Peer Support Facilitator's Guidebook

For a Group Programme for Asian People with Experience of Harmful Gambling

Asian Family Services
Together enriching lives

Project Team

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Acknowledgements

Contents

Introduction

This facilitator's guidebook has been prepared in conjuction with a peer support group programme to help reduce the risk of relapse among Asian people who have a history of harmful gambling. The group programme was developed as part of a research project, funded by the Ministry of Health Gambling Innovation Research and Evaluation 2018/19, and was tested with two groups – one Chinese and one South Asian. The participants had all encountered harmful gambling.

What is the purpose of the support group programme?

The support group programme is designed to help Asian people affected by harmful gambling to:

- reduce their harmful gambling behaviour;
- improve their help-seeking behaviour;
- raise their awareness of the addictiveness of gambling activities;
- gain knowledge about the triggers for relapse of harmful gambling; and
- increase their skills in stress management and self-care.

Why have we developed the group programme?

Preventing relapses is an important part of gambling intervention. The factors contributing to gambling addiction among Asian people are multiple and complex. Asian peoples living in a Western country, especially recent migrants, are probably vulnerable to harmful gambling because they face many challenges such as immigration and settlement stress, isolation and loneliness, boredom, language barriers, unemployment or under-employment, housing and financial difficulties (Au & Ho, 2015; Sobrun-Maharaj, Rossen & Wong, 2012; Wong & Tse, 2003). Many problem gamblers tend to use gambling as a form of escape from their problems.

There are also considerable barriers for Asian people to seek help for their gambling issues, including language barriers, not knowing where to get help, and cultural barriers such as shame and stigma associated with admitting problems and seeking help (Gibb & Cunningham, 2018; Mehta, 2012; Ministry of Education, 2007). Many Asian people affected by harmful gambling, therefore, tend to seek help only when they are in a desperate situation. Even after they have taken steps to quit gambling, they often feel the cravings to gamble. Additionally, many people with problem gambling issues have limited social contact with others, and they tend to engage in few social activities apart from gambling. Upon cessation of gambling, individuals are often left with a considerable amount of unstructured time, inadequate social skills, and feelings of emptiness (Hodgins, 2001; Tse, Wong & Chan, 2007).

This group programme is designed to help minimise the risk of relapse for people affected by harmful gambling in situations of vulnerability, such as stressful times, exposure to gambling cues, and/or ambivalence towards personal goals. Peer support is an essential part of the group programme. In peer support, group members talk with and learn from each other through shared experience. The process can help them learn new coping strategies, find renewed motivation, and realise they are not alone on their recovery journey.

Using this facilitator's guidebook

An eight-session closed group programme which incorporates content related to self-understanding, peer support and relapse prevention strategies are included in this facilitator's guidebook. Each session lasts up to 90 minutes. Facilitators are required to run the group. The purpose of this facilitator's guidebook is to assist the facilitators to plan activities in the group, including key messages to share with the participants.

The remaining part of this facilitator's guidebook contains guidelines about how to facilitate the peer support group, key messages, specific aims, procedures, and evaluation of each group session. It also contains information on how to analyse the evaluation data collected in each group session.

Guidelines For Facilitating A Support Group

A facilitator is someone who helps a group to meet its objectives. In a support group, the role of a facilitator is to create a safe environment that allows the group members to draw on their own experiences and knowledge. This allows the group members to further their own learning in a collaborative and supportive environment. We recommend that a facilitator for the support group is someone with a suitable professional background such as a counsellor or social worker. It is better for the group to have two facilitators, so they can support each other.

Preparation

- Recruit a target group of people with similar ethnic and linguistic backgrounds, aged 18 years or over, who have experience of gambling-related problems and are interested in preventing relapses after they have completed a course of treatment. The recommended group size is six to eight.

- Ask participants to complete a recruitment questionnaire (see below) before the group starts.

- Find a comfortable room. Ideally the room is where participants feel secure, warm and comfortable, and have enough space for moving around. Privacy and confidentiality are important, for example, the doors can be closed so the room is kept private during group sessions.

- Share responsibilites with your co-facilitator and be clear about who will do what. Get together to plan each session and after group sessions to discuss issues that arose during the session, allowing time to debrief.

- Familiarise yourself with the room and equipment in advance. Know how to set up and stream video and other necessary equipment.

- Prepare all materials needed to complete each group session (see Session 1 to 8).

Confidentiality

The establishment of trust among group members is essential. In the initial group session, the faciliator is required to explain to the participants the purpose of running the group, and the norms and rules which participants are obliged to observe. Participants should be informed that individual confidentiality will be assured. All shared experiences must be kept confidential within the group. This rule should be reiterated at appropriate times throughout the group sessions.

Recruitment questionnaire: English

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Participant ID number [ ][ ][ ]

Part A   Personal Data Sheet

Please √

1. Are you?
   - ☐ Male
   - ☐ Female
   - ☐ Transgender
   - ☐ Prefer not to say

2. Which ethnic group or groups do you belong to?
   - ☐ Chinese
   - ☐ Indian
   - ☐ Korean
   - ☐ Sri Lankan
   - ☐ Other (please write) _____

3. What year were you born? [ ][ ][ ][ ]

4. Which country were you born in? _____

5. What year did you arrive to live in New Zealand? [ ][ ][ ][ ]

6. What is your marital status?
   - ☐ Single
   - ☐ Married
   - ☐ De facto relationship
   - ☐ Other (please specify) _____

7. Are you a:
   - ☐ NZ citizen
   - ☐ Permanent resident
   - ☐ Work visa holder
   - ☐ Student visa holder
   - ☐ Family sponsored migrant
   - ☐ Other (please specify) _____

8. What is your employment status?
   - ☐ Full-time employment
   - ☐ Part-time, temporary or casual employment
   - ☐ Self-employed
   - ☐ I am not in paid employment
   - ☐ Other (please specify)

9. What is your highest educational achievement or qualification?
   - ☐ No formal school qualification
   - ☐ NZ secondary school qualification
   - ☐ Overseas secondary school qualification
   - ☐ Certificate or Diploma
   - ☐ Bachelor's Degree
   - ☐ Post-graduate/Master's/Doctorate Degree
   - ☐ Other (please specify) _____

In this section, we would like to understand your behaviour or feelings during the time **when your gambling was a problem.**

For each question below, please √ the answer that best describes your behaviour or feelings during that time.

Think of the time when your gambling was a problem, how often …

1.   Had you bet more than you could really afford to lose?
☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

2.   Had you needed to gamble with larger amounts of money to get the same feeling of excitement?
☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

3.   Had you gone back on another day to try to win back the money you lost?
☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

4.   Had you borrowed money or sold anything to gamble?
☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

5.   Had you felt that you might have a problem with gambling?
☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

6.   Had people criticised your betting or told you that you had a gambling problem, whether or not you thought it was true?
☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

7.   Had you felt guilty about the way you gambled or what happened when you gambled?
☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

8.   Had gambling caused you any health problems, including stress or anxiety?
☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

9.   Had your gambling caused any financial problems for you or your household?
☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

Which year(s) was your gambling a problem?

From ☐☐☐☐ to ☐☐☐☐

Recruitment questionnaire: Chinese

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参与者编号 [ ][ ][ ]

第一部分: 个人资料表

请在空格[√] 勾出您的选项

1. 您是?
   - [ ] 男性
   - [ ] 女性
   - [ ] 跨性别者
   - [ ] 不说明

2. 您属于哪个种族?
   - [ ] 中国人
   - [ ] 印度人
   - [ ] 韩国人
   - [ ] 斯里兰卡人
   - [ ] 其他 (请写出来) _____

3. 您出生的年份? [ ][ ][ ][ ]

4. 您出生的国家? _____

5. 您是哪一年抵达新西兰的 [ ][ ][ ][ ]

6. 您的婚姻状况?
   - [ ] 单身
   - [ ] 已婚
   - [ ] 同居关系
   - [ ] 其他 (请写出来) _____

7. 您是?
   - [ ] 新西兰公民
   - [ ] 永久居民
   - [ ] 工作签证
   - [ ] 留学生签证
   - [ ] 家庭担保移民
   - [ ] 其他 (请写出来) _____

8. 您的工作状况是?
   - [ ] 全职工作
   - [ ] 兼职、临时或临时工作
   - [ ] 自雇人士
   - [ ] 我没有带薪工作
   - [ ] 其他 (请写出来) _____

9. 您的最高学历或专业资格是什么?
   - [ ] 没有学校学历
   - [ ] 中学学历
   - [ ] 海外中学学历
   - [ ] 大专证书或文凭
   - [ ] 学士学位
   - [ ] 研究生/硕士/博士学位
   - [ ] 其他 (请写出来) _____

第2部分: 赌博行为问卷

当你发现有赌博问题的时候，我们想了解您的行为或感受 。

以下每个问题，请勾选在最能准确描述您情况的选项。

想想当您发现有赌博问题的那段时间

1. 您投注的金钱是否超出了您所能负担的？
    ☐ 从不   ☐ 很少   ☐ 有时   ☐ 经常   ☐ 总是

2. 您需要投注更多金钱来获得相同的刺激感？
    ☐ 从不   ☐ 很少   ☐ 有时   ☐ 经常   ☐ 总是

3. 你曾想过有一去赢回以前输掉的金钱吗？
    ☐ 从不   ☐ 很少   ☐ 有时   ☐ 经常   ☐ 总是

4. 您有没有借钱或售卖来补贴赌博的开支？
    ☐ 从不   ☐ 很少   ☐ 有时   ☐ 经常   ☐ 总是

5. 您是否觉得您的赌博行为是有问题？
    ☐ 从不   ☐ 很少   ☐ 有时   ☐ 经常   ☐ 总是

6. 是否有人批评您的赌博行为或告诉您的赌博行为是有问题的，无论您是否认为
    这是正确的？
    ☐ 从不   ☐ 很少   ☐ 有时   ☐ 经常   ☐ 总是

7. 您是否对自己的赌博行为或赌博结果感到内疚？
    ☐ 从不   ☐ 很少   ☐ 有时   ☐ 经常   ☐ 总是

8. 赌博是否给您造成了任何健康问题，包括压力或焦虑？
    ☐ 从不   ☐ 很少   ☐ 有时   ☐ 经常   ☐ 总是

9. 您的赌博行为是否给您或您的家庭带来财务问题？
    ☐ 从不   ☐ 很少   ☐ 有时   ☐ 经常   ☐ 总是

您在哪段时间有赌博问题？

写出年份。从 ☐☐☐☐ 年，到 ☐☐☐☐ 年

Journey With Companions

Key message

A journey with companions makes it easier.

Aims

1. Group formation
2. Establish norms, expectations and goals.

Preparation

	Materials/equipment	Quantity
1.	*Warm up exercise option 1:* 12-piece puzzles cut out from a world map or a particular country [Figure 1]	One set
	Warm up exercise option 2: Value cards	One set
2.	Blank presentation paper	10 pieces
3.	Session 1 Evaluation Form	One copy for each participant
4.	Snacks and drinks	

Figure 1

Activities

Title of the activity	Duration	Objective	Activity description
Warm up	20 minutes	Ice breaker	**Option 1:** Piece up the world/country puzzles • Each participant to get 1-2 pieces of the puzzle that is cut out from a map. • Without verbal communication and only showing the pieces they have, participants need to put the map together as a group. **Option 2:** Value cards exercise • Each participant to pick one value card that is important to them. • Ask each participant to present which values they selected and why.

Opening: Self-introduction	20 minutes	Getting to know each other	Facilitators to first introduce themselves to the group with the following:
			  - Preferred name
			  - Country of origin
			  - Year arrived in NZ
			  - Reasons for migration
			After the facilitators have introduced themselves, ask participants to take turns to introduce themselves with the above points given by the facilitators.

Main lesson: What is the peer support group?	10 minutes	Helping participants to know how peer support can help them in recovery	Facilitators to provide some information about the peer support group and some successful peer support group examples in NZ or the world.

Title of the activity	Duration	Objective	Activity description

Group exercise	25 minutes	Getting to know each other deeper	**Option 1:**
			Break the group into groups of 2 and 3 participants for sharing.
			• Give each group 3 pieces of presentation paper to put their answers on.
			  - What will be some goals they can achieve together as a group? What will their expectations be?
			  - What will be some agreements they wish the group can follow in order to respect each other?
			  - If they were to give a name to the group, what would it be?
			• Each small group to present their answers to the big group.
			• Facilitators to summarise the presentations and get the big group to agree on a group name and the group norms.
			Option 2:
			• Give each participant a square piece of paper and ask them to tear it into as many pieces as possible.
			• Ask participants to put the pieces back together.
			• Encourage participants to reflect on their experience.
			• Facilitators to draw on participants' reflections and to bring out the meaning of the exercise.
			• Facilitators to point out that the meaning of the exercise was that the piece of paper put together would not look the same, akin to our past experiences. We may not be able to go back and do things differently, however we can create new experiences and learnings for the future.

Self-reflection/ homework	5 minutes	Reflecting on their journey in recovery, what aspects of their lives were affected and what could change?	• Facilitators guide participants to explore their recovery journey, identify affected areas and the goals they want to achieve. Below are some suggested questions:
			  - How did you discover that you are affected by harmful gambling?
			  - What are the things you treasure that are affected by harmful gambling?
			  - What has changed after you were affected by harmful gambling?
			  - What are the things that you hope to do better but are affected by harmful gambling?
			• Encourage participants to write down their thoughts on these questions as their homework assignment.

Evaluation and closing	10 minutes		Facilitators to read a short passage/ share a song/ play a short video/ a poem etc. to summarise the lesson for closing. Thank participants for their contribution as they are all learning from each other. Facilitators to distribute Session 1 Evaluation Form to each participant. Provide some refreshments for the participants to eat and drink while they complete the evaluation form.
Total Time	**90 minutes**		

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Participant ID number ☐ ☐ ☐

Part A   Gambling Behaviour Questionnaire

For each question below, please √ the answer that best describes your behaviour or feelings as they relate to gambling **over the last 12 months.**

When you think of the past 12 months, how often …

1. Had you bet more than you could really afford to lose?
    ☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

2. Had you needed to gamble with larger amounts of money to get the same feeling of excitement?
    ☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

3. Had you gone back on another day to try to win back the money you lost?
    ☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

4. Had you borrowed money or sold anything to gamble?
    ☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

5. Had you felt that you might have a problem with gambling?
    ☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

6. Had people criticised your betting or told you that you had a gambling problem, whether or not you thought it was true?
    ☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

7. Had you felt guilty about the way you gambled or what happened when you gambled?
    ☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

8. Had gambling caused you any health problems, including stress or anxiety?
    ☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

9. Had your gambling caused any financial problems for you or your household?
    ☐ Never   ☐ Rarely   ☐ Sometimes   ☐ Often   ☐ Always

Part B   General Help-Seeking Questionnaire

If you were having a personal or emotional problem, how likely is it that you would seek help from the following people?

Please indicate your response by circling a number from 1 to 7 that best describes your intention to seek help from each help source that is listed below, with 1 being extremely unlikely and 7 being extremely likely. Choose NA for "Not Applicable".

1= Extremely Unlikely 3= Unlikely 5= Likely 7= Extremely Likely

1. Intimate partner (e.g. girlfriend, boyfriend, husband, wife, de facto partner)	1	2	3	4	5	6	7	NA
2. Other family member / relative in New Zealand (e.g. parents, in-laws)	1	2	3	4	5	6	7	NA
3. Other family member / relative from overseas	1	2	3	4	5	6	7	NA
4. New Zealand (Kiwi) friend / classmate / colleague	1	2	3	4	5	6	7	NA
5. Friend / classmate / colleague from overseas	1	2	3	4	5	6	7	NA
6. Doctor / GP	1	2	3	4	5	6	7	NA
7. Other professionals (e.g. psychologist, social worker, counsellor, teacher)	1	2	3	4	5	6	7	NA
8. Minister or religious leader (e.g. Priest, Chaplain)	1	2	3	4	5	6	7	NA
9. People from clubs/societies or in the community	1	2	3	4	5	6	7	NA
10. Phone helpline (e.g. Asian Helpline)	1	2	3	4	5	6	7	NA
11. Other support not listed above (please specify)	1	2	3	4	5	6	7	NA
12. I would not seek help from anyone	1	2	3	4	5	6	7	NA

Thank you for your feedback!

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参与者编号 ☐☐☐

A 部分: 赌博行为问卷

以下每个问题，请勾选最能描述您**过去 12 个月**内与赌博相关的行为或感受的答案。

想想过去 12 个月内的那段时间:

1. 您投注的金钱是否超出了您所能负担的？
   ☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

2. 您需要投注更多金钱来获得相同的刺激感？
   ☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

3. 你曾想过有一去赢回以前输掉的金钱吗？
   ☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

4. 您有没有借钱或售卖来补贴赌博的开支？
   ☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

5. 您是否觉得您的赌博行为是有问题？
   ☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

6. 是否有人批评您的赌博行为或告诉您的赌博行为是有问题的，无论您是否认为这是正确的？
   ☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

7. 您是否对自己的赌博行为或赌博结果感到内疚？
   ☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

8. 赌博是否给您造成了任何健康问题，包括压力或焦虑？
   ☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

9. 您的赌博行为是否给您或您的家庭带来财务问题？
   ☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

B 部分: 一般求助问卷

当您遇到个人或情绪问题时，向以下人士寻求帮助的**可能性有多大?**

从 1 (不可能) 到 7 (极有可能) 7 分制来表示不同的程度，请圈出一个分数评定您的可能性。

1 分表示" 不可能"，7 分表示" 极有可能"， 最后为"不适用"选择 。

1. 亲密伴侣（例如女朋友、男朋友、丈夫、妻子、同居伴侣）	1	2	3	4	5	6	7	不适用
2. 在新西兰的其他家庭成员/亲戚（例如父母、姻亲）	1	2	3	4	5	6	7	不适用
3. 在海外的其他家庭成员/亲戚	1	2	3	4	5	6	7	不适用
4. 在新西兰（本地）朋友/同学/同事	1	2	3	4	5	6	7	不适用
5. 5在海外的朋友/同学/同事	1	2	3	4	5	6	7	不适用
6. 医生/全科医生	1	2	3	4	5	6	7	不适用
7. 其他专业人士（例如心理学家、社会工作者、辅导员、教师）	1	2	3	4	5	6	7	不适用
8. 领袖或宗教领袖（例如牧师、主牧）	1	2	3	4	5	6	7	不适用
9. 社区组织/社团或社区人士	1	2	3	4	5	6	7	不适用
10. 求助热线（例如亚裔服务热线）	1	2	3	4	5	6	7	不适用
11. 尚未列出的其他支持（请注明:	1	2	3	4	5	6	7	不适用
12. 我不会向任何人寻求帮助	1	2	3	4	5	6	7	NA

感谢您的意见！

Explore safely

Key message

Exploration gains knowledge, boundaries keep us safe.

Aims

1. To help participants discover their origins, including their connections to their home countries and the host country, New Zealand.

2. To set up a group norm and culture for the entire programme as they share their journey together in recovery.

Preparation

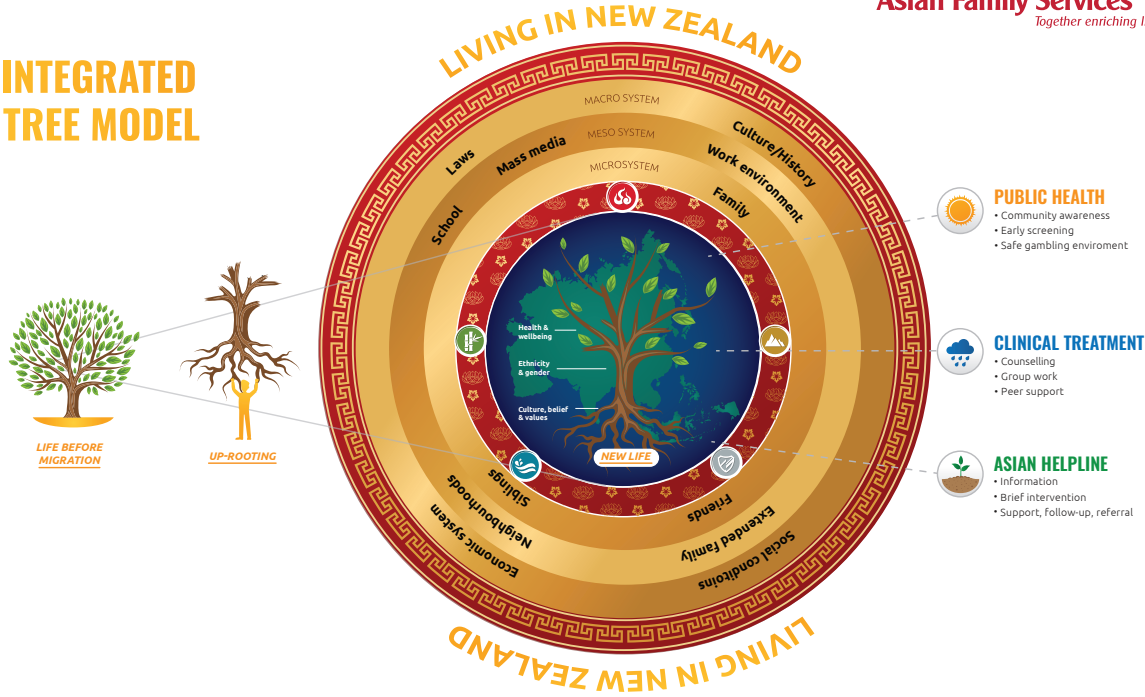|	Materials/equipment	Quantity
1.	Presentation papers from Session 1	
2.	Scrap paper/ magazine/ newspaper	A stack
3.	Sellotape/ sticky tape	Three rolls
4.	Wooden/bamboo skewers	One pack
5.	AFS Tree Model Worksheet [Figure 2]	One copy A3 & 6-8 copies A4
6.	Session 2 Evaluation Form	One copy for each participant
7.	Snacks and drinks	

Figure 2

Activities

Title of the activity	Duration	Objective	Activity description
Warm up	10 minutes		• Building a tree sculpture by using newspaper, tape and skewers. • Specify that the tree sculpture has roots, trunk, branches, fruit and other elements included. • Encourage participants to reflect on their experiences working in teams.
Opening: Forming group name and setting group rules	10 minutes		• Facilitator to put up on the wall the presentations from the previous session for the group to review. • Facilitate the brainstorming session for the group to narrow down the group objectives, rules and name.
Main lesson: AFS Tree Model	25 minutes	Introducing AFS Tree Model	Facilitators to introduce the AFS Tree Model and its core constructs. Give examples to explain how AFS has developed the Tree Model as an assessment and intervention tool for Asian people to ascertain their acculturation (including challenges, struggles, grief, loss and growth) as well as to identify the issues that need intervention.

Group exercise	25 minutes	Discovering their journey together	Break the group into two small groups.
			• The facilitator in each group guides the participants to use the AFS Tree Model to identify the aspects of their lives being affected by gambling.
			• Encourage participants to share in the small group what they would like to do about those aspect(s) of their lives that had been impacted by harmful gambling.
			• Motivate the participants towards setting goals and identifying the strategies they could use to achieve these goals.
			Examples:
			  - A participant identifies his "status" is being harmed by gambling. His goal is possibly to reinstate his status by achieving good results for his study.
			  - A participant identifies his family relationship has been affected by gambling. His possible goal is to reconnect with his family.

Title of the activity	Duration	Objective	Activity description

Self-reflection/ homework	10 minutes	Some wise words for my future self	• Facilitators to ask the group to reflect on their values and if they were to say something to their future selves, say in ten years' time, what would they say?
			• Facilitators to give the homework to the participants to:
			  - make a short video of 2-3 minutes on what wise words they would say to their future self. Or,
			  - write a letter, a poem, a drawing, or an item as a gift to their future self.

Evaluation and closing	10 minutes		Facilitators to read a short passage/ share a song/ play a short video/ a poem etc. to summarise the lesson of healing. Facilitators distribute Session 2 Evaluation Form to each participant. Provide some refreshments for the participants to eat and drink while they complete the evaluation form.
Total Time	90 minutes		

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Participant ID number ☐ ☐ ☐

Please answer the following questions.

Q1: How addictive is gambling? Please indicate your response by circling a number from 1 to 10, with 1 being not addictive at all and 10 being extremely addictive.

Not addictive				Somewhat addictive				Extremely addictive	
1	2	3	4	5	6	7	8	9	10

Q2: How harmful do you consider the following gambling activities?

a. Electronic gambling machines (e.g. Pokies)
☐ Not harmful ☐ A little harmful ☐ Harmful ☐ Very harmful
☐ Extremely harmful

b. Online gambling websites (e.g. mobile phone apps or internet game sites)
☐ Not harmful ☐ A little harmful ☐ Harmful ☐ Very harmful
☐ Extremely harmful

c. Lottery and instant games (e.g. The Lotto)
☐ Not harmful ☐ A little harmful ☐ Harmful ☐ Very harmful
☐ Extremely harmful

d. Casino gambling
☐ Not harmful ☐ A little harmful ☐ Harmful ☐ Very harmful
☐ Extremely harmful

e. Horse or sport betting
☐ Not harmful ☐ A little harmful ☐ Harmful ☐ Very harmful
☐ Extremely harmful

Q3: How acceptable do you consider gambling as a way to socialise or have fun (by yourself or others)? Please indicate your response by circling a number from 1 to 10, with 1 being unacceptable and 10 being highly acceptable.

Unacceptable				Partially acceptable				Highly acceptable	
1	2	3	4	5	6	7	8	9	10

Q4: Based on your experience, please share with us some causes or triggers for gambling:

Q5: How well do you understand the struggles of migration (e.g. challenges with study, work, and social isolation) had negatively impacted your well-being? Please indicate your response by circling a number from 1 to 10, with 1 being no understanding at all and 10 being excellent understanding.

No understanding at all				Partial understanding				Excellent understanding	
1	2	3	4	5	6	7	8	9	10

Q6: How well do you recognise the desire or urge to gamble again? Please indicate your response by circling a number from 1 to 10, with 1 being no recognition at all and 10 being excellent recognition.

No recognition at all				Some recognition				Excellent recognition	
1	2	3	4	5	6	7	8	9	10

Thank you for your feedback!

Asian Family Services
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参与者编号 ☐☐☐

请回答以下问题

问题1：您认为赌博会容易上瘾吗？

以10分制来表示容易上瘾的程度，请圈出您的分数， 1 分表示"不易上瘾"， 10 分表示"非常上瘾"。

不易上瘾				有点上瘾				非常上瘾	
1	2	3	4	5	6	7	8	9	10

问题2：以下每个赌博活动，您认为危害程度如何？请圈出您的选择。

a.　电子赌博机（例如老虎机）
☐ 无害　　☐ 有点危害　　☐ 有害　　☐ 非常有害　　☐ 极其有害

b.　在线赌博网站（例如手机应用程序或网络游戏网站）
☐ 无害　　☐ 有点危害　　☐ 有害　　☐ 非常有害　　☐ 极其有害

c.　彩票和奖券（例如乐透，刮刮乐卡）
☐ 无害　　☐ 有点危害　　☐ 有害　　☐ 非常有害　　☐ 极其有害

d.　赌场赌博
☐ 无害　　☐ 有点危害　　☐ 有害　　☐ 非常有害　　☐ 极其有害

e.　赛马投注或体育博彩
☐ 无害　　☐ 有点危害　　☐ 有害　　☐ 非常有害　　☐ 极其有害

问题3：" 赌博只是个人娱乐或与其他人社交"的说法，您的接受程度如何？

以10分制来表示接受程度， 请圈出您的分数， 1 分表示"不接受"； 10 分表示"非常接受"。

不接受				有些接受					非常接受
1	2	3	4	5	6	7	8	9	10

问题4：根据您的经验，请分享一些赌博的原因或诱因。

问题 5：移民过程所面对的困难和挑战（例如学习、工作和社会孤立方面），已对移民的福祉有负面影响？ 您对那些负面影响的理解程度如何？以10分制来表示理解程度， 请圈出您的分数，1 分表示"不理解"；10 分表示 "非常理解"。

不理解				有些理解					非常理解
1	2	3	4	5	6	7	8	9	10

问题6：您对复赌原因或诱因认识程度如何？ 以10分制来表示认识程度， 请圈出您的分数，1 分表示 " 不认识"；10 分表示 " 十分认识"。

不认识				有些认识					十分认识
1	2	3	4	5	6	7	8	9	10

感谢您的意见！

Finding self is finding hope

Key message

Understanding oneself starts from discovering oneself which leads to finding hope in life.

Aims

1. To help participants to identify what makes them tick.

2. To gain knowledge on problem gambling and harm minimisation.

3. To gain understanding of the legality of exclusion orders.

Preparation

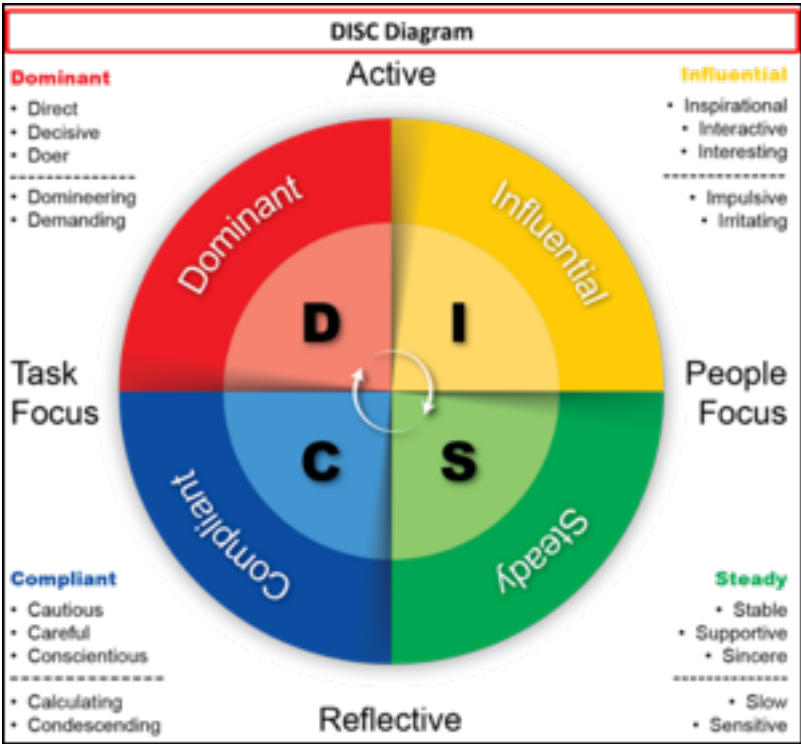|	Materials/equipment	Quantity
1.	Print and laminate on A3 paper DISC diagram [Figure 3]	
2.	Post-it sticky notes – number of colours according to the number of participants	20 pieces for each participant
3.	Five A3 papers. Each paper printed with one of the following headings – physical health; mental health; career/work; social/family; financial.	One set
4.	Equipment for playing video	
5.	Session 3 Evaluation Form	One copy for each participant
6.	Snacks and drinks	

Figure 3

Activities

Title of the activity	Duration	Objective	Activity description
Warm up	15 minutes	To help the participants have a better understanding about their own modus operandi	Using "DISC" personality types for the activity. • Put the DISC Diagram [Figure 3] on a wall. • Give out Post-It notes one colour for each participant. • Read out the description of the four personality types to the participants; they will decide which personality best describes them. • Ask participants to go through the descriptions on the wall and paste the number of post-it notes representing them according to the number of descriptions they identified in each section of "D", "I", "S" or "C" that are pasted on the wall. Example: Mary has blue Post-It notes, she pastes 4 in "D" section, 1 in "I", 2 in "S" and 3 in "C". Therefore, Mary's personality likely inclined towards "D" and "S". Provide the link below for the participants to consider taking the free short version of the test after the workshop for their own interest. https://discpersonalitytesting.com/ • Ask the participants to reflect how their personality type impacts on their gambling behaviours.
Homework review	10 minutes		• Participants to share about how the video / letter / poem / drawing to their future self goes. • Encourage participants to keep working on this assignment for a presentation in the final session.

Main lessons:
• How gambling machines are designed
• How problem gambling develops
• Exclusion orders
	30 minutes	• Participants to learn the addictive nature of gambling activities
		• Participants to learn about the options they have when they self-identify harmful gambling
			• Play "Ka-Ching" from 21:03 to 31:19 https://www.youtube.com/watch?v=bny1qgKO46A OR a video that provides education on the design of gambling games that leads to addiction.
			• Educate about the options available when someone realises they are crossing the line:
			  - Types of self-exclusion at gambling venues
			  - Different ways of applying for self-exclusion
			  - How to seek help and contact service providers.

Group exercise	10 minutes		• Give 10 minutes for the participants to research on the effect of harmful gambling through their mobile devices such as mobile phone, laptop etc. • Each participant will be given a different category – physical health, mental health, work, social, family, spiritual, financial. • Each participant will have an A3 paper printed with the respective category to write down their findings.
Group sharing	15 minutes		Give each participant 3 minutes to present their findings on the negative impacts of harmful gambling.

Title of the activity	Duration	Objective	Activity description
Evaluation & closing	10 minutes		Facilitator to summarise by reiterating the addictive nature of gambling coming from both intrinsic and extrinsic perspectives. How the effects of harmful gambling can affect one's entire wellbeing and their relationship with others. Facilitators distribute Session 3 Evaluation Form to each participant. Provide some refreshments for the participants to eat and drink while they complete the evaluation form.
Total Time	90 minutes		

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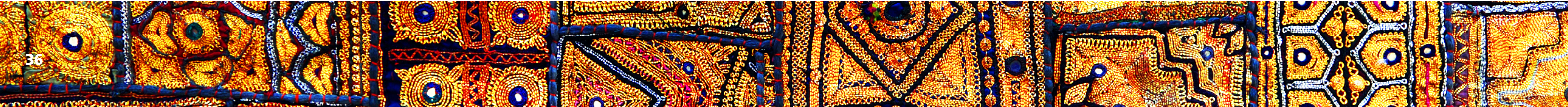
Participant ID number ☐ ☐ ☐

Please answer the following questions.

Q1: After this session, please rate how addictive gambling is on a scale from 1 to 10, with 1 being not addictive and 10 being extremely addictive:

Not addictive				Somewhat addictive				Extremely addictive	
1	2	3	4	5	6	7	8	9	10

Q2: After this session, how harmful do you consider the following gambling activities?

a.   Electronic gambling machines (e.g. Pokies)
☐ Not harmful   ☐ A little harmful   ☐ Harmful   ☐ Very harmful
☐ Extremely harmful

b.   Online gambling websites (e.g. mobile phone apps or internet game sites)
☐ Not harmful   ☐ A little harmful   ☐ Harmful   ☐ Very harmful
☐ Extremely harmful

c.   Lottery and instant games (e.g. The Lotto)
☐ Not harmful   ☐ A little harmful   ☐ Harmful   ☐ Very harmful
☐ Extremely harmful

d.   Casino gambling
☐ Not harmful   ☐ A little harmful   ☐ Harmful   ☐ Very harmful
☐ Extremely harmful

e.   Horse or sport betting
☐ Not harmful   ☐ A little harmful   ☐ Harmful   ☐ Very harmful
☐ Extremely harmful

Q3: After this session, how acceptable do you consider gambling as a way to socialise or have fun (by yourself or others)? Please indicate your answer on a scale from 1 to 10, with 1 being unacceptable and 10 being highly acceptable.

Unacceptable				Partially acceptable				Highly acceptable	
1	2	3	4	5	6	7	8	9	10

Thank you for your feedback!

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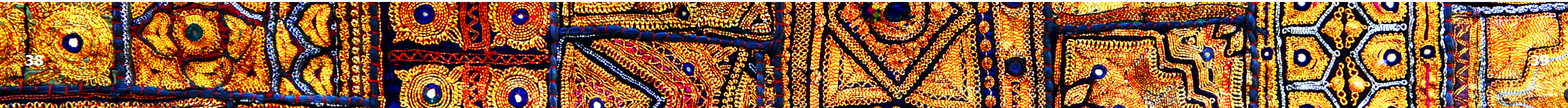
参与者编号 ☐☐☐

请回答以下问题。

问题1：这次小组后，您认为赌博会容易上瘾吗？ 请用 1 到 10 分数去评分，1分 表示"不上瘾"，10 分表示"十分上瘾"。

不上瘾				有点上瘾				十分上瘾	
1	2	3	4	5	6	7	8	9	10

问题2：这次小组后，您认为以下赌博活动的危害程度如何？

a. 电子赌博机（例如老虎机）
☐ 无害　☐ 有点危害　☐ 有害　☐ 非常有害　☐ 极其有害

b. 在线赌博网站（例如手机应用程序或网络游戏网站）
☐ 无害　☐ 有点危害　☐ 有害　☐ 非常有害　☐ 极其有害

c. 彩票和奖券（例如乐透，刮刮乐卡）
☐ 无害　☐ 有点危害　☐ 有害　☐ 非常有害　☐ 极其有害

d. 赌场赌博
☐ 无害　☐ 有点危害　☐ 有害　☐ 非常有害　☐ 极其有害

e. 赛马投注或体育博彩
☐ 无害　☐ 有点危害　☐ 有害　☐ 非常有害　☐ 极其有害

问题3：这次小组后，"赌博只是个人娱乐或与其他人社交"的说法，您的接受程度如何？ 以10分制来表示接受程度， 请圈出您的分数，1 分表示 "不接受"；10 分表示 "非常接受"。

不接受				有些接受					非常接受
1	2	3	4	5	6	7	8	9	10

感谢您的意见！

Triggers And Coping Strategies

Key message

Identifying triggers and coping strategies to help in recovery.

Aims

1.   To help participants to identify their own triggers to gambling.

2.   To help participants to develop strategies to cope with the triggers.

Preparation

	Materials/equipment	Quantity
1.	Stress relief items e.g. stress ball, massage tool, music, books, essential oil etc.	Variety
2.	Presentation paper for recording participants' contribution	4 pieces
3.	Session 4 Evaluation Form	One copy for each participant
4.	Snacks and drinks	

Activities

Title of the activity	Duration	Objective	Activity description
Warm up	10 minutes	Introduction of different common stress relief remedies.	• Place stress relief items in different parts of the room. • Facilitator asks participants to move around the room, select an item that they may use to relieve stress and stay where the item is placed. • Facilitator introduces the topic by saying "Stress is part of everyone's life. We can choose to ignore it or we can choose to deal with it. Our choices matter as they lead to different consequences."
Main lesson: Stresses and emotions	30 minutes	• Stressors in life. Identify upsetting events/circumstances that may make you feel uncomfortable • Understand your emotions to the identified stressor • What has been working for you to manage that emotion in the past. What can be done to improve emotional regulation and help you to move forward?	• Facilitator asks the group to share their own stressors in their lives. What are the things or events that made them feel stressful? • Facilitator to help participants in identifying the emotions associated with the stressors. • Facilitator to explore with participants effective coping strategies for stress management – building on what works for each participant and guiding all participants to brainstorm on coping strategies. • Facilitator to record participants' contributions on the presentation paper.
Affirming actions	10 minutes	Awareness about self-efficacy.	Praise the participants for the steps they are taking towards their own wellbeing.
Self-reflection	20 minutes	Reflect on one step/action that you want to take towards enhancing your wellness.	• Facilitator to introduce some methods to maintain wellbeing and help the group to explore the little things that can be done to help with improving emotional wellbeing. • Facilitator can use some of the methods/tools in these apps: The 8 Best Mental Health Apps of 2021 (verywellmind.com)
Homework	10 minutes	Building wellbeing tools	• Give out a copy of the Wellbeing Plan Workbook to each participant, explain that they will refer to it for this session's homework and in the following two sessions. • Facilitator to ask participants to fill in as much as they can in Exercise 1 and 2 of the Wellbeing Plan Workbook in building up their "Wellness Toolbox".

Title of the activity	Duration	Objective	Activity description
Evaluation & closing	10 minutes		Facilitator to summarise the lesson participants have learned in this session. Facilitators distribute Session 4 Evaluation Form to each participant. Provide some refreshments for the participants to eat and drink while they complete the evaluation form.
Total Time	90 minutes		

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Participant ID number

Please answer the following questions.

Q1. How often do you feel stressed (e.g. overwhelmed by uncomfortable emotion towards a particular situation) in your day-to-day routine? Please indicate your answer on a scale from 1 to 10, with 1 being never feel stressed and 10 being feeling stressed all the time.

Never feel stressed				Feeling stressed sometimes				Feeling stressed all the time	
1	2	3	4	5	6	7	8	9	10

Q2: In what areas of your life do you feel stressed often? Please select all the items that apply to you.

☐ Work/employment
☐ Studies/education
☐ Relationship with family
☐ Relationship with friends
☐ Romantic relationship
☐ Financial situation
☐ Settlement issues (e.g. Visa renewal)
☐ Health/illness
☐ Future opportunities
☐ Safety issues
☐ All of the above
☐ Others [Please specify]: _____

Q3: How well do you understand the reason or source of your stress when you are experiencing a stressful event? Please indicate your answer on a scale from 1 to 10, with 1 being no understanding at all and 10 being excellent understanding.

No understanding at all				Some understanding					Excellent understanding
1	2	3	4	5	6	7	8	9	10

Q4: What strategies do you use to help cope with a stressful event? Please list them and indicate how helpful they are for coping with stress on a scale of 1 to 5, with 1 being not helpful at all and 5 being extremely helpful.

Strategies for coping with stress	How helpful?				
	1	2	3	4	5

Q5: How often do you take time to rest, relax or recharge after working or studying very hard? Please indicate your answer on a scale from 1 to 10, with 1 being never and 10 being always.

Never				Sometimes					Always
1	2	3	4	5	6	7	8	9	10

Q6: How do you look after yourself after you have been overworked or experienced a stressful event? (Please select all the items that apply to you)

- ☐ Exercise (e.g. go for a walk, workout at the gym, home exercise)
- ☐ Recreational activities (e.g. take part in a hobby: dance, drawing, pottery etc.)
- ☐ Make something to eat/cook a nice meal
- ☐ Take time to rest (e.g. afternoon naps, go to bed early, take a break from work/study)
- ☐ Quiet activities (e.g. read books, watch films/TV shows)
- ☐ Socialising (e.g. hang out with friends or family, play with pets/children)
- ☐ Communication (e.g. talk to someone, self-reflection, journaling)
- ☐ Spiritual practice (e.g. spending time at a place of worship, spending time in nature, praying, meditation)
- ☐ All of the above
- ☐ Others [Please specify]: _____

Q7: How difficult do you find making time for yourself to relax, rest or do something enjoyable that is good for your wellbeing? Please indicate your answer on a scale from 1 to 10, with 1 being extremely difficult and 10 being not difficult at all.

Extremely difficult				Somewhat difficult					Not difficult at all
1	2	3	4	5	6	7	8	9	10

Thank you for your feedback!

Asian Family Services
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参与者编号 ☐ ☐ ☐

请回答以下问题

问题1: 在您的日常生活中，您是否经常感到很大压力（例如，情绪超负荷情况而感到非常难受）？ 以10分制来表示您经常感到压力程度。 1分表示 "不经常感到压力"；10分表示 " 一直感到压力"。

不经常 感到压力				有时 感到压力				一直 感到压力	
1	2	3	4	5	6	7	8	9	10

问题2: 在您生活中，哪些地方经常感到压力？ 可选择多个的选项。

☐ 工作/就业
☐ 学习/教育
☐ 家人关系
☐ 朋友关系
☐ 亲密伴侣关系
☐ 财务状况
☐ 居留签证问题（例如申请续签签证）
☐ 健康/疾病
☐ 未来的机会
☐ 安全问题
☐ 以上所有都是
☐ 其他[请写明]: _____

问题3: 当您面對有壓力的事件時，您对产生压力因素或原因的理解程度如何？ 以10分制来表示压力理解程度， 请圈出您的分数，1 分表示 "不理解"；10 分表示 "十分理解"。

不理解				有些理解				十分理解	
1	2	3	4	5	6	7	8	9	10

问题4: 您使用过那些策略去处理有压力的事件？ 请列出策略內容及评分，以1 到 5 分制来表示帮助程度， 请勾出您的分数，1 分表示 "没有帮助"，5分表示 "非常有帮助"。

您的策略	帮助程度				
	1	2	3	4	5

问题5: 努力工作或学习后，您会抽出时间休息、放松或充电的频繁度如何？ 以 1 到 10分制表示您休息的频繁度，请圈出您的分数，1 表示 "从不休息"，10 表示 "经常休息"。

从不休息				有时				经常休息	
1	2	3	4	5	6	7	8	9	10

问题6: 过度劳累或承担压力后，您会如何照顾自己？ （可请选多个方法）

☐ 锻炼（例如散步、在健身房锻炼、在家锻炼）
☐ 娱乐活动（例如参加兴趣班: 舞蹈、绘画、陶艺等）
☐ 煮饭/做一顿晚餐
☐ 花时间休息（例如午睡、早睡、工作/学习休息）
☐ 安静的娱乐（例如读书、看电影/电视节目）
☐ 社交（例如与朋友或家人一起出去玩，与宠物/孩子一起玩）

☐ 沟通（例如与别人交谈、自我反省、写日记）

☐ 灵修（例如去礼拜、教堂、享受大自然、祈祷、冥想）

☐ 以上所有方法

☐ 其他[请注明] _____

问题7：安排休息时间或做一些愉快事情，能对您身心有益。您认为安排时间去放松有多困难？以 10分制表示您安排放松的困难程度，请圈出您的分数，1 表示 "非常困难"，10 表示 "根本不难"。

非常困难				有些困难				根本不难	
1	2	3	4	5	6	7	8	9	10

感谢您的意见！

Wellbeing plan

Key message

Exploration of the Wellbeing Plan encompassing wider social, psychological, environmental factors.

Aims

1. To help participant to explore what constitutes wellbeing and wellness.

2. To gain knowledge on the self-help model.

3. To gain understanding on making their own toolbox and self-help action plan.

4. To empower participants to follow their plan and take actions.

Preparation

	Materials/equipment	Quantity
1.	Presentation papers from the previous session that recorded coping strategies	
2.	Wellbeing Plan Workbook	One copy for each participant
3.	A toolbox of tools (e.g. hammer, screwdriver, knife, scissors, gloves, tape measure, etc)	
4.	Whiteboard or flip chart, and different coloured whiteboard pens	One
5.	Session 5 Evaluation Form	One copy for each participant
6.	Snacks and drinks	

Activities

Title of the activity	Duration	Objective	Activity description
Warm up	10 minutes	Emotional "temperature" reading	• Facilitators briefly check in with participants' feelings / thoughts they had in the past week. • Share one thing, and the feelings associated with it that drew their attention.
Homework review	10 minutes	Review Session 4 homework, Building wellbeing tools	Participants to share one thing they did to help them distract from stress and/or intense emotion.

Main lessons:
• What is a toolbox?
• What is stress?
• What is wellbeing?
	45 minutes	Exploration of what constitutes wellbeing – psychological, social, and environmental	• Show a toolbox with tools for participants to identify them and share the usage. Highlight the message that there are appropriate tools for different situations.
			• Facilitator asks participants to refer to their Wellness Plan Workbook and fill in Exercise 3 to 7 during the session.
			• Facilitate discussions about what each participant understands about wellbeing and what it means to them.
			• Draw on the whiteboard a human-like figure, and allow participants to describe what "stress" looks like for them.
			  - Psychological – explore how they cope with daily activities when they are under stress?
			  - Social – what relationships in their life help with their sense of wellbeing?
			  - Environmental – how does their workplace, their professional role and participation in communities contribute towards their sense of wellbeing?

Self-reflection/ homework	15 minutes	Personal growth	Facilitators to ask each participant to reflect on realisation of their own potential by asking themselves questions like:
			  - What am I good at?
			  - What have others complimented me about?
			  - Which projects and tasks have I spent hours on without getting tired?
			  - What are my hobbies, and why do I like doing them?

Evaluation & closing	10 minutes		Facilitators to summarise the learnings from this session and thank participants for sharing their experiences. Facilitators distribute Session 5 Evaluation Form to each participant. Provide some refreshments for the participants to eat and drink while they complete the evaluation form.
Total Time	**90 minutes**		

Evaluation 5: English

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Participant ID number ☐ ☐ ☐

Please answer the following questions.

Q1: After this session, how well do you understand the reason or source of the stresses you regularly experience in your day-to-day routine? Please indicate your answer on a scale from 1 to 10, with 1 being no understanding and 10 being excellent understanding.

No understanding				Some understanding				Excellent understanding	
1	2	3	4	5	6	7	8	9	10

Q2: How likely is that you will apply new stress management strategies you have developed in this session in your everyday life? Please indicate your answer on a scale from 1 to 10, with 1 being not likely and 10 being extremely likely.

Not likely				Somewhat likely				Extremely likely	
1	2	3	4	5	6	7	8	9	10

Q3: In which areas of stress in your life would you be able to apply the stress management skills you have developed in your group? Please select all of the items that apply to you.

☐ Work/employment
☐ Studies/education
☐ Relationship with family
☐ Relationship with friends
☐ Romantic relationship
☐ Financial situation
☐ Settlement issues (e.g. Visa renewal)
☐ Health/illness

Future opportunities

Safety issues

All of the above

Others [Please specify]:

Q4: Please share the most useful skills/advice/tips you have gained from this session with us? Feel free to share any additional comments you have about this session:

Thank you for your feedback!

请回答以下问题

问题1：参加小组后， 您如何理解在日常工作中，您对產生压力因素或原因的理解程度如何？ 以10分制来表示理解程度， 请圈出您的分数，1 分表示 "不理解"；10 分表示 " 十分理解"。

不理解				有些理解					十分理解
1	2	3	4	5	6	7	8	9	10

问题 2：从小组学习新的压力管理策略后，您在日常生活中应用新策略的可能性有多大？ 以 10 分制来表上表示可能性，请圈出您的分数，1 表示 "不可能"，10表示 " 十分可能"。

不可能				有些可能					十分可能
1	2	3	4	5	6	7	8	9	10

问题3：从小组学习新的压力管理策略后，您会在哪些方面运用这些新的压力管理策略？可选择多个的选项。

工作/就业

学习/教育

家人关系

朋友关系

亲密伴侣关系

财务状况

居留签证问题（例如申请续签签证）

健康/疾病

未来的机会

安全问题

☐ 以上所有都是
☐ 其他[请注明]: _____

问题 4：请分享一下参加小组后，你所学习到最有效的技巧或建议或重点，或分享其他的意见。

感谢您的意见！

Relapse Prevention

Key message

Wellness programme emcompassing relapse prevention.

Aims

1.   To help the participant to develop a relapse prevention plan.

Preparation

	Materials/equipment	Quantity
1.	Have A4 paper available for participants who do not bring their Wellbeing Plan Workbook	A stack
2.	Equipment for playing video	
3.	Whiteboard or flip chart, and different coloured whiteboard pens	
4.	Session 6 Evaluation Form	One copy for each participant
5.	Snacks and drinks	

Title of the activity	Duration	Objective	Activity description
Mindfulness practice	15 minutes	• To be more aware and refocused on their internal process. • Learn to allow the mind to come back to the present moment. • To gain control of their own thoughts and feelings. • To alert the triggers in their daily life.	Sound mindfulness Breathing mindfulness Thoughts mindfulness (5 minutes each)

Main lesson: Relapse prevention strategies and self-care	45 minutes	Continue with the self-help guidebook on the triggers and early warning signs.
		Exploration of relapse prevention strategies.
		Relapse prevention is a process
			• Facilitator asks participants to refer to their Wellness Plan Workbook Exercise 8 to 10 for this session.
			• Facilitators to explore:
			  - Triggers and early warning signs.
			  - Self-care (stress management, eating, sleeping).
			  - Social supports.
			  - Emotion regulation for uncomfortable emotions.
			  - Making a safety plan for when you feel urges.
			  - Healthy alternative activities – identifying pleasurable activities to engage in to enhance wellbeing.
			  - Having a good work/life balance.

Group sharing session	15 minutes	Increasing self-efficacy	Facilitators to ask each participant to reflect on a time when they felt urges or triggers to gamble in the past but managed to control the urges experienced.
Homework	10 minutes	Making use of the toolbox	Facilitator asks participants to report back in the next session on identifying the action plans from Exercise 9 and 10 about what they find effective in coping with triggers that prevent them from relapsing.
Evaluation & closing	5 minutes		Facilitators to summarise the learnings from this session, and praise participants for their performance in the group, and their support for each other. Facilitators distribute Session 6 Evaluation Form to each participant. Provide some refreshments for the participants to eat and drink while they complete the evaluation form.
Total Time	90 minutes		

Evaluation 6: English

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Participant ID number ☐☐☐

Please answer the following questions.

Q1: How helpful was the 'Tree Model' in helping you understand and relate to your recovery journey? Please indicate your answer on a scale from 1 to 10, with 1 being not helpful and 10 being extremely helpful.

Not helpful				Somewhat helpful				Extremely helpful	
1	2	3	4	5	6	7	8	9	10

Q2: After attending the group, has your knowledge of self-identifying gambling triggers increased? Please indicate your answer on a scale from 1 to 10, with 1 being no increase in knowledge and 10 being significant increase in knowledge.

No increase in knowledge				Some increase in knowledge				Significant increase in knowledge	
1	2	3	4	5	6	7	8	9	10

Q3: How likely would you apply the techniques around self-exclusion from gambling in your everyday life? Please indicate your answer on a scale from 1 to 10, with 1 being not likely at all and 10 being extremely likely.

Not likely at all				Somewhat likely				Extremely likely	
1	2	3	4	5	6	7	8	9	10

Q4: After the session, how important do you think self-care is for maintaining or improving your overall wellbeing? Please indicate your answer on a scale from 1 to 10, with 1 being not important at all and 10 being extremely important.

Not important at all				Somewhat important				Extremely important	
1	2	3	4	5	6	7	8	9	10

Q5: How likely would you apply self-care identified in the group today in your everyday life? Please indicate your answer on a scale from 1 to 10, with 1 being not likely at all and 10 being extremely likely.

Not likely at all				Somewhat likely				Extremely likely	
1	2	3	4	5	6	7	8	9	10

Q6: How likely are you to take time for yourself and look after your wellbeing without feeling guilty? Please indicate your answer on a scale from 1 to 10, with 1 being not likely at all and 10 being extremely likely.

Not likely at all				Somewhat likely				Extremely likely	
1	2	3	4	5	6	7	8	9	10

Q7: Please share the most useful skills/advice/tips you have gained from this session with us? Feel free to share any additional comments you have about this session:

Thank you for your feedback!

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请回答以下问题

问题 1： 回顾关于"树" 的讨论. 有否帮助您去理解和联系您的复康過程? 以 10分制表示对您的帮助程度，请圈出您的分数，1 表示 "沒有帮助"，10 表示 " 非常有帮助"。

沒有帮助				有点帮助				非常有帮助	
1	2	3	4	5	6	7	8	9	10

问题2：参加小组后，您对赌博诱因的自我认识能力有否增加? 以 10分制表示认识能力的增加程度， 请圈出您的分数，1 表示 " 没有增加认识"，10 表示 " 增加很多认识"。

没有增加认识				有点增加认识				增加很多认识	
1	2	3	4	5	6	7	8	9	10

问题3：在日常生活中，你会使用"自我禁制"赌博的技巧可能性有多大? 以 10分制表示可能性， 请圈出您的分数，1 表示 " 不可能"，10 表示 " 十分可能"。

不可能				有点可能				十分可能	
1	2	3	4	5	6	7	8	9	10

问题4：小组完结后，对您來说以自我关爱的方法去维持或改善您的身心健康是有多重要? 以 10分制表示重要性程度，请圈出您的分数，1 表示 "不重要"，10 表示 " 十分重要"。

不重要				有些重要				十分重要	
1	2	3	4	5	6	7	8	9	10

问题5：今天在小组学习自我关爱的方法，你会运用在日常生活中的可能性有多大？以10分制表示运用自我关爱可能性，请圈出您的分数，1 表示 "不可能"，10 表示 "十分可能"。

不可能				有点可能				十分可能	
1	2	3	4	5	6	7	8	9	10

问题6：当你安排时间去照顾自己，关心自己的身心健康时，而不感到内疚的可能性有多大？ 以 10分制表示感到内疚可能性，请圈出您的分数，1 表示 " 不可能"，10 表示 "十分可能"。

不可能				有点可能				十分可能	
1	2	3	4	5	6	7	8	9	10

Q7：请分享一下参加小组后，你所学习到最有效的技巧或建议或重点，或分享其他的意见。

感谢您的意见！

Self-Help Resources

Key message

Knowledge is power.

Aims

1. Introducing useful resources.

2. Encouraging self-help and help-seeking behaviour.

Preparation

	Materials/equipment
1.	Equipment for playing video
2.	Different coloured whiteboard pens
3.	Obtain enough copies of the AFS self-help resource, A Guide for Asian people to manage addictions and emotional distress, so that each participant has a copy
	https://www.asianfamilyservices.nz/resources/resource-categories/asian-family-services-resources/

Review the following videos and select two topics that are suitable for the group:

Topic 1: Webinar, Supporting your mental health as an international student
https://www.youtube.com/watch?v=tH0G9WWX0XE&list=PLH26qbYMwFk4WAzjFImsp2QmKmSjm-F1D

Topic 2: Webinar, Intercultural communication
https://www.youtube.com/watch?v=b5wzZeNvRJA&list=PLH26qbYMwFk5s2_xvxQt252PZQHBaYJiU

Topic 3: Webinar, Health and Safety (What should you do in a car accident?)
https://www.youtube.com/watch?v=ibqaedlbVj8&list=PLH26qbYMwFk5RN_tOzTp-DZGzBqQsb86H

Topic 4: Webinar, Real people real journey (towards employment in NZ)
https://www.youtube.com/watch?v=W6uKDIWtdUs&list=PLH26qbYMwFk7R0drX2yrVJNTjsFcqBSaV

Topic 5: Webinar, How to relieve anxiety during the pandemic (Chinese) 疫情期間如何緩解焦慮
https://www.youtube.com/watch?v=bA8FTtHPaRo&list=PLH26qbYMwFk6-b-yJNH6j-6u1lUCnM-YT&index=15
This video is 15 minutes, but can fast forward to 8:52, 'how to relieve anxiety'.

Topic 6: Webinar, Suicide Prevention Resources for Chinese and Korean people
https://www.asianfamilyservices.nz/resources/resource-categories/suicide-prevention/
There is a 6 minute video in Mandarin on suicide prevention. At the end of the video are the contact details for relevant agencies. To see the video,
- Click 'Read More' under 'A suicide prevention resource for Chinese people'
- Go to View or Download resources, then 'Mandarin.'

4.

5. Session 7 Evaluation Form

6. Snacks and drinks

Activities

Title of the activity	Duration	Objective	Activity description
Introduction	10 minutes	To understand participants' help-seeking intentions and support networks.	Facilitators ask participants to reflect on and identify their supportive friends, families, and communities (interest group or club, faith-based group) from whom they can seek help when they have a personal or emotional problem.
Main lesson 1: Self-care resources	35 minutes	To introduce the resources that are available to international students and new residents in New Zealand.	• Facilitators to elicit from the participants the challenges they encounter when settling in New Zealand. • Provide the AFS self-help resource to participants in relevant language. • Introduce two topics (from Topics 1 to 6 above) that facilitators have selected. After each video, provide time for discussion on that topic.

Main lesson 2: No shame in asking for help	30 minutes	To reduce barriers to help-seeking	• Discuss the barriers and reasons for participants to seek help.
			 • Facilitators to introduce the following:
			   - Resource Page: https://www.asianfamilyservices.nz/resources/ Click this link to go to the AFS Resource Page – show the variety of resources that can be found on AFS website.
			   - Reach Out: https://www.asianfamilyservices.nz/resources/resource-categories/reach-out/
			 • Show a video in relevant language on AFS services. https://www.asianfamilyservices.nz/

Homework	5 minutes		Remind participants to prepare a video/letter/poem/drawing about what they want to say to their future self in five years' time. Encourage them to share this with other group members in the next group session.
Evaluation & closing	10 minutes		Facilitator to encourage participants to go through some of the resources introduced after the session and provide feedback in the following session on which resource(s) they found useful. Facilitators distribute Session 7 Evaluation Form to each participant. Provide some refreshments for the participants to eat and drink while they complete the evaluation form.
Total Time	**90 minutes**		

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Part A — Gambling Behaviour Questionnaire

For each question below, please √ the answer that best describes your behaviour or feelings as they relate to gambling over the past 2 weeks.

When you think of the past 2 weeks, how often …

1. Had you bet more than you could really afford to lose?
   ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always [

2. Had you needed to gamble with larger amounts of money to get the same feeling of excitement?
   ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

3. Had you gone back on another day to try to win back the money you lost?
   ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

4. Had you borrowed money or sold anything to gamble?
   ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

5. Had you felt that you might have a problem with gambling?
   ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

6. Had people criticised your betting or told you that you had a gambling problem, whether or not you thought it was true?
   ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

7. Had you felt guilty about the way you gambled or what happened when you gambled?
   ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

8. Had gambling caused you any health problems, including stress or anxiety?
   ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

9. Had your gambling caused any financial problem for you or your household?
   ☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

Part B — General Help-Seeking Questionnaire

If you were having a personal or emotional problem, how likely is it that you would seek help from the following people?

Please indicate your response by circling a number from 1 to 7 that best describes your intention to seek help from each help source that is listed, with 1 being extremely unlikely and 7 being extremely likely. Choose NA for "Not Applicable".

1= Extremely Unlikely 3= Unlikely 5= Likely 7= Extremely Likely

1. Intimate partner (e.g. girlfriend, boyfriend, husband, wife, de facto partner)	1	2	3	4	5	6	7	NA
2. Other family member / relative in New Zealand (e.g. parents, in-laws)	1	2	3	4	5	6	7	NA
3. Other family member / relative from overseas	1	2	3	4	5	6	7	NA
4. New Zealand (Kiwi) friend / classmate / colleague	1	2	3	4	5	6	7	NA
5. Friend / classmate / colleague from overseas	1	2	3	4	5	6	7	NA
6. Doctor / GP	1	2	3	4	5	6	7	NA
7. Other professionals (e.g. psychologist, social worker, counsellor, teacher)	1	2	3	4	5	6	7	NA
8. Minister or religious leader (e.g. Priest, Chaplain)	1	2	3	4	5	6	7	NA
9. People from clubs/societies or in the community	1	2	3	4	5	6	7	NA
10. Phone helpline (e.g. Asian Helpline)	1	2	3	4	5	6	7	NA
11. Other support not listed above (please specify)	1	2	3	4	5	6	7	NA
12. I would not seek help from anyone	1	2	3	4	5	6	7	NA

Thank you for your feedback!

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参与者编号 ☐ ☐ ☐

A部分: 赌博行为问卷

以下每个问题，请勾选最能描述您在**过去两周**内与赌博相关的行为或感受的答案。

想想在过去两周内的那段时间:

1. 您投注的金钱是否超出了您所能负担的？
☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

2. 您需要投注更多金钱来获得相同的刺激感？
☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

3. 你曾想过有一去赢回以前输掉的金钱吗？
☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

4. 您有没有借钱或售卖来补贴赌博的开支？
☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

5. 您是否觉得您的赌博行为是有问题？
☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

6. 是否有人批评您的赌博行为或告诉您的赌博行为是有问题的，无论您是否认为这是正确的？
☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

7. 您是否对自己的赌博行为或赌博结果感到内疚？
☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

8. 赌博是否给您造成了任何健康问题，包括压力或焦虑？
☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

9. 您的赌博行为是否给您或您的家庭带来财务问题？
☐ 从不　　☐ 很少　　☐ 有时　　☐ 经常　　☐ 总是

B 部分: 一般求助问卷

当您遇到个人或情绪问题时，向以下人士寻求帮助的可能性有多大？

以7 分制来表示寻求帮助的可能性，请圈出一个分数评定您的可能性。

1分表示 ” 不可能” ，7 分表示 ” 极有可能”，最后为 ”不适用” 选择 。

1. 亲密伴侣（例如女朋友、男朋友、丈夫、妻子、同居伴侣）	1	2	3	4	5	6	7	不适用
2. 在新西兰的其他家庭成员/亲戚（例如父母、姻亲）	1	2	3	4	5	6	7	不适用
3. 在海外的其他家庭成员/亲戚	1	2	3	4	5	6	7	不适用
4. 在新西兰（本地）朋友/同学/同事	1	2	3	4	5	6	7	不适用
5. 在海外的朋友/同学/同事	1	2	3	4	5	6	7	不适用
6. 医生/全科医生	1	2	3	4	5	6	7	不适用
7. 其他专业人士（例如心理学家、社会工作者、辅导员、教师）	1	2	3	4	5	6	7	不适用
8. 领袖或宗教领袖（例如牧师、主牧）	1	2	3	4	5	6	7	不适用
9. 社区组织/社团或社区人士	1	2	3	4	5	6	7	不适用
10. 求助热线（例如亚裔服务热线）	1	2	3	4	5	6	7	不适用
11. 尚未列出的其他支持（请注明:)	1	2	3	4	5	6	7	不适用
12. 我不会向任何人寻求帮助	1	2	3	4	5	6	7	不适用

感谢您的意见！

Reflections And Celebration

Key message

Evaluation and celebration.

Aims

1. Evaluation of the programme.

2. Celebration of the end of a journey with a formal peer support group.

Preparation

Materials/equipment		Quantity
1.	Evaluation forms, pens/pencils	One copy for each participant
2.	Certificate of participation	One for each participant
3.	Snacks and drinks	

Activities

Title of the activity	Duration	Objective	Activity description
Introduction	15 minutes	Collective reflection	Facilitators to ask participants to reflect on their time spent together as a group and to share what they have learnt and gained through this journey.
Main activity: Evaluation	45 minutes	To evaluate the progress of each participant and the group programme	Facilitators introduce Session 8 Evaluation Form. Involve participants to share ideas and make comments.
Group sharing: Remaking lives	20 minutes	Share their messages to their future self with other group members	• Participants to share with one another the new image of themselves in five years' time, what they like about their new self and how it is different from the old one. • Facilitators encourage participants to take actions to connect (with people, agencies, activities and groups) and to enhance their wellbeing after the group ends
Closing	10 minutes	To celebrate the peer support group journey together	Facilitators to distribute certificate of participation. To share food.
Total Time	**90 minutes**		

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Participant ID number ☐☐☐

Group Discussion

Topic 1: Aims of the project and contents covered in the peer-support group

- Think back to when you first joined this group:
  - *What were your first impressions?*
  - *What did you expect to get from the group?*

- The aim of the group was to help Asian people affected by harmful gambling to reduce the risk of gambling relapse and improve their help-seeking behaviour.
  - *To what extent did the programme meet the relapse prevention aim of the group?*

- The group programme was designed in a peer support environment to help participants support one another in their journey of recovery.
  - *To what extent did the programme meet the peer support aim of the group?*
  - *How did you feel supported in the group?*
  - *How didn't you feel supported?*

- Different sessions of the group programme were designed to help participants improve their self-understanding, increase their knowledge of the triggers for harmful gambling, change their attitudes towards harmful gambling, and learn stress management skills and relapse prevention strategies.

  After attending the group:
  - *Has your knowledge of the triggers for gambling increased? How?*
  - *Have your attitudes towards harmful gambling changed? How?*
  - *Have you learned new stress management skills? How likely would you be to apply these skills in your everyday life?*
  - *Have you made a self-help action plan? How likely is it this plan will help you to maintain or improve your overall wellbeing?*
  - *Is there anything else you would like us to add to the group programme?*

- The programme was designed to target _____
  - *Were the contents covered in the group programme relevant for the needs of the target group?*
  - *Which part(s) are not relevant?*

- Cultural appropriateness of the programme.
  - *Were the contents covered in a culturally appropriate way for the target group?*
  - *Which part(s) are not appropriate?*

Topic 2: Group programme delivery methods

- The group programme has covered different activities, including self-awareness activities, group exercises, group discussion and sharing, and developing a self-help action plan.
  - *What were the most helpful or positive aspects of your experience with the activities in the group?*
  - *What activities didn't work so well?*
  - *What were some of your concerns participating in the activities in the group?*

- The group programme has 8 weekly sessions.
  - *Did this delivery format work well?*
  - *Would you prefer the group days to be more spaced out? How (e.g. one day per fortnight or one day per month)?*
  - *Would you prefer other ways of delivery (e.g. online delivery)?*

**Topic 3: Recruitment and how to reach young people/international students
(or another target group)**

- One of the challenges we have experienced was to find/reach out to the target group to participate in the group.
    - *How do you think we can better reach and recruit our target participants to take part in a programme similar to this group in the future?*

Topic 4: Impact of the peer-support group

- Overall, did you feel that your participation in the group has helped you in any way? Please elaborate on how it has or has not helped you.

- In what way is your life different because of your participation in the group?

Thank you for your feedback!

参与者编号 ☐ ☐ ☐

小组讨论

主题1：同伴互助小组所涵盖的主题目标和内容

- 回想一下，您第一次参加这个小组时：
    - 你对小组印象是什么？
    - 你对小组的期望是什么？

- 这个小组目的是帮助受赌博害影响的亚洲人降低复赌的风险，并改善他们寻求帮助的行为。
    - 小组有多大程度上，符合预防复赌目标？

- 小组设计是建立同伴互助环境，目的是帮助参加者在康复过程中互相支持。
    - 小组有多大程度上，达到同伴互相支持的目标？
    - 你从小组中获得到什么支持？
    - 你为什么觉得没有被同伴支持？

- 小组主要目标是在帮助参加者提高自我认知，增加害赌博诱因的了解，改变对赌博危害的态度，学习压力管理的技巧和设定预防复赌的策略。

    参加小组后：
    - 您对赌博诱因的了解，有沒有增加呢？是如何增加？
    - 你对赌博危害的态度，有沒有改变吗？有什么改变？
    - 您学到了新的压力管理技巧吗？你在日常生活中，运用这些新技巧的可能性有多大？
    - 你是否制定了自我行动计划呢？这个计划能否帮助你去维持或改善你的身心健康呢？
    - 小组有需要再增加其他内容吗？

- 小組設計方案是針對 _____
  - 小組計劃所涵蓋的內容，与对参加者的需要有相关吗？
  - 哪些部分内容是不相关的？

- 文化相适应性。
  - 小组内容在对参加者的文化(华人文化)是合适吗？
  - 哪些部分是不合适的？

主题2：小组內容的传送方法

- 小组內容涵盖不同的活动，包括自我认知活动、小组练习、小组讨论和分享，以及制定自我行动计划。
  - 在小组经验中，对您最有帮助或最有效的活动是什么？
  - 哪些活动效果不理想的？
  - 参加小组的活动时，您有哪些但心？

- 小组活动是每周聚会一次，总共有8次活动。
  - 每周一次的小组方式是适合吗？
  - 您想改变小组聚会日期吗？如何改变？（例如每两周一次活动或每月一次）
  - 您喜欢其他聚会的方式吗？（例如线上小组方式）

主题3：招募对象和邀请青年/国际学生参加（或其他目标对象）

- 我们面對挑战之一是寻找目标对象参与小组。
  - 如果再举办同样的小组计划，您认为有更好方法邀请和招募目标对象吗？

主题 4：同伴支持小组的影响作用

- 总的来说，参与小组对您有帮助吗？请详细说明如何帮助你的地方或没有帮助的地方。

- 参加小组活动后，你的生活习惯有什么改變吗？

感谢您的意见！

Analysis Of Evaluation Data

The overall purpose of the support group programme is to help Asian people affected by harmful gambling to:

- reduce their harmful gambling behaviour;

- improve their help-seeking behaviour;

- raise their awareness of the addictiveness of gambling activities;

- gain knowledge about the triggers of relapse of harmful gambling; and

- increase their skills in stress management and self-care.

This section describes the evaluation tools, data collection time points and data analysis methods.

Evaluation tools and data collection time points

Table 1 below presents the evaluation tools to measure participants' harmful gambling behaviour, help-seeking behaviour, attitudes towards harmful gambling, knowledge about the triggers of gambling relapse, stress management skills and self-care skills, as well as the data collection time points.

Table 1   Schedule of data collection

	At recruitment	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
Problem Gambling Severity Index	0	√						√√	
General Help Seeking Questionnaire		√						√√	
Attitudes towards harmful gambling			√	√√					
Knowledge about the triggers of gambling relapse			√				√√		
Stress management skills					√	√√			
Self-care skills					√		√√		
Group evaluation									#

0   When gambling was a problem
√   Baseline data collection
√√ Follow up data collection
Group discussion

The Problem Gambling Severity Index (PGSI) is used to measure participants' at-risk behaviour in problem gambling. At recruitment (see Recruitment Questionnaire), participants are asked to self-assess their gambling behaviour during the time they developed harmful gambling by scoring themselves against nine items. The higher the score, the greater the risk that the participant's gambling is a problem. The scores provide information about the history and severity of participants' gambling. PGSI scores are collected again in Evaluation 1 (baseline data collection) when participants are asked to assess their gambling behaviour over the past 12 months, and then in Evaluation 7 (follow-up data collection) when they assess their gambling behaviour in the past two weeks.

The General Help-Seeking Questionnaire (GHSQ) is used to assess participants' intentions to seek help from different sources when they have a personal or emotional problem. Participants are asked to fill in the questionnaire at recruitment (baseline data collection) and again in Session 7 (follow-up data collection).

Baseline data collection of participants' attitudes towards harmful gambling are taken in Session 2 Evaluation when they are asked to rate: (1) how addictive gambling activities are; (2) how harmful various gambling activities (e.g. electronic gambling machines; online gambling websites; lottery and instant games; casino gambling; horse or sport betting) are; and (3) how acceptable gambling is as a way to socialise. The same questions are asked again in Evaluation 3 (follow-up data collection) after participants have joined a workshop on the effects of harmful gambling.

Baseline data of participants' knowledge about the triggers of relapse of harmful gambling is collected in Session 2 Evaluation when they are asked: (1) how well they understand that the struggles of migration have negatively impacted on their wellbeing; and (2) how well they recognise the desire or urge to gamble again. After participants have learned about triggers and early warning signs of harmful gambling, they are asked in Evaluation 6: (1) how helpful the 'Tree Model' is in helping them understand and relate to their recovery journey; (2) whether their knowledge of self-identifying gambling triggers have increased after attending the group; and (3) how likely they will apply the techniques around self-exclusion from gambling in their everyday life.

Baseline data of participants' stress management skills is collected in Session 4 Evaluation when they are asked: (1) how often they feel stressed in their day-to-day routine; (2) in what areas of their life they feel stressed often; and (3) how well they understand the reason or source of their stress when they are experiencing a stressful event. After participants have learned about how to develop a wellbeing plan, they are asked in Evaluation 5: (1) how well they understand the reason or source of stresses they regularly experience in their day-to-day routine after attending the group; (2) how likely they would apply new stress management strategies they have developed in the group in their

everyday life; and (3) the areas of stress in their life that they would be able to apply the stress management skills they have developed in the group.

Baseline data of participants' self-care skills is collected in Session 4 Evaluation when they are asked: (1) how often they take time to rest, relax or recharge after working or studying very hard; and (2) how difficult they find making time for themselves to relax, rest or do something enjoyable that is good for their wellbeing. After participants have learned about how to incorporate relapse prevention strategies into the wellbeing plan, they are asked in Evaluation 6: (1) how important they think self-care is for maintaining or improving their overall wellbeing; (2) how likely they would apply the self-care skills identified in the group to their daily life; and (3) how likely it is they would take time for themselves and look after their wellbeing without feeling guilty.

In Session 8, participants take part in a group discussion to evaluate the effectiveness of the group programme (See Session 8 Evaluation Form). Participants are asked to provide feedback on:

- the extent to which the programme meets the relapse prevention aim of the group;

- the extent to which the programme meets the peer support aim of the group;

- the extent to which the programme has improved attitudes, knowledge and behaviours of participants;

- the quality, relevance and cultural appropriateness of the contents covered in the group;

- how the programme can be improved (e.g. group programme delivery methods; recruitment methods).

Methods for analysis of evaluation data

Participants' scores of the various evaluation items in Sessions 1 to 8 can be analysed individually, or as a group by calculating the average group scores. The following table can be used to assist you to examine changes in individual's (or group's) behaviours, attitudes, knowledge and skills across different time points.

Table 2   Evaluation scores across different time points

Evaluation items	When gambling was a problem	Baseline data collection	Follow-up data collection
Gambling behaviour PGSI scores*	Recruitment Questionnaire, _____	Evaluation 1, Part A _____	Evaluation 7, Part A _____
Help-seeking behaviour Number of people participants are likely or extremely likely to seek help from for emotional problems		Evaluation 1, Part B _____	Evaluation 7, Part B _____
Attitudes towards harmful gambling (1) How addictive gambling activities are?		Evaluation 2, Q1 _____	Evaluation 3, Q1 _____
(2) How harmful do you consider the following gambling activities: a. Electronic gambling machines? b. Online gambling websites? c. Lottery and instant games? d. Casino gambling? e. Horse or sport betting?		Evaluation 2, Q2 a. _____ b. _____ c. _____ d. _____ e. _____	Evaluation 3, Q2 a. _____ b. _____ c. _____ d. _____ e. _____
(3) How acceptable do you consider gambling as a way to socialise or have fun?		Evaluation 2, Q3 _____	Evaluation 3, Q3 _____
Knowledge about the triggers of gambling relapse Baseline data (1) How well do you understand that the struggles of migration have negatively impacted your wellbeing? (2) How well do you recognise the desire or urge to gamble again?		Evaluation 2, Q5 _____ Evaluation 2, Q6 _____	
Follow-up data (1) How helpful was the Tree Model in helping you understand and relate to your recovery journey? (2) After attending the group, has your knowledge of self-identifying gambling triggers increased? (3) How likely would it be that you would apply the techniques around self-exclusion from gambling in your everyday life?			Evaluation 6, Q1 _____ Evaluation 6, Q2 _____ Evaluation 6, Q3 _____

Evaluation items	When gambling was a problem	Baseline data collection	Follow-up data collection
Stress management skills Baseline data (1) How often do you feel stressed in your day-to-day routine? (2) In what areas of your life do you feel stressed often? (3) How well do you understand the reason or source of your stress when you are experiencing a stressful event?		Evaluation 4, Q1 Evaluation 4, Q2 Evaluation 4, Q3	
Follow-up data (1) After attending the group, how well do you understand the reason or source of stresses you regularly experience in your day-to-day routine? (2) How likely is it that you would apply new stress management strategies you have developed in the group in your everyday life? (3) In which areas of stress in your life would you be able to apply the stress management skills you have developed in your group?			Evaluation 5, Q1 Evaluation 5, Q2 Evaluation 5, Q3 Evaluation 5, Q4
Self-care skills Baseline data (1) How often do you take time to rest, relax or recharge after working or studying very hard? (2) How difficult do you find making time for yourself to relax, rest or do something enjoyable that is good for your wellbeing?		Evaluation 4, Q5 Evaluation 4, Q7	
After intervention (1) After the session, how important do you think self-care is for maintaining or improving your overall wellbeing? (2) How likely would you apply the self-care skills identified in the group in your everyday life? (3) How likely would you take time for yourself and look after your wellbeing without feeling guilty?			Evaluation 6, Q4 Evaluation 6, Q5 Evaluation 6, Q6

*PGSI level of severity: Non-problem gambler (0); Low-risk gambler (1-2); Moderate-risk gambler (3-7); Problem gambler (8 or above).

To complement quantitative data collected through evaluation questionnaires, qualitative data is also collected through group discussion in Session 8 to provide further insight into participants' experiences in the group. Information generated through group discussion provides specific and precise data in reponse to questions such as the quality, relevance and cultural appropriateness of the programme contents, and how the group programme has improved participants' self-understanding, attitudes towards harmful gambling, and their stress management and self-care skills. Using qualitative and quantitative data together helps to fill knowledge gaps and make analyses more reliable.

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