterSchSport/status/1055164450691538944>
<https://twitter.com/netballni/status/1101466908275236866>

BCSDN also produced poster – appendix 3.

Highlighted below are some of the key areas found from the qualitative element conducted;

Netball – ***Engage, Promote and Support*** ; “I found in prep that the number of slides was a lot to deliver in 1 hr, so summarised a few and passed on a few in order to be able to focus on key topics and themes with the understanding that the group were familiar with some of the terms already, the videos were really useful, and I found a **netball specific example for a player who has now retired due to suffering from mental health issues but came back briefly and promoted her issues to engage others in getting help.**”

CANI – ***Identify and Inspire*** ; “For EP, we are overtly moving towards an **aim and ethos of better health and well-being** through paddlesport so it’s a **good fit for us** and we build a lot of it into our ongoing coach mentoring, etc.”

Sported ; ***Capacity and Capability*** ; “Weren’t delivering directly to the young people, it was to club leaders, everything about sported. Also, yes, the time of year and everything. But those who did attend, quite surprisingly, **were really positive about it and really enjoyed the conversation and could see how to take things back to their group.** Even some of the things they were **sharing** about what they had tried or done, and the **conversations** they’ve had with their young people. So it was kind of almost **facilitating** that conversation around the content.”

BCSDN – ***Invest and Implement*** ; “We were bringing it **down to their issues** with their girlfriends and partners and because they were going through that, that’s what they were bringing up ‘the other halves doing my head in, she wants me to do this but I’ve got to do my school work and got to go do this, **how do you cope?**’. That was **their stressors** but the **conversation flowed** well with them, they engaged with it and it was, we sort of thought, the materials there & it was guided as a 90min session but they were there **talking for nearly 2 hrs which was building up of the conversations which was good.**”

Full transcripts will be reviewed further to assist with development of paper from community perspective.

	<p>We did not use the VV Impact Tracker to capture impact – this is something that was considered but unfortunately not used during this time.</p>
<p>8. REF relevance</p> <p><i>Has the project outcome the potential to contribute to REF impact case studies?</i></p> <p><i>Please specify.</i></p>	<p>The civic impact funding has added to the impact case study for the School of Sport. The programme is referenced in the Wellbeing Action Plan (appendix 4) – the key actions from the action plan are linked to the training programme and referenced in the tutor notes.</p> <p>Due to the change in delivery of the programme, we were able to utilise some of the funding to professionalise the materials being used in the workshop. Please see appendix 5 (tutor notes, supporting documents, participant workbook and power point slide).</p> <p>All updated materials will be forwarded to Britton Brewer who has approached us to ask for the programme documents to be made available for SupportForSport.org website with the "train the trainers" approach, as was the case in this specific project.</p>
<p>9. Stakeholder engagement</p> <p><i>Did you hold any stakeholder engagement events? Please provide details.</i></p> <p><i>If you digitally captured the event/s, please append any images (in jpeg or similar format) such as might be used for impact marketing communication purposes.</i></p>	<p>With reference to stakeholder engagement – tutor training session is detailed below. Each of the organisations held their own stakeholder engagement events via the training delivered. Numbers and who was involved in the training has been outlined in the earlier section. To support the university in gaining organisations to be involved in this project, Sported led on the recruitment process and sent emails to key organisations (example; appendix 6).</p> <p>Event title/s: Tackling mental health and stigma in communities using the State of Mind Ireland (SOMI) programme – Tutor Training</p> <p>Venue/s: BCSDN office</p> <p>Date/s: 22nd October 2018</p> <p>Attendee profile (NGOs, policymakers etc): 15 tutors in attendance (+2 follow up) ; 17 trained to deliver the workshop.</p> <p>Organisations who work specifically with community and voluntary organisations (BCSDN ; n = 10 and Sported; n= 2) and National Governing Bodies of Sport (CANI, NNI and Ulster Hockey; n=5) attended.</p> <p>See appendix 7 for participants at training and additional information from twitter.</p>
<p>10. Next steps</p> <p><i>Has this work provided an opportunity to gain follow-on funding or future</i></p>	<p>With the development of the resources and the action plan for wellbeing being launched there is potential for this programme to continue to be delivered by the above organisations in its current form or via an adapted programme.</p> <p>The programme evaluation from within the university setting has been written and published in academic journals and it is anticipated</p>

<p><i>collaborative opportunities with stakeholders/partners?</i></p> <p><i>Would you like an officer from Research Development to contact you to discuss funding opportunities?</i></p> <p><i>Please specify.</i></p>	<p>elements of the above will be reviewed for publication whether that be for academic journal purposes or coach education purposes. Application of the theory into practice.</p> <p>Collaborative working relationships will continue with the organisations involved in this particular civic impact programme. There is a need to look for additional funding to develop this area further in regards to coach education and care not only for the participants but coaches too.</p>
11. Project start date	October 2018 – tutor training
12. Project end date	March 2019 – final delivery of webinar and CANI programme; final sign off of materials to occur (June 2019)

**Impact generated with any evidence gathered should be added to the VV Impact Tracker. If you did not use the VV Impact Tracker, would you like to receive a brief training session? Yes would like to review this.*

Section C - Expenditure Breakdown	
<i>Please provide a detailed breakdown of project spend</i>	
<ul style="list-style-type: none"> <i>Please see appendix 8 for transaction</i> 	
Expenditure	Amount (£)
Mileage	£16.65
Hire of Hall for Tutor Training	£85.00
Refreshments during Tutor Training	£81.66
Delivery of workshops x 8 (facility, tutor, resource, refreshments costs)	£2,100.00
Transcription of focus groups	£48.81
Resources development and design	£790.00
Design of Tutor Notes & Supporting Notes	(+VAT)
A4 24-page = £690.00 +VAT	
Powerpoint templates x2 - £100 +VAT	{£948.00}
TOTAL COSTS	£3,122.12
	(+VAT)
	£3,280.12

Section D - Required signatures

Principal investigator: 

Date: **19/6/19**

Name: Tandy Jane Haughey

Title: Senior Lecturer in Sports Coaching and Development

Research unit of assessment/school: UoA24 – School of Sport

Research Director/Head of School 

Date: 1/7/19

Name: **DR BEN FITZPATRICK**

Title: **HEAD of SCHOOL**

Unit of assessment/school: **SPORT**