Service and Program Awards 
Application Cover Sheet

Category: Education, training or workforce development

Entry Title: Mental health and addiction literacy workshops

Name of Applicant: Patrice Dennis

Organisation: Blueprint for Learning
Additional Information about Entry

Blueprint for Learning (Blueprint) is one of New Zealand’s largest training providers in mental health and addiction, dedicated to both workforce development and community training. We aspire to enhance the wellbeing of people and communities through inspirational learning. Blueprint works directly with Te Pou, a national centre of evidence-based workforce development for the mental health, addiction, and disability sectors in Aotearoa New Zealand.

Blueprint’s workshops aim to address the gap in people’s knowledge of mental health and addiction by giving participants the skills to recognise, relate and respond to people experiencing mental health and addiction challenges. These skills give people the confidence to have courageous conversations about mental health and addiction. We are New Zealand Qualifications Authority (NZQA) registered, with a category 1 (highest) External Evaluation and Review (EER) rating in education achievement and self-assessment, demonstrating our commitment to quality, productivity, and customer satisfaction.

The Ministry of Health NZ contracts Blueprint to deliver 120 MH101® and 80 Addiction 101 workshops across Aotearoa New Zealand each year, which reflects the vision and principles set out in He Ara Oranga (Government Inquiry into Mental Health and Addiction, 2018). Our direct clients are community members and people who work in community organisations who are likely to come into regular contact with individuals experiencing mental distress and can respond supportively. In addition to these community-based workshops, Blueprint delivers workshops for organisations that want to purchase workshops and embed the learning to equip staff with the skills and knowledge to respond supportively to people experiencing mental health or addiction challenges.

Since 2008, Blueprint for Learning has delivered over 2000 workshops to over 40,000 participants. We use an interactive and experientially based training style, utilising adult education principles to ensure the diverse needs and learning styles of our participants are met. During the first Covid-19 lockdown, we quickly adapted our in-person workshops to suit webinar delivery while ensuring the training still provides an interactive and engaging learning experience. We continue to offer webinar delivery as well as in person workshops. For many clients, and people in remote locations this is more suited to their needs while continuing to deliver effective outcomes. Blueprint also offers bespoke workshops depending on the needs of communities or organisations.

Diversity, inclusion, and equity is at the core of what we do. Blueprint is guided by a Kanorau charter, which draws on the principles of Te Tiriti o Waitangi, the Human Rights Act, and the United Nations Convention on the Rights of Person with Disabilities. Under our Kanorau charter, we are committed to reflecting the diversity of Aotearoa New Zealand to ensure people can be who they are without fear of prejudice. Gaining Rainbow Tick accreditation in 2021 is an example of our commitment to ensuring we are an inclusive training provider.

Blueprint workshops use a co-facilitation model, based on the power of contact theory. Workshops are delivered by one facilitator with lived experience of mental health or addiction challenges and one with clinical experience. The Power of Contact (Case Consulting Ltd, 2005) is a key mechanism for challenging stigma and discrimination of people experiencing mental distress. Its effectiveness is strongly reinforced by the findings of our evaluation data. A recent study by Te Pou found that the stories facilitators shared about their experiences of mental health challenges and wellbeing journeys positively impact participants by bringing the workshop content to life and providing hope (Postelnik, 2021).
Criteria

1. Evidence of a significant contribution to the field of mental health on a local, state or national level.

Blueprint for Learning has made a significant contribution to the field of mental health on a national level in New Zealand. Increasing mental health and addiction literacy assists communities to support people experiencing challenges, through appropriate interventions and referrals. It also helps people to understand how to support their own wellbeing. Our workshops increase people’s knowledge and understanding of mental health and addiction challenges and reduce stigma through a combination of evidence-based content and our co-facilitation model.

Our workshops and webinars give people the skills and confidence to recognise, relate and respond to people experiencing mental health and addiction challenges.

Following our workshops, participants know how to:

- support their and others' mental wellbeing
- recognise signs of someone experiencing distress and understand the impact of mental health and addiction challenges
- respond supportively to mental health concerns
- know when to get help, and where to go for support.

We know our workshops are making a positive impact in people’s lives, and communities because the evaluation results of our workshops and participant experience supports this.

Co-facilitation of a mental health literacy programme (MH101®)

A recent study by Te Pou, (Postelnik, 2021) published in The Journal of Mental Health Training, Education, and Practice, showed facilitators with lived experience of mental health challenges enhance the delivery of the Blueprint’s MH101® programme. In particular, the stories facilitators shared about their own mental health challenges and wellbeing journeys positively impact participants by bringing the workshop content to life and providing hope.

People value having two facilitators who each bring diverse knowledge and perspectives. The model works best when both facilitators contribute equally to the delivery of the workshop and they work in partnership together. The co-facilitation model, where a facilitator who has lived experience of mental health challenges works alongside a facilitator with clinical experience, is unique to MH101® in Aotearoa New Zealand. The co-facilitation model is underpinned by the ‘power of contact theory’ – that positive contact with people with lived experience of mental health challenges can reduce negative attitudes and stigma towards people experiencing these challenges.

This is the first large Aotearoa New Zealand study looking at how people view co-facilitation, in respect to having facilitators with lived and clinical experience working together, and what supports effective delivery in a mental health literacy programme. The evidence supports the delivery model that Blueprint uses across all our programmes.

Impact evaluations

All of Blueprint’s in-person workshops and webinars are robustly evaluated by participant feedback captured post workshop. Feedback consistently demonstrates positive outcomes for participants, with notable shifts in confidence post workshop. We use evaluation data to
respond to participant feedback, and continuously improve our workshop content and delivery. We conduct regular impact evaluations, and bi-annual evaluation reviews.

**MH101® Impact Evaluation** (Malatest International, 2020)

Our flagship training programme is MH101®. It is a one-day mental health literacy workshop designed to raise the confidence of participants to recognise, relate and respond to people experiencing mental health challenges. MH101® is evidence-based and reflects the vision and principles set out in *He Ara Oranga* (Government Inquiry into Mental Health and Addiction, 2018)

In 2019 an external impact evaluation of 1477 participants of MH101® was completed. This evaluation focused on how any changes in confidence, understanding and behaviour were maintained six months after the workshops.

90% of respondents strongly agreed or agreed they were more confident talking about mental health issues since the workshop and their confidence in knowing what to do was maintained six months after the workshops.

80% of respondents used their learning at work and shared their learning with colleagues.

75% were confident they knew how to look after their mental health. Most respondents said they were using more strategies to keep themselves well.

The impact review also found MH101® workshops:

- were very positively received by participants
- increased participants’ awareness and confidence in recognising and responding to mental distress
- made a difference to how participants responded to mental health distress in their workplaces
- made a difference to participants’ personal lives through improved self-care and the support they provided to family members and friends
- benefitted participants from all ethnic groups.

Findings from this review strongly indicate that MH101® is effective in supporting attendees to recognise, relate and respond appropriately to people who experience mental health challenges. Read the full Impact Evaluation of MH101®.

**Addiction 101 Impact Evaluation** (Te Pou, 2021)

Addiction 101 was designed for people in organisations and communities. It is also suitable for anyone without training or qualifications in the addiction sector who is interested in learning about addiction and recovery.

In 2021, an impact evaluation was carried out to explore how participants had maintained and used their learning after attending an Addiction 101 workshop or webinar series. A total of 123 people responded to the follow-up surveys. Additionally, two focus groups were held with 15 participants to gain a more in-depth understanding of their experiences of the workshop and webinar series and reflect on how they have applied their learning. Overall, participants were positive about the workshop, with most agreeing they would recommend Addiction 101 to others. The co-facilitation model using two facilitators (one with lived experience and the other with clinical experience), the use of adult learning principles, and storytelling were valued parts of the workshop delivery.
Key findings include:

- most people felt the learning from Addiction 101 have been useful for both the workplace (84%) and their personal life (67%)
- almost all participants (90%) felt more confident talking about addiction and recovery
- since the workshop, many people (75%) had initiated conversations about substance use
- participants were more confident about referring workplace colleagues (67%) and friends and whānau (56%) to professional help
- most people had improved their self-care (75%) and their ability to make suggestions for others (83%)

Overall, the evidence indicates Addiction 101 participants maintained and applied their improved understanding and confidence four to eight months after they attended the training. The workshop’s model of co-facilitation, with both lived experience and clinical facilitators, supported their ability to learn. Read the full Addiction 101 Impact Evaluation.

2. Evidence of innovation and/or recognised best practice.

Workshop design and delivery match the needs of participants and other stakeholders

The design and delivery of Blueprint workshops is highly effective in focusing on the understanding of important content using innovative and tested facilitation methods. The workshops continue to match the needs of participants and stakeholders. Some examples are our workshops designed and delivered for Deaf, and rural communities.

MH101® workshop for the Deaf community

We partnered with Platform Trust to co-design our MH101® workshop for the Deaf community. It is delivered by one Deaf and one hearing facilitator with two New Zealand Sign Language (NZSL) interpreters. The workbook was adapted for the literacy needs of the Deaf community, with QR codes added linking to videos of concepts explained in NZSL. The workshop is relevant for whole workplaces or individuals.

Rural MH101®

A key part of our offering is meeting the specific needs of organisations and communities. After developing a workshop for the ANZ rural banking team, we created Rural MH101® for people living and working in rural communities. It highlights the unique challenges rural communities face and is relevant, for example, for farmers.

Raising awareness and understanding of historical trauma and the impact of colonisation

In 2020, several employees from Blueprint attended Te Pumaomao training, a tikanga-based training to develop new insights and understanding of Māori world views, laws and philosophies. Te Pumaomao examines the ongoing impact of colonisation on Māori to empower participants to create positive social change.

Following this training, Blueprint developed an action plan to better capture the impact of colonisation in our mental health and addiction literacy programmes. A video was subsequently produced of a facilitator sharing his own lived experience of how colonisation affected his whānau and his own mental health.
This is used within both workshops to raise awareness and understanding of the impact of historical trauma on mental wellbeing for Māori and other indigenous groups. We worked closely alongside facilitators to ensure this content is delivered in a way that is safe and supportive for both the participants and the facilitators. Watch the Impact of Colonisation video here.

Indigenous principles from Te Whare Tapa Whā and other cultural and community perspectives enable participants to extend their learning into these cultural spaces and embrace the tikanga that gives greater connections between people in workplaces and the wider community. Examples of Blueprint’s commitment to addressing equity are evident in the resources, with the inclusion of stories told by Māori and Pasifika, and the encouragement of all staff to engage in training in Te Reo, rainbow communities and teaching Pasifika learners.

E-Learning and back pocket resources for MH101® and Addiction 101

Blueprint developed and provides access to an e-learning module to all participants three to six weeks after they complete the workshop. The e-learning provides an opportunity for participants to refresh and reinforce the key learnings from the workshop, and to reflect on how they have applied these learnings.

In addition, every workshop participant receives a back pocket resource. This is a takeaway resource containing key information and facts from the workshop, emergency contacts, and helpline information. It is small enough for people to fit into their back pocket, wallet or bag for quick and easy reference. The resource is available to all MH101® and Addiction 101 participants and has been translated into Te Reo Māori, Samoan, and Tongan.

Co-facilitation model

Blueprint workshops use a co-facilitation model, based on the power of contact theory. Workshops are delivered by one facilitator with lived experience of mental health or addiction challenges and one with clinical experience. The content is evidence-based but the inclusion of personal stories brings it to life, making it more meaningful for participants. It is also a key mechanism for breaking down stigma.

The co-facilitation model also ensures there is continuous monitoring and support of participants during the workshop, to ensure participant safety and provide support. Facilitators identify the need for extended support and recommend that this be provided to participants during and after the workshop when required. Facilitators give feedback to Blueprint staff who follow up with further support and guidance. Evaluations show high satisfaction with the co-facilitation model. More detail provided in previous section of entry, and in a recently published study by Te Pou in The Journal of Mental Health Training, Education, and Practice (Postelnik, 2021)

Online workshop delivery

During the first Covid-19 lockdown, we quickly adapted our in-person workshops to suit webinar delivery while ensuring the training still provided an interactive and engaging learning experience. We now offer webinar delivery as well as in-person workshops. For many clients, this is more suited to the needs of their staff while continuing to deliver effective outcomes. It also increases accessibility for participants living in remote areas, or who can’t attend a full-day in-person workshop. One of Blueprint’s goals was to ensure the online workshops offered the same high-quality learning experience as the in-person workshops.
To ensure we achieved this goal we looked at the effectiveness of an MH101® webinar compared to an in-person workshop. Overall, feedback from people attending an in-person workshop and a webinar is similar.

From January to June 2021, 488 people attended a webinar and 332 attended an in-person workshop. After attending MH101® people participated in a survey. They gave both the webinar and in-person workshop an overall rating of 95 per cent or more. Similarly, ratings for both facilitation and usefulness of activities were very high for both, with only small differences between the types of programme delivery. Read the full report comparing webinars and in-person workshops.

Rainbow Tick Accreditation

Blueprint gained Rainbow Tick accreditation in 2021. This included a review of all our policies and procedures, workshop content and the environments we operate in. The Blueprint team and our workshop facilitators have or will shortly complete the Rainbow Tick LGBTTQIA+ Inclusion training. The Rainbow Tick accreditation report noted:

“Blueprint for Learning is a small organisation with a huge heart and robust cultural processes. You are informed by your relationships with the over-arching WISE Group and all the organisations it is associated with. You strive for excellence in every area of your work and are strongly invested in collaborative relationships with other advocates in the mental health and addictions space – which brings a strong intersectional lens to the work that you do.” (Rainbow Tick Organisation, 2021)

Rainbow Tick accreditation reflects our values as an organisation and provides a very visible way for us to demonstrate that we are an inclusive workplace. This extends into our workshops, both in terms of content and facilitator recruitment across all aspects of diversity, inclusion and belonging. Our 50 facilitators reflect our communities across Aotearoa New Zealand, bringing diverse life experiences, cultures and skills to their roles. Our workshops offer an inclusive and compassionate environment that supports participants of different social and ethnic backgrounds and create a safe space for participants to share personal experiences without fear of discrimination and stigma.

NZQA Category 1 provider

In 2021 Blueprint for Learning was awarded a Category 1 provider rating by the New Zealand Qualifications Authority (NZQA) following an External Evaluation and Review (EER) process. Category 1 is the highest rating a training provider can attain and demonstrates that NZQA is highly confident in both our education performance and our self-assessment processes. EERs produce evidence based conclusions about the quality and performance of a training provider and use the following key performance measures to judge the quality of achievements, outcomes, and key contributing processes of the organisation.

- How well do students achieve?
- What is the value of the outcomes for key stakeholders, including students?
- How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?
- How effectively are students supported and involved in their learning?
- How effective are governance and management in supporting educational achievement?
- How effectively are important compliance accountabilities managed?
Blueprint was awarded an Excellent rating in all areas. The report found that “Blueprint NZ is providing high-value mental health and addiction awareness workshops in a supportive and culturally inclusive environment. Self-assessment practices provide valuable insights into continuously improving programmes and maintaining alignment with future industry needs” (NZQA, 2022).

3. Evidence of participation of mental health consumers in the planning, implementation and evaluation of mental health service delivery. Evidence of prioritising increased level of engagement and influence of consumers and where higher level participation such as authentic co-design is highly favoured.

Blueprint for Learning uses a co-facilitation model, detailed in section 2 of this submission. Contact has been reported to be the most effective strategy to counter the stigma and discrimination associated with mental illness (Case Consulting, 2005). However, contact is only effective when several conditions are met, including equal status, the opportunity for individuals to get to know each other; information which challenges negative stereotypes, active cooperation, and the pursuit of a mutual goal. These five conditions are present and promoted in MH101® and Addiction 101 workshops with participant feedback strongly reinforcing the benefits.

“It normalises mental health issues that have huge stigma. The stories were hugely useful, showing how they can manage to have a normal life. It caused a huge shift in my pre-conceived ideas.” Focus group attendee


“The paper demonstrates how the use of effective co-facilitation alongside personal stories left a lasting impression on participants. Stories, in particular, enable people to connect with the humanness of the experience, to reflect on their own whānau and communities, to put a face to an experience that may be abstract, confusing or gained from stereotypes and misinformation. As reflected in the paper the co-facilitation approach also uplifts the mana of the voices of lived experience. Both facilitators are given equal status. This represents a stark contrast to programmes that may be largely professional lead with either no lived experience input or a cameo appearance from a person with lived experience.”

Including our facilitators with lived experience of mental health and addiction challenges in the design, planning, and evaluation of our workshops has always been an integral part of the Blueprint kaupapa, since the inception of MH101® in 2008. Blueprint draws on our diverse lived experience facilitator pool to participate in all aspects of our workshop design, delivery, and facilitator training work.

Our facilitators are provided with training and support, with training sessions offered each year on co-facilitation, and how to share personal stories in a safe and trauma-aware way. This year, the training offered is titled The Power of Contact – Taking on trainer roles that afford equal status. This was co-designed and facilitated by two of our facilitators with lived experience of mental health and addiction challenges. Following the training, facilitators will be able to:

• apply principles from the Power of Contact that inform your facilitation practice to counter stigma and discrimination in an effective way
• understand kōtahitanga in the Power of Contact: a Māori perspective.
• demonstrate how to model equal status to co-facilitators and with participants by sharing your experience.

4. Evidence of partnerships and linkages with all key stakeholders (collaboration for continuity between organisations).

Blueprint workshops are well aligned with stakeholder and participant needs. Our programmes are designed to reflect real-world scenarios, ensuring participants gain the right knowledge and skills to use in their workplace or communities.

The needs of participants and stakeholders and the content are contextualised, making the information more understandable and therefore accessible to anyone without any prior mental health training. While all our workshops use an Aotearoa New Zealand context, we find the content resonates more for organisations when it reflects their unique needs and fits the context of their work. Blueprint has a proven track record of working with stakeholders to adapt workshops to resonate with their people and make an impact in the workplace, and communities. This can include incorporating work-based scenarios.

After the workshop, participants are asked to complete a survey looking at their satisfaction with the content and what they learned. The feedback is collated into an impact evaluation which is given to the client and used to ensure we are meeting their needs and expectations.

We use a process of continuous improvement where we review participant, client and facilitator feedback to ensure workshops are the best they can be and make any changes needed for improvement. This too is a collaborative effort.

Our facilitators receive a comprehensive orientation and are mentored into the role of facilitation. Blueprint provides annual training for facilitators, based on what they tell us they need, and core adult education training. Facilitators are supported by the dedicated facilitator development coordinator, who oversees their development, support, coaching, and training.

Blueprint provides the Ministry of Health with regular monitoring reports that ensure we are meeting our key outcome measures and delivering workshops to priority groups. The Ministry of Health has identified community members and people who work in community organisations working with the following groups as priority for accessing MH101® and Addiction101 - Māori, Pasifika, Rainbow communities, people with disabilities, migrants, refugees, youth, men, rural communities, and people impacted by suicide.

To ensure effective engagement and communication, all clients have a dedicated project lead. The project lead works with the client on the needs assessment (identifying their requirements), through the workshop design process and delivery options.

Blueprint has worked alongside kaupapa Māori organisations for workshop delivery and delivered workshops for Māori wardens. Guidelines for delivering workshops on marae were developed in consultation with our principal advisor Māori and facilitators and have been accessed wildly by our facilitators and staff. Blueprint has developed relationships with Rainbow community groups and has delivered workshops for Rainbow Youth, and for community workers who support people in Rainbow communities. Recently, the Ministry for Ethnic Communities has worked with Blueprint to deliver workshops for leaders and community workers in refugee and migrant groups. MH101® was adapted to meet the specific needs of people living in rural communities and for members of the deaf community. Programme leads at Blueprint have looked to the National Suicide Prevention and
Postvention team for guidance on regions that have been impacted by suicide and will prioritise delivering MH101® in these areas if requested.

**Improving mental health literacy in frontline Government agencies**

Blueprint has a proven track record of working closely with large government agencies, to understand their unique needs.

Blueprint began working with the Ministry of Social Development (MSD) to deliver MH101® to their frontline staff. The workshop has now been embedded into the MSD staff induction process, equipping staff with the skills and knowledge to respond supportively to people experiencing mental health or addiction challenges. Between January 2020 and June 2021, a total of 850 MSD staff attended MH101®. Feedback from their frontline staff included:

“It was one of the best training programs I have been on.”

“The most important aspect for me is the approach and the tips to provide support to people struggling with mental health.”

“The information I learnt in this course was instrumental in getting [someone who was extremely distressed] to open up to me, understand where they were emotionally, and get them the help they needed. Thank you!”

MH101® evaluation impact reports for MSD staff consistently demonstrate high satisfaction with the training and marked shifts in confidence after the workshop (see supporting documents).

After the successful implementation of MH101®, MSD identified the need to increase the skill and capability of their leaders and managers and align mental health knowledge and understanding across the whole organisation.

Blueprint worked with MSD to adapt Leading Wellbeing at Work for their context. The workshop launched in August 2020. Since then, 178 leaders and managers in MSD have completed the training. Leading Wellbeing at Work equips managers and leaders to recognise and respond supportively to staff experiencing mental health challenges in the workplace. An evaluation of 58 MSD Leading Wellbeing at Work participants found that they saw positive changes in their understanding and confidence of mental health and wellbeing.

The combination of MH101® and Leading Wellbeing at Work creates a shared language and understanding for both staff working with the general public and for leaders and managers supporting their teams. Increasing the capability of leaders in this space creates a culture of supporting each other to maintain the mental health of the workplace and wider community.

Blueprint has also worked with the Ministry of Foreign Affairs and Trade to develop mental health training for their consular staff. This involved understanding the unique challenges of overseas deployment. The training then focused on knowing how to communicate and support someone who is distressed so they can understand what is happening and how to support them when based in an overseas location.

**5. Verification of effectiveness**

Blueprint uses participant evaluations as a measure of how well the training has met the needs identified by the Ministry of Health, including participants’ level of confidence before and after the workshop. Participants are asked to indicate their level of confidence in a range of different activities relating to the workshop, along with their level of confidence before the workshop. This information is collected for every workshop, and the results are analysed to
show the effectiveness of the training. Overall, participants show significantly increased confidence in recognising and responding to mental health and/or addiction challenges after attending the workshops (see appendices 3 to 6 for examples).

**MH101®**

Evaluation data for MH101® workshops for July to December 2021 showed that participants’ level of confidence was 2.4 times greater after the workshop in all the activities (see diagram below). 1,705 people attended a workshop in this time, with the evaluation survey completed by 888 participants (made of 512 in-person workshop participants, 376 webinar participants).

**Overall confidence levels before and after MH101® workshop/webinar Jul-Dec 2021**

<table>
<thead>
<tr>
<th>Area</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>My confidence in recognising the signs of positive mental health</td>
<td>35%</td>
<td>90%</td>
</tr>
<tr>
<td>My confidence in knowing a range of strategies, such as Te Whare Tapa Whā, to support my own mental wellbeing</td>
<td>45%</td>
<td>94%</td>
</tr>
<tr>
<td>My confidence in knowing a range of strategies, such as Te Whare Tapa Whā, to support other people’s mental wellbeing</td>
<td>36%</td>
<td>87%</td>
</tr>
<tr>
<td>My confidence in recognising the signs of mental distress</td>
<td>37%</td>
<td>86%</td>
</tr>
<tr>
<td>My confidence in knowing a range of ways to relate and respond supportively to someone experiencing mental distress</td>
<td>26%</td>
<td>63%</td>
</tr>
<tr>
<td>My confidence in having a courageous conversation with someone whose mental health I am concerned about</td>
<td>29%</td>
<td>72%</td>
</tr>
<tr>
<td>My confidence in responding to mental distress amongst people in my workplace and/or community</td>
<td>31%</td>
<td>77%</td>
</tr>
</tbody>
</table>

**Addiction 101**

Pre and post-workshop evaluations for Addiction 101 for the same period found confidence levels were 2.5 times greater after the workshop (see diagram below). The evaluation survey was completed by 328 people of 546 attendees (made up of 57% in-person workshop participants, 43% webinar participants).

**Overall confidence levels before and after Addiction 101 workshop/webinar Jul-Dec 2021**

<table>
<thead>
<tr>
<th>Area</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>My understanding of addiction and recovery using the Te Whare Tapa Whā model</td>
<td>43%</td>
<td>88%</td>
</tr>
<tr>
<td>My understanding of recovery pathways, such as harm reduction and treatment options</td>
<td>26%</td>
<td>78%</td>
</tr>
<tr>
<td>My understanding of how different substance types (e.g. stimulants, depressants and hallucinogens) affect the brain and body)</td>
<td>28%</td>
<td>80%</td>
</tr>
</tbody>
</table>
My understanding of how gambling and gaming affect the brain and body

Before: 24%  
After: 76%

My confidence in recognising the signs of problematic substance use

Before: 29%  
After: 69%

My confidence in recognising the signs of problematic gambling and gaming

Before: 22%  
After: 65%

My confidence in knowing a range of strategies to support other people’s self-care and wellbeing

Before: 36%  
After: 86%

My confidence in responding supportively to someone experiencing addiction and wellbeing issues

Before: 34%  
After: 75%

Comparing the effectiveness of webinars and in-person workshops

A study in September 2021 found that MH101® webinars offered the same high-quality and effective learning experience as an in-person workshop.

In January–June 2021, 488 people attended an MH101® webinar and 332 attended an in-person workshop, completing a survey afterwards. Participants gave both the webinar and in-person workshop an overall rating of 95 per cent or more. Similarly, ratings for both facilitation and usefulness of activities were very high for both, with only small differences between the types of programme delivery (see table).

<table>
<thead>
<tr>
<th>Measure</th>
<th>Webinar</th>
<th>In-person workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall rating</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Facilitation</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>Usefulness of the activities</td>
<td>92%</td>
<td>94%</td>
</tr>
</tbody>
</table>

People also rated their confidence on ten measures before and after the workshop or webinar. Overall, confidence across all these measures more than doubled following the webinar (2.2x increase) and the in-person workshops (2.3x increase). When the results are compared, only small differences (five per cent or less) in confidence are found. The results demonstrate both types of programme delivery are well-received and people attending have similar confidence rates. Two of these confidence measures are shown below.

1 All ratings are combined ‘good’, ‘very good’ or ‘excellent’, measured on a 5-point Likert scale.
2 Confidence is combined ‘confident’ and ‘very confident’, measured on a 5-point Likert scale.
Conclusion

Blueprint for Learning is one of Aotearoa New Zealand’s largest training providers in mental health and addiction, dedicated to both workforce development and community training. Funded by the Ministry of Health, we offer free workshops that are developed in Aotearoa New Zealand, for the people of Aotearoa New Zealand. Through our workshops, we aim to:

- provide robust wellbeing strategies
- develop a culture of healthy conversation around mental health and addiction issues
- reduce stigma and discrimination
- empower people to thrive.

Blueprint has made a significant contribution to the field of mental health on a national level in Aotearoa New Zealand. Since 2008, we have delivered over 2000 workshops to over 40,000 participants. Our regular and robust impact evaluations and participant feedback confirms our workshops are successful in giving communities the confidence to support people experiencing mental health and/or addiction challenges, helping people to understand how to support their own wellbeing, and increasing mental health and addiction literacy. We have a proven track record of delivering high-quality learning experiences, and our facilitators reflect communities across Aotearoa New Zealand, bringing diverse life experiences, cultures and skills to their roles.

Our workshops use an evidence-based approach underpinned by adult education principles and we are committed to social justice and inclusion to build healthy communities. We include and value the wisdom of lived experience in everything we do. The unique co-facilitation model used in our workshops draws on the knowledge of both lived experience and clinical approaches to supporting communities.
References


Appendix of Support Material

Appendix 1: Kanorau Charter

Kanorau Charter
A commitment to diversity and inclusion

This charter draws on the principles of the Treaty of Waitangi, the Human Rights Act and the United Nations Convention on the Rights of Persons with Disabilities.

Diversity on its own is not enough. Our organisation must also be committed to inclusion. In accordance with this Charter, we make the following undertakings.

1. Honour the Treaty of Waitangi by understanding that it is an important reference point for all New Zealanders to claim citizenship.
2. Understand the special place of Māori under the Treaty of Waitangi as tāngata whenua of Aotearoa.
3. Understand that citizenship is about everyone having a place to belong or tūrangawaewae.
4. Respect the tūrangawaewae of others.
5. Understand that everyone has mana and that enhancing a person's mana is about recognising their humanity, dignity, whakapapa (family) and status.
6. Ensure that tāngata (people) can be who they are without fear of prejudice or discrimination.
7. Ensure we reflect the diversity of Aotearoa society in everything we do.

"Diversity is like inviting people to your party, but inclusion is asking them to dance."
– Julie Fitzgerald

Our spirit is
He tāngata te mea nui
People are paramount.

Appendix 2: Blueprint for Learning facilitators

Our workshop facilitators come from a range of cultures, bringing diverse skills, knowledge and life experiences, along with either lived or clinical experience, to each workshop. Here are ten of our facilitators. You can meet our pool of 50 facilitators on our website here: www.blueprint.co.nz/about/facilitators
Appendix 3: MH101® Impact Evaluation infographic

Impact Evaluation of MH101®

Malatest conducted an impact evaluation using 2019 data and feedback provided by workshop participants. MH101® feedback and results are shown below.

MH101 workshop and resources

- 88% said the workshop content was relevant to people with diverse cultural backgrounds and spiritual beliefs.
- 62% would recommend the workshop to their colleagues.

Responding to mental health issues

- 90% of respondents were more confident talking about mental health issues since the workshop.

Recognising mental health issues

- 70% could confidently recognise signs of depression and anxiety disorder.

Self-help strategies

- 75% were confident they knew how to look after their mental health. Most respondents said they were using more strategies to keep themselves well.

Relating to people experiencing mental health issues

- 90% found the incorporation of the facilitators’ personal experiences very useful or useful.

Supporting mental health at work

- 80% used their learnings at work and shared their learning with colleagues.

"I felt more confident asking others about their mental wellbeing and offering some support, including referrals to appropriate support services."

"I now have a much better understanding of the various mental health issues and the support that can be provided."

"Excellent course. I thought it was good having the facilitator share his own battle with depression and anxiety."

Malatest International

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*Results of Impact Evaluation of MH101® by Malatest Ltd, June 2020
Appendix 4: Addition 101 Impact Evaluation infographic

Impact evaluation of Addiction 101

Published July 2021

Blueprint for Learning and Te Pou conducted an impact evaluation using 2020 data and feedback provided by workshop participants. Addiction 101 feedback and results are shown below.

- 96% would recommend Addiction 101 to other people
  - "I was doubtful I was being any help to my son. Wondered what mistakes I was making, and as result of the course, I felt validated in my perception and the questions I had. Now I am not doubtful that I am not doing my best. Prior to that, I felt lack of knowledge was hurdle and didn’t know where to find out where to find things to help me."

- 90% were confident in talking about addiction and recovery
  - "The importance of seeing the person beyond or behind the addiction – get to know the person with an addiction, they are not the addiction."

- 85% are confident in responding supportively to someone experiencing addiction and wellbeing issues
  - "Blueprint for Learning has had the biggest impact on [my work with] whānau; doing the course has given me the knowledge to help whānau, to know all the right things to say to get me in the door."

- 86% could confidently recognise signs of problematic substance use
  - "I found the co-facilitation impressive. I have attended many workshops and that one was outstanding."
Appendix 5: Confidence levels before and after MH101® workshops for Ministry of Social Development

From January to April 2021, 207 MSD staff completed MH101® delivered as a webinar series. 110 learners completed the post-webinar survey. The findings below reflect these responses.

<table>
<thead>
<tr>
<th>Feedback included:</th>
<th>43%</th>
<th>38%</th>
<th>33%</th>
<th>41%</th>
<th>35%</th>
<th>30%</th>
<th>29%</th>
<th>36%</th>
<th>40%</th>
<th>32%</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The real-life stories and being able to share advice and tips with others. I learned invaluable information from others sharing their experiences and some things I will use in everyday life.”</td>
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<tr>
<td>“[The facilitators] were both excellent presenters and very open and approachable. Facilitation was excellent and the facilitators encouraged participation and bravely narrated their own life stories on mental health.”</td>
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<tr>
<td>“Opening up the fact that talking about these things can not only help other people but can also help you.”</td>
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</tbody>
</table>
Appendix 6: Changes in understanding and confidence levels before and after Leading Wellbeing at Work workshops for Ministry of Social Development

From September to November 2020, 58 MSD leaders and managers completed Leading Wellbeing at Work delivered as a webinar series. 41 learners completed the post-webinar survey. The findings below reflect these responses.

Changes in learners' understanding and confidence

<table>
<thead>
<tr>
<th>Understanding/Confidence Level</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>My understanding of how mental wellbeing links to productivity at work</td>
<td>41%</td>
<td>98%</td>
</tr>
<tr>
<td>My understanding of the legal responsibility to manage workplace risks, such as the Health and Safety at Work Act (2015)</td>
<td>22%</td>
<td>71%</td>
</tr>
<tr>
<td>My understanding of the factors that can contribute to mental health challenges, such as stress and trauma</td>
<td>51%</td>
<td>93%</td>
</tr>
<tr>
<td>My understanding of the impact of mental health challenges on a person’s wellbeing</td>
<td>61%</td>
<td>93%</td>
</tr>
<tr>
<td>My confidence in recognising signs of positive mental health and wellbeing at work</td>
<td>32%</td>
<td>68%</td>
</tr>
<tr>
<td>My confidence in knowing a range of strategies, such as Te Whare Tapa Whā, to support my own mental wellbeing</td>
<td>37%</td>
<td>71%</td>
</tr>
<tr>
<td>My confidence in knowing a range of strategies, such as Te Whare Tapa Whā, to support my staff's mental wellbeing</td>
<td>24%</td>
<td>61%</td>
</tr>
<tr>
<td>My confidence in knowing a range of strategies to manage workplace risks, such as workload and organisational culture</td>
<td>41%</td>
<td>63%</td>
</tr>
<tr>
<td>My confidence in recognising signs of mental distress</td>
<td>35%</td>
<td>68%</td>
</tr>
<tr>
<td>My confidence in responding supportively to someone experiencing mental distress in my workplace</td>
<td>20%</td>
<td>48%</td>
</tr>
<tr>
<td>My confidence in supporting someone who may be experiencing suicidal thoughts in my workplace</td>
<td>30%</td>
<td>48%</td>
</tr>
<tr>
<td>My confidence in seeking professional support, such as Employee Assistant Programme services</td>
<td>43%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Feedback included:

“Having people with knowledge of what services MSD offers was useful.”

“Really enjoyed hearing Te Reo used frequently through the seminar, appreciated the expertise and just the opportunity to add to the kete. A bite sized version seems to work very well.”

“Talking about real scenarios, the facilitators sharing their own personal stories and what helped them, how they perceived things.”

“Experiencing very good online facilitation - best online training experience I've had.”
Appendix 7: The impact of colonisation

This is the full video of MH101® facilitator Jason Haitana of Te Āti Haunui-a-Pāpārangi and Ngāti Tuwharetoa sharing his story about how colonisation has impacted the lives of generations of Māori and continues to do so. He discusses the personal impact colonisation had on him and his mental health, along with that of his whānau. A 4-minute version of this video is played in MH101® and Addiction 101 workshops, with the link to the full video provided in the workbook. Since it was launched in February 2021, the full video has had over 1,500 views.

Given Aotearoa’s history, we feel it’s important to create a safe space where people can gain a deeper understanding of how colonisation impacts the physical and mental wellbeing of people.

We hope that having these conversations and sharing this story in our workshops can help, as Jason says in the video, to “reimagine and renegotiate this space together.”

Appendix 8: MH101® for the Deaf community workbook

The MH101® workshop for the Deaf community includes a section providing a summary of concepts for people with a lower literacy level. The QR code links to a video where the concept is explained in New Zealand Sign Language by the Deaf facilitator. Watch the mental health challenges video here.
Appendix 10: Rainbow Tick Accreditation and training

Blueprint staff attending Rainbow Tick training

Rainbow Tick accreditation certificate

Blueprint staff and facilitators attending virtual Rainbow Tick training

LGBTQIA+ inclusion at work e-learning for Blueprint staff