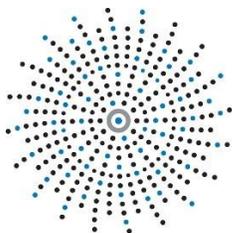


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SOCIAL INNOVATORS CHALLENGE

Evaluation Data Collection Tools

PREPARED BY:
FIRST PERSON CONSULTING & THE PROPEL CENTRE



PROPEL
CENTRE FOR
POPULATION
HEALTH IMPACT



FIRST PERSON
CONSULTING

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Introduction

This document provides a compendium of Social Innovators Challenge evaluation tools, along with sufficient background to understand their use. Additional data collection tools developed over the two year evaluation will be appended as they are developed. All tools and data collection protocols receive review and clearance through a University of Waterloo Research Ethics Committee (ORE#22574 and ORE#22845).

Please note that this document does not cover all aspects of the evaluation protocol.

Overview of the SIC evaluation framework

EVALUATION QUESTIONS

These questions were jointly developed by Movember and its advisors, the SIC projects, and the SIC evaluation. Wording was last adapted on December 19, 2017.

1. Gender-sensitivity:

- How were SIC projects sensitized to men's needs?
- What male-friendly approaches and actions were most effective for different sub-groups of men and in different settings?

2. Recruitment and retention:

- What are the ways in which men are being reached and recruited?
- How many men participated in SIC project activities, and in what ways (e.g., roles, duration, frequency)?
- What are the characteristics of men who participated in SIC project activities? How are their characteristics different for those who were not retained?
- What influences their joining and staying with SIC projects?
- What were the successes and challenges related to recruitment and retention for sub-groups of men and project settings?

3. Implementation and adaptation:

- What activities were implemented by the SIC projects, and with what frequency, duration and intensity?
- How did project activities adapt and evolve over time, and why?
- How did implementation and adaptations vary by project and sub-groups of men, settings, and stage of development of project activities?
- What roles did partnering organizations play in the SIC projects?
- What benefits or challenges resulted from partner involvement in the SIC projects?

4. Social connectedness and other outcomes:

- To what extent did the SIC projects improve social connectedness and well-being among participants?
- How do the results vary by sub-groups of men, types of participation, settings, and types and stage of development of project activities?
- To what extent did SIC projects result in other outcomes (e.g., benefits & costs, anticipated & unanticipated), for participants?

5. Sustainability and scalability:

- What were goals of the SIC program and individual projects for sustainability and scale-up, and how did these goals evolve over time?
- What activities were undertaken by Movember and partnering organizations at program and project levels to support sustainability and scalability?
- What funded projects (or elements of projects) are most likely to be sustained, and why?
- What funded projects have the highest potential for scaling, and why?
- How might the sustainability and scalability of funded projects be improved?

6. SIC model:

- What applicants did the SIC attract, and why?
- Who was not attracted, and why not?
- How did participation in the pitch and proposal review stages (including mentoring) influence applicants – those funded and not?
- How did projects not funded by Movember evolve, and how did this differ from the funded projects?
- What are the lessons for future programmatic work undertaken by Movember?

TYPES OF EVALUATION

1. Evaluating Project Design and Implementation – Questions 1, 2 & 3
2. Evaluating Project Outcomes – Question 4
3. Evaluating Potential for Sustainability and Scalability – Question 5
4. Evaluating the SIC Program Model – Question 6

EVALUATION DESIGN AND METHODS

The overall evaluation design for the SIC is a programmatic case study with 12 embedded projects. Mixed methods are proposed, primarily with quantitative data informing subsequent qualitative studies. Results from both quantitative and qualitative methods will inform answers to each of the evaluation questions.

We propose that all projects participate in a minimum set of data collection. More in-depth and extensive evaluation may be an option for a subset of projects, pending interest of projects, costs, and the potential for learning from individual or subsets of projects.

We propose that data be collected from three sources: project leads (may be one or more people; to be identified by each project), project participants, and project organizational partners.

Minimum requirements for the SIC evaluation

Table 1: Overview of SIC evaluation data collection methods – minimum set for all projects

Data collection procedure	Evaluation questions addressed	Brief description
Project lead data		
- Online reports every 6 months	1. Gender sensitization 2. Recruitment & retention 3. Implementation & adaptation	Online reporting will combine Movember and evaluation requirements, and provides a consistent way for projects to describe project design, delivery, milestones, lessons and adaptations. See Appendix B.
		Project Activity Records will assist with tracking relevant details of project delivery (e.g., purpose, format, frequency, duration, audience, estimated reach). These records will be linked to and facilitate completion of the project reports completed every 6 months. See Appendix C.
- Participant database	2. Recruitment & retention	The participant database will be a primary source for information on reach and engagement of male participants, and also a source for sampling participants for other components of the SIC evaluation (both qualitative and quantitative). See Appendix C.
- Focus groups & individual interviews	1. Gender sensitization 2. Recruitment & retention 5. Sustainability & scalability 6. SIC model	Focus groups with project leads to obtain feedback on the usability and usefulness of the “male friendly” tool they completed as part of their 6-month report (see Appendix D)
		Phone interviews with the leads from each of the 12 projects will build on and seek additional detail on information provided in project reports. We anticipate they will also include questions related to the SIC programmatic study.
Participant data		
- Welcome survey	2. Recruitment & retention 4. Social connectedness & other outcomes	Questionnaire administered to all project participants at the start of participation in an SIC project to collect profile characteristics, referral/recruitment information and a baseline for outcome measures (social connectedness and well-being). See Appendix E. <i>Note: Multiple completion formats (e.g., online, paper, interview) are being used to accommodate different settings and project requirements. This will apply to all participant data collection procedures.</i>
- Follow-up survey	4. Social connectedness & other outcomes	Questionnaire administered to all project participants when they complete the project to assess changes in time varying profile characteristics (e.g., employment) and outcome measures (social connectedness and well-being), perceptions of their engagement in and satisfaction with activities, and confidence in sustaining social connections. See Appendix E.
- Individual interviews	1. Gender sensitization 2. Recruitment & retention	Interviews will be completed with a purposive sample of project participants, including those who did and did not

Data collection procedure	Evaluation questions addressed	Brief description
	4. Social connectedness & other outcomes	complete the project. Interviews with project completers will aim for a mix of participants who scored low on social connectedness, and those who scored high on social connectedness (assessed through the post test quantitative data collection).
Partner data		
- Partner tracker	3. Implementation & adaptation 4. Social connectedness & other outcomes	Project leads will record their partners and track their contributions to their SIC project over time. Partner contributions will be included in the online project reports submitted by project leads every 6 months. See Appendix C.
- Partner survey	3. Implementation & adaptation 4. Social connectedness & other outcomes 5. Sustainability & scalability	An online survey will be sent to all project partners identified by project leads (in the partner tracker) to further explore partner roles, benefits, challenges and outcomes of partnering with the SIC projects. <i>Note: The design and measures for this component are under development. We anticipate one survey within the last 6 months of the project funding period.</i>

Assumptions guiding participant data collection protocols

We include four sets of assumptions:

- mixed methods approach
- minimum criteria to be achieved for each quantitative outcome measure
- additional preferences for individual quantitative outcome measures
- criteria for overall set of quantitative measures

Mixed methods approach:

- qualitative study with participants (18 months into the SIC funding) will probe outcomes of the SIC (especially those not measured quantitatively), and how and why different outcomes were achieved or not

Minimum criteria to be achieved for each quantitative outcome measure:

- validity and reliability are sufficient
- measure is suitable for use with male populations
- items are framed positively and unlikely to trigger discomfort among respondents
- permissions can be obtained and any costs are reasonable
- data collection approach is suitable for the SIC projects

Additional preferences for individual quantitative outcome measures:

- Population-based data are available for the measure
- Use in other Movember-funded projects

Criteria for overall set of quantitative measures:

- response burden is reasonable
- includes at least one measure of SC
- measurement of SC will include both subjective and objective items
- includes at least one measure of overall well-being
- includes minimum set of participant characteristics that will allow for a) sufficient description of participants, and b) meaningful sub-group analyses

Quantitative measurement plan

Table 2. Social connectedness outcomes data collection matrix

Goal of SIC: To improve men's connectedness and belongingness		
Evaluation Question	Indicator / measure ¹	Data collection method & approach
1. To what extent did the SIC projects improve social connectedness among participants?	Duke Social Support Index (DSSI) – 11 item	Pre-post design with the DSSI that has been used in other Movember funded initiatives (e.g., beyondblue) at intake and exit from the program (or at a defined end point for ongoing projects).
2. How do the results vary by sub-groups of men, types of participation, settings, stage of development, and types of projects?	Participant profile questions <ul style="list-style-type: none"> - Age - Employment status - Living situation - Postal code - Ethnicity - Health status/disability - Education (optional) - Gender identity (optional) - Sexual orientation (optional) - Experience with the SIC project <ul style="list-style-type: none"> - Perceived level of engagement in SIC activities - Perceived change in social connections - Perceived confidence in sustaining social connections - Overall satisfaction with the project 	Questionnaire administered to all project participants at the start and end of participation in a SIC project. Participant profile questions will be used for descriptive and explanatory purposes. Pending cell sizes, outcome data will be analysed by a subset of participant profile characteristics.
3. To what extent did SIC projects result in other outcomes for participants?	Warwick-Edinburgh Mental Well-being Scale (WEMWBS) – 7 item Life Satisfaction Scale (LSS) – 1 item	Pre-post design with the WEMWBS that has been used in other Movember projects and large population based surveys, and a one item overall Life Satisfaction Scale that has been used in population-based studies at intake and exit. <i>Note: Pending project and Movember interest, affordability, and meaningful learning opportunities, a subset of projects may participate in more extensive outcome evaluation (e.g., with before and after staggered design, and other outcome measures tailored to projects e.g., self-efficacy, skills development, helping others, physical fitness, etc.)</i>

¹ See Appendix A for a detailed rationale for selected outcome measures.

Proposed qualitative study with SIC participants

A qualitative study with participants will be completed near the completion of SIC funding, and will provide an opportunity for probing in more detail about participant outcomes and experiences. We made some revisions to the draft protocol based on feedback from projects and GAC members, and will give it more attention after reviewing early quantitative data (Fall 2018).

Table 3. SIC evaluation questions and focus of qualitative data from participants

SIC evaluation questions	Project component and associated research questions for SIC participants
<p>Recruitment and retention:</p> <ul style="list-style-type: none"> • What are the ways in which men are being reached and recruited? • How many men participate in SIC project activities, and in what ways (e.g. roles, duration, frequency)? • What are the characteristics of the men who participate in activities? And those who are retained compared to those who are not? • What influences their joining and staying with SIC projects? • How do these influences vary across diverse groups of men, settings, and types of participation? 	<p><i>Project participants:</i> How did participants take up and use the project?</p>
<p>Gender sensitivity:</p> <ul style="list-style-type: none"> • How are SIC projects sensitized to men’s needs? 	<p><i>Project participants:</i> What are participants’ experiences with gender sensitization of the project?</p>
<p>Social connectedness and other outcomes:</p> <ul style="list-style-type: none"> • To what extent did the SIC projects improve social connectedness among participants? • How do the results vary by sub-groups of men, types of participation, settings, stage of development, and types of projects? • To what extent did SIC projects result in other outcomes, for participants and for partnering organisations? 	<p><i>Project participants:</i> What barriers and facilitators to social connectedness exist both inside and outside the project? What other outcomes were influenced by the project?</p>

Table 4. Proposed methods and rationale for project participants

Research method	Suggested approach	Rationale
Sampling	Purposive sampling of completers (those who completed the projects and also completed the pre- and post-survey), as well as those who do not complete the project.	<ul style="list-style-type: none"> - This will provide an in-depth account of how the project was experienced by those who participated in the project. - Including those who stay and those who drop out will shed light on the why and how behind recruitment, engagement and retention of diverse groups of men.
	For completers, include two sample groups: those who scored high on social connectedness and those who scored low on social connectedness in the post quantitative survey.	<ul style="list-style-type: none"> - This will provide insights on how and why the project might have had a differential impact on men.
Recruitment to the study	<p>All participants will be recruited from the participant database. We will approach participants who have consented to be contacted for follow-up interviews to talk about their experiences with the project.</p> <p>For completers, those who consent to being contacted would be recruited based on their social connectedness scores.</p>	<ul style="list-style-type: none"> - Cost-effective and effective way to recruit participants, especially young men. - To meet ethical research requirements, need to obtain consent to contact participants to participate in evaluation procedures.
Data collection methods	Primary focus on one round of individual interviews conducted by a SIC team member or project researcher (proposed interview guide below)	<ul style="list-style-type: none"> - Will provide a safe space to talk about their personal experiences and feelings, which men are not always comfortable talking about among other men. - Interviews lend to rich accounts of participants' experiences.
	6-12 interviews with non-completers, 6-12 for those who score low on social connectedness, and 6-12 for those who scored high on social connectedness (18-36 interviews per project).	<ul style="list-style-type: none"> - Literature suggests that it takes a minimum of 6-12 interviews per sample group to reach thematic saturation.
Data analysis	Inductive thematic analysis conducted concomitantly with data collection.	<ul style="list-style-type: none"> - Concomitant data collection and analysis support saturation.

Table 5: Draft interview guide for project participants

Research question	Interview questions
1. How did participants take up and use the project?	<ul style="list-style-type: none"> - How did you hear about the project? - Why did you sign up for this project? - Did you complete the program? How many sessions did you attend? - How did your expectations for the program match your experiences? - For completers: What kept you coming along? For non-completers: What stopped you from coming?
2. What are participants' experiences with gender sensitization of the project?	<ul style="list-style-type: none"> - Which aspects of the project made it feel like a men-friendly program? - Which aspects of the project missed the mark in terms of being tailored to men like you?
3. What barriers and facilitators to social connectedness exist both inside and outside the project?	<ul style="list-style-type: none"> - What did you love about the program? What didn't you like about the program? - How has participating in the project changed how you connect with other fellas? - What aspects of the program have helped enhance your social involvement? What aspects did not? - Tell me about aspects of your personal life (e.g., in your community, immediate networks, value and belief system) that facilitate interacting with others? What are some barriers? - If there was one thing the people running the project could improve, what would that be?
4. What other outcomes were influenced by the project?	<ul style="list-style-type: none"> - Any other positive (or negative) changes in your life from coming to the program? - How did the program contribute to your overall feelings of well-being?

NOTE: This interview guide may be modified according to the project setting and participants, as well as after quantitative data are collected.

APPENDIX A: DETAILED RATIONALE FOR OUTCOME MEASURES

Social Connectedness

Duke Social Support Index (DSSI) – 11 item

Rationale: The DSSI was developed in the United States in the 1990s as a brief, easily administered instrument to determine an individual's level of social support. Despite the title referring to social support, it contains two important constructs for social connectedness - social satisfaction (6 items) and social interaction (4 items). The 11-item instrument contains one additional question on overall satisfaction with relationships. This is important as evidence suggests that solely objective measures of social connectedness are inadequate and that social connectedness must be subjectively perceived to be relevant and adequate to have an effect. It contains both objective and subjective questions pertaining to social interaction and social satisfaction sub-scales as well as an overall score. The DSSI's reliability and validity have been confirmed in a sample of older Australian men and women and was one of the measures in the Beyondblue (2014) report to assess social connectedness for men 18 to 65. It is also one of the measures contained within the Australian Longitudinal Survey of Women's Health. Questions in the instrument are generally framed positively and it is easily self-administered, which can help to reduce any social desirability bias.

Valtorta et al. (2016) have proposed a classification of instruments measuring social relationships or connectedness based on: a) whether the questions are about the function or structure of social relationships; and b) the degree of subjectivity required from respondents – social relationship involvement, availability, adequacy, and feelings. The DSSI was assessed to cover questions of structure such as 'how many people do you feel close to' and function such as 'can you talk about your deepest problems with ...' as well as questions of involvement in relationships, perceived availability, and perceived adequacy. It does not have any questions pertaining to feeling/emotions as these questions are generally negatively worded as in the UCLA Loneliness scale.

Alternatives suggested by advisors included the Social Connectedness Scale and the Multidimensional Scale of Perceived Social Support (MSPSS). Based on the assessment criteria and comprehensiveness in terms of objective structure and subjective function, these scales were not preferred.

- The Social Connectedness Scale has been tested for reliability and validity with populations of men; however, it contains 10 negatively worded items such as "I feel disconnected from the world around me". At the August SIC meeting, we heard a strong preference from everyone (projects, advisors, Movember) to not include measures that were negatively worded and may trigger negative emotions. In addition, the scale as developed by Lee and Robbins (1995) was derived from psychoanalytic theory and designed to assess individuals with low connectedness as having dysfunctional interpersonal behaviors that contribute to more psychological distress.
- Zimet et al. (1988) developed the 12 item MSPSS to assess three distinct forms of perceived sources of social support - the family, friends, and significant others. It is framed positively and has proven to be a reliable and valid measure that has been tested repeatedly with samples of men and women. Interestingly, a study by Osman et al. (2014) addressing internal reliability, measurement invariance, and correlates across gender found that men score significantly lower than women on three of the 12 items, suggesting possible gender bias. The authors classified the MSPSS as a unidimensional instrument due to limitations

associated with the subscales. Given that the MSPSS is focused on assessing only perceived availability of support and function of the support, it is less comprehensive as compared to the DSSI which assesses function, structure, involvement in relationships, perceived availability and perceived adequacy (Valtorta, 2016).

Summary of assessment in relation to minimum and preferred criteria for individual measures:

Instrument	Reliability	Validity	Gender Apt	Positive	Permission	Practical	Population	Familiar
DSSI	Y	Y	Y	Y/N	Y	Y	N	Y

Legend: Reliability - is sufficient; Validity - is sufficient; Gender Apt - measure is suitable for use with male populations; Positive - items are framed positively and unlikely to trigger discomfort among respondents; Permission - can be obtained and any costs are reasonable; Practical - data collection approach is suitable for the SIC projects; Population - population-based data are available for the measure; Familiar - use in other Movember-funded projects.

Well – being

1. Warwick-Edinburgh Mental Well-being Scale (WEMWBS) – 7 item
2. Life Satisfaction Scale (LSS) – 1 item

Rationale: The WEMWBS was developed in the UK in the mid-2000s (Tennant et al., 2006) as a measure covering both the hedonic and eudemonic aspect of mental health including positive affect, satisfying interpersonal relationships and positive functioning. The instrument has very good psychometric properties with very good test-retest reliability and validity given high correlations with other measures of health and well-being. In addition, studies have demonstrated no significant relationship or bias for age or gender. It has been used as part of the Scottish Health Education Population Survey among others. Interestingly, the WEMWBS does not show a ceiling effect, indicating that it may have potential for documenting overall improvements in population mental well-being. A short 7-item version of the WEMWBS has been developed (Stewart-Brown et al., 2009). The short form version has demonstrated robust measurement properties and is considered preferential for monitoring mental well-being in populations.

The LSS as a single common metric of overall life satisfaction is a suitable summary measure of well-being as it can tap into the quality of life relative to one’s priorities. Further, a review of well-being measurement scales by Lindert et al. (2015) determined that a single question assessing satisfaction with life as a whole was a reasonable method for measuring subjective well-being. The LSS has been used in a number of national population-based surveys such as the General Social Survey, the Canadian Community Health Survey and the British Household Panel Survey as well as studies undertaken specifically with men. Use of this measure will facilitate cross-study comparisons and analyses.

Summary of assessment in relation to minimum and preferred criteria for individual measures:

Instrument	Reliability	Validity	Gender Apt	Positive	Permission	Practical	Population	Familiar
WEMWBS	Y	Y	Y	Y	Y	Y	Y	Y
LSS	Y	Y	Y	Y	N	Y	Y	Y

Legend: Reliability - is sufficient; Validity - is sufficient; Gender Apt - measure is suitable for use with male populations; Positive - items are framed positively and unlikely to trigger discomfort among respondents; Permission - can be obtained and any costs are reasonable; Practical - data collection approach is suitable for the SIC projects; Population - population-based data are available for the measure; Familiar - use in other Movember-funded projects.

APPENDIX B: PROJECT 6-MONTH REPORT

Online project reports that combine Movember and evaluation requirements will be submitted by project leads at 6, 12, 18 and 24 months.

This appendix contains the first 6-month report template. This report asked about the focus of SIC project's activities, male-friendly approaches used in their project, and lessons learned during the period of September 1, 2017 to February 28th, 2018. Project leads were encouraged to consult other individuals involved in implementing their project, as needed, to assist with responding to the questions.

Some questions will remain the same on each bi-annual report, and project leads will provide any updates for each time period. New questions will also be introduced at specific time points (e.g., questions related to sustainability and scaling will be included on the 12-month report).



SIC Evaluation 6-month Report (Sept 2017 – Feb 2018)

This 6-month report will ask you to provide information about the focus of your SIC project's activities, male-friendly approaches, and achievements and lessons learned during the period of September 1, 2017 to February 28th, 2018. The report can be completed in stages as you can log-in and out of this online report and the responses will be saved. We encourage you to consult other individuals involved in implementing your project, as needed, to assist you with responding to the questions.

By completing the online questions you are indicating your agreement to the following conditions:

- Data collection is being conducted by the Propel Centre for Population Health Impact at the University of Waterloo, Canada and First Person Consulting, Melbourne, Australia. The data will be shared between the evaluation teams using secure methods and will be erased from FPC computers when the project is completed.
- A summary of results from the 6-month report will be shared with the project lead for your project and the Movember Foundation.
- In any SIC program reports and publications, all data from 6 month reports will be summarized and no specific projects or individuals will be identified. With your explicit permission, unattributed or attributed quotations may be included in reports, presentations, or academic publications.
- When information is transmitted over the Internet, privacy cannot be guaranteed. There is always a risk your responses may be intercepted by a third party (e.g., government agencies, hackers). University of Waterloo researchers will not collect or use internet protocol (IP) addresses or other information which could link your participation to your computer or electronic device without first informing you.
- Online survey responses will be transmitted over a secure connection and stored on secure servers. Survey responses and contact information will be stored separately. Data with no personal identifiers will be maintained on password-protected computers at the University of Waterloo for a minimum of 7 years.
- This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE #22574). If you have questions for the Committee, contact the Chief Ethics Officer, Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca.
- If you have any questions about the evaluation or the 6-month report please contact Propel Project Manager, Lisa Stockton at 519-888-4567 Ext. 36975 or by email at lstockto@uwaterloo.ca.
- If you have any questions regarding the Movember SIC program or funding, please contact Ivy Lim-Carter at ivy.lim-carter@movember.com.

Focus of project activities in the past 6 months (Sept 2017- Feb 2018)

Please briefly describe the focus of your project activities over the past 6 months.

Maximum 250 words

Male-friendly approaches in projects

The next few pages include approaches and actions that may be used to make health promotion programs male-friendly. To help us learn more about approaches and actions that work for different groups of men, please select the actions that you are currently using and describe how these are being used in your SIC-funded project. Please add any approaches or actions not included in the list under "other".

Approaches Select any that are relevant, or add additional ones as needed	Actions For each approach you are using, please select the specific actions that you are taking, or include others not in the list	Description Briefly describe how you used each approach in your project																																				
1. Is your project creating a safe, male-friendly space? <div style="text-align: right;"> Yes No </div>	<table border="0"> <tr> <td style="vertical-align: top;">a.</td> <td style="vertical-align: top;">Are you using male-friendly words and labels to describe the program?</td> <td style="vertical-align: top;">Yes</td> <td style="vertical-align: top;">No</td> </tr> <tr> <td style="vertical-align: top;">b.</td> <td style="vertical-align: top;">Are you giving men permission and modelling how to talk openly with their peers and provide mutual help?</td> <td style="vertical-align: top;">Yes</td> <td style="vertical-align: top;">No</td> </tr> <tr> <td style="vertical-align: top;">c.</td> <td style="vertical-align: top;">Are you using familiar language (including banter and humour) to help men feel they belong and are accepted?</td> <td style="vertical-align: top;">Yes</td> <td style="vertical-align: top;">No</td> </tr> <tr> <td style="vertical-align: top;">d.</td> <td style="vertical-align: top;">Are you being positive and focusing on men's strength and work to achieve goals/change behaviour?</td> <td style="vertical-align: top;">Yes</td> <td style="vertical-align: top;">No</td> </tr> <tr> <td style="vertical-align: top;">e.</td> <td style="vertical-align: top;">Are you providing training to facilitators on how to deliver a male-friendly program?</td> <td style="vertical-align: top;">Yes</td> <td style="vertical-align: top;">No</td> </tr> <tr> <td style="vertical-align: top;">f.</td> <td style="vertical-align: top;">Are you making sure that physical spaces used for the project are familiar and appealing to men?</td> <td style="vertical-align: top;">Yes</td> <td style="vertical-align: top;">No</td> </tr> <tr> <td style="vertical-align: top;">g.</td> <td style="vertical-align: top;">Are you using online tools, including text and social media, to complement/meet the needs of men?</td> <td style="vertical-align: top;">Yes</td> <td style="vertical-align: top;">No</td> </tr> <tr> <td style="vertical-align: top;">h.</td> <td style="vertical-align: top;">Are you establishing ground rules that make men feel included and equal from the start?</td> <td style="vertical-align: top;">Yes</td> <td style="vertical-align: top;">No</td> </tr> <tr> <td style="vertical-align: top;">i.</td> <td style="vertical-align: top;">Other (please describe) _____</td> <td style="vertical-align: top;">Yes</td> <td style="vertical-align: top;">No</td> </tr> </table>	a.	Are you using male-friendly words and labels to describe the program?	Yes	No	b.	Are you giving men permission and modelling how to talk openly with their peers and provide mutual help?	Yes	No	c.	Are you using familiar language (including banter and humour) to help men feel they belong and are accepted?	Yes	No	d.	Are you being positive and focusing on men's strength and work to achieve goals/change behaviour?	Yes	No	e.	Are you providing training to facilitators on how to deliver a male-friendly program?	Yes	No	f.	Are you making sure that physical spaces used for the project are familiar and appealing to men?	Yes	No	g.	Are you using online tools, including text and social media, to complement/meet the needs of men?	Yes	No	h.	Are you establishing ground rules that make men feel included and equal from the start?	Yes	No	i.	Other (please describe) _____	Yes	No	
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h.	Are you establishing ground rules that make men feel included and equal from the start?	Yes	No																																			
i.	Other (please describe) _____	Yes	No																																			
2. Is your project basing the program on activities that are appealing to men? <div style="text-align: right;"> Yes No </div>	<table border="0"> <tr> <td style="vertical-align: top;">a.</td> <td style="vertical-align: top;">Are you offering activities that appeal to the men in your project?</td> <td style="vertical-align: top;">Yes</td> <td style="vertical-align: top;">No</td> </tr> <tr> <td style="vertical-align: top;">b.</td> <td style="vertical-align: top;">Are you using men's participation in activities to create opportunities for men to talk about health and offer mutual help?</td> <td style="vertical-align: top;">Yes</td> <td style="vertical-align: top;">No</td> </tr> </table>	a.	Are you offering activities that appeal to the men in your project?	Yes	No	b.	Are you using men's participation in activities to create opportunities for men to talk about health and offer mutual help?	Yes	No																													
a.	Are you offering activities that appeal to the men in your project?	Yes	No																																			
b.	Are you using men's participation in activities to create opportunities for men to talk about health and offer mutual help?	Yes	No																																			

Approaches Select any that are relevant, or add additional ones as needed	Actions For each approach you are using, please select the specific actions that you are taking, or include others not in the list	Description Briefly describe how you used each approach in your project
	c. Other (please describe) _____ Yes No	
3. Is your project using masculine ideals to increase the social connectedness and well-being of men and their families? Yes No	a. Are you pairing acceptable male-friendly activities or environments with topics or activities not normally considered male-oriented (e.g., using football to talk about healthy eating)? Yes No b. Are you using “conventionally” positive masculine ideals (e.g., strength, willpower, provider, etc.) to help men achieve their goals and change their behaviour? Yes No c. Are you providing opportunities for men to help each other, their immediate networks, and their community (e.g., having men become mentors or mutual helpers)? Yes No d. Are you promoting group problem-solving and working together to achieve goals? Yes No e. Are you using testimonials from similar men in the program or from well-respected male figures (e.g., celebrities, elders) to endorse project messages/ behaviour change? Yes No f. Other (please describe) _____ Yes No	
4. Is your project considering aspects of men’s’ identities other than gender? Yes No	a. Are you engaging men at greatest risk of social isolation (e.g., groups with low socio-economic status)? Yes No b. Are you using characteristics other than gender to engage men (e.g., age, race, fatherhood, religion, ability, sexual orientation, etc.)? Yes No c. Are you considering factors other than gender that may prevent men from participating in the program (e.g., accessibility)? Yes No d. Other (please describe) _____ Yes No	

Approaches Select any that are relevant, or add additional ones as needed	Actions For each approach you are using, please select the specific actions that you are taking, or include others not in the list	Description Briefly describe how you used each approach in your project
5. Is your project encouraging independence and participation? Yes No	a. Are you allowing men to decide how and when they want to participate? Yes No b. Are you providing opportunities for men to co-create/co-design the program? Yes No c. Are you using a model where men become experts in the program and can lead the program? Yes No d. Other (please describe) _____ Yes No	
6. Is your project using another approach not listed above? Yes No	If yes, please describe	

Lessons

Please consider what (if any) lessons you have learned so far in each of the following areas. Please select those areas that are relevant and describe the lesson, any adaptations made to your project because of it and how others might build on your experience.

Lessons (Select any that are relevant, or add additional ones, as needed)		Describe the lesson and any adaptations made to your project because of it (Open text, prompts in blue)	How might others build on your experience? (Open text, prompts in blue)
Project initiation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>What did you learn in the initial phase and what changes did you make to the project?</i>	<i>How can Movember best support such projects in starting up?</i> <i>How might partners or other organizations support such projects in starting up?</i>
Project planning and design <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Reflections and changes to the project plan and design. What have been the most important factors to consider in planning and designing your project?</i>	<i>What support or structure would you recommend for your type of project?</i>
Promotion	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>What was successful, or not, in promoting the project to your audience(s)?</i> <i>What changes did you make to accommodate this?</i>	<i>How can this type of project be best promoted to this audience?</i>
Recruitment of male participants	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Did you recruit more or less than expected in this reporting period? What were the most and least successful methods for recruiting men into your project?</i> <i>What have you learned that is keeping men from not participating in your project? Can you adapt your recruitment to address their concerns?</i>	<i>How would you recommend recruiting these participants in the future?</i>
Retention	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>What is the retention rate and how can this be maximised? What factors have encouraged</i>	<i>What can be done to keep men involved?</i>

		<i>retention? What have you learned about those who drop out/stop participating?</i>	
Activities/resources developed	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>What have you learned about developing activities?</i>	
Activities/resources implemented	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>What have you learned about implementing activities?</i>	
Adaptations of activities over time	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Why and how have the activities been adapted?</i>	
Financial and in-kind contributions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Lessons about the level of resourcing and contributions from others.</i>	
Participation of organisational partners	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Expectations of partners and what they have contributed.</i> <i>Lessons about partnerships and management.</i>	
Recognition of Movember's involvement	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>In what ways have you acknowledged Movember and their role in supporting your project? What prevents and what encourages you to recognize Movember's contributions?</i>	
Context/conditions influencing the project	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>What external factors have been identified that were not anticipated?</i> <i>How can these be accommodated?</i>	
Sustainability	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Are there any insights into sustaining the project beyond the pilot? What else is needed?</i>	
Scale-up	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Are there any insights into scaling up the project more broadly beyond the pilot? What else is needed?</i>	
Evaluation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Are there any lessons from the evaluation process or results?</i>	

		<i>What are the challenges and how have these been handled?</i>	
Knowledge translation and communications	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Are there any lessons about how the project communicates its findings to different audiences?</i> <i>What are the challenges and how have these been handled?</i>	
Other _____	<input type="checkbox"/> Yes <input type="checkbox"/> No		

APPENDIX C: PROJECT TRACKING TOOLS

Project tracking includes ongoing completion of the following tracking tools:

Participant database – Projects will have ongoing access to an online **Participant Database** for their project. Participant information for each project will ONLY be accessible to the project lead for that project and the SIC evaluation team. The participant database will be a primary source for information on reach and engagement of male participants, and also a source for sampling participants for other components of the SIC evaluation (both qualitative and quantitative). Project leads will add participants to the database as they join the project – including those who do not consent to participate in the evaluation. This will enable some understanding of the characteristics of all project participants.

Activity tracker – The activity tracker will assist with tracking relevant details of project delivery including both “events” and “products” (e.g., purpose, format, frequency, duration, audience, estimated reach). These records will updated by project leads as activities are planned and implemented and can be linked to and facilitate completion of the project reports completed every 6 months. When tracking events, project leads will have the option to record attendance of participants in the database, which may enable some analysis of outcomes by dose.

Partner tracker – Project leads will record their partners and track their contributions to their SIC project over time. Partner contributions will be included in the online project reports submitted by project leads every 6 months

Participant Database

ID	Name	Age	Gender	Intake date	Consent for evaluation	Email	Phone	Participation in project activities		
								Event 1	Event 2	Event 3
Unique IDs will be auto-generated for each project		<input type="checkbox"/> 15-24 <input type="checkbox"/> 25-34 <input type="checkbox"/> 35-44 <input type="checkbox"/> 45-54 <input type="checkbox"/> 55-64 <input type="checkbox"/> 65+	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other		<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> 15-24 <input type="checkbox"/> 25-34 <input type="checkbox"/> 35-44 <input type="checkbox"/> 45-54 <input type="checkbox"/> 55-64 <input type="checkbox"/> 65+	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other		<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> 15-24 <input type="checkbox"/> 25-34 <input type="checkbox"/> 35-44 <input type="checkbox"/> 45-54 <input type="checkbox"/> 55-64 <input type="checkbox"/> 65+	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other		<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> 15-24 <input type="checkbox"/> 25-34 <input type="checkbox"/> 35-44 <input type="checkbox"/> 45-54 <input type="checkbox"/> 55-64 <input type="checkbox"/> 65+	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other		<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Activity Tracker

Instructions

- Activity Records are accessed and completed through an online dashboard specific to each project. The information below is requested, however the online format is slightly different.
- Projects update these records as they complete project activities.
- While we know that projects will have many activities underway, not all will be important for us to know about for the purposes of the evaluation. We want to minimize reporting burden on projects, and therefore have tried to stick with tracking essential information only. **Activities that are most important for the evaluation are those that aim to reach and involve male participants.** It will also be helpful to understand activities that reach and engage supportive audiences (e.g., partners, family members, facilitators). Although essential for project operations, administrative, planning, development, or evaluation activities do not need to be entered in Activity Records. This includes activities to plan or develop an event or a product (e.g., software development, planning meeting, instructional manual development).
- Each project will have unique events and products. Below are some examples of EVENTS and PRODUCTS that may be included in Activity Records. We will add to this list over time as projects get underway. If projects have questions about whether to include an activity, they can contact a member of the SIC evaluation team to figure it out.

Examples of EVENTS to include in the Activity Records

- An in-person or online event, an in-person or online program with multiple sessions
- A media or press event, a presentation of program learnings
- Launch of project website or virtual platform
- In-person or online recruitment activities (e.g., sending recruitment emails out to stakeholders, media ads, in-person stakeholder recruitment)

Examples of PRODUCTS to include in the Activity Records

- An instructional manual or toolkit for implementing your project activities
- A resource or guide that can be used by your target audience (e.g., a “how to” guide, a fact sheet)
- Recruitment products such as posters, flyers

Name of ACTIVITY				
Does this activity include: (check all that apply)	<input type="checkbox"/> An event (If selected, please complete EVENT questions)	<input type="checkbox"/> A product (If selected, please complete PRODUCT questions)		
Name of the EVENT				
Timeframe of the event	Start date:		End date:	
Location of the event	Country: <input type="checkbox"/> UK <input type="checkbox"/> CA <input type="checkbox"/> AU		Language: <input type="checkbox"/> English <input type="checkbox"/> French	
	Setting: <input type="checkbox"/> Community <input type="checkbox"/> Residential facility <input type="checkbox"/> Workplace <input type="checkbox"/> Virtual		<input type="checkbox"/> Other _____	
Duration of the event	# of hours _____	# of days _____	Start time	End time
Format of the event	<input type="checkbox"/> In-person	<input type="checkbox"/> Online	<input type="checkbox"/> Other _____	<input type="checkbox"/> Facilitated <input type="checkbox"/> Self-Directed
Purpose of the event (check all that apply)	Description of the event	Number of sessions/times event was held during the 6 month reporting period	Who attended or participated in the event(s) (Select any that are relevant, or add additional ones as needed)	Reach of the event(s)
<input type="checkbox"/> Awareness Purpose: raising awareness; about your project <input type="checkbox"/> Recruitment Purpose: recruiting and engaging new participants <input type="checkbox"/> Instructional/ Training Purpose: specific knowledge or skill building <input type="checkbox"/> Group Activity Purpose: interaction around an activity or support			<input type="checkbox"/> Men <input type="checkbox"/> Male youth <input type="checkbox"/> Non-male participants <input type="checkbox"/> Peer leaders <input type="checkbox"/> Project/ Partner facilitators <input type="checkbox"/> Family members <input type="checkbox"/> Health professionals <input type="checkbox"/> Project partners	Estimated # reached for each selected audience

<input type="checkbox"/> Knowledge Translation Purpose: sharing learnings and findings from your project (e.g., presentation, media event) <input type="checkbox"/> Other (Please specify):			<input type="checkbox"/> Community members <input type="checkbox"/> Other (please specify):	
Name of the PRODUCT				
Date the product was distributed	Start date:		End date:	
Language	<input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other _____			
Format of the product	<input type="checkbox"/> Printed	<input type="checkbox"/> Online	<input type="checkbox"/> Other _____	
Purpose of the product (check all that apply)	Description of the product	How was the product distributed/promoted? (check all that apply)	Who was the audience(s) for the product? (Select any that are relevant, or add additional ones as needed)	Estimate distribution/reach of the product(s)
<input type="checkbox"/> Awareness Purpose: raising awareness; promoting the project <input type="checkbox"/> Recruitment Purpose: recruiting and engaging new participants <input type="checkbox"/> Instructional/ Training Purpose: specific knowledge or skill building <input type="checkbox"/> Knowledge Translation Purpose: Sharing learnings and findings from your project (e.g., report, publication) <input type="checkbox"/> Other (Please specify):		<input type="checkbox"/> In-person <input type="checkbox"/> Email <input type="checkbox"/> Internet site <input type="checkbox"/> Social media <input type="checkbox"/> Through partner(s) <input type="checkbox"/> Snail mail <input type="checkbox"/> Radio or television <input type="checkbox"/> Physically posted <input type="checkbox"/> Other (please specify):	<input type="checkbox"/> Men <input type="checkbox"/> Male youth <input type="checkbox"/> Non-male participants <input type="checkbox"/> Peer leaders <input type="checkbox"/> Project/ Partner facilitators <input type="checkbox"/> Family members <input type="checkbox"/> Health professionals <input type="checkbox"/> Project partners <input type="checkbox"/> Community members <input type="checkbox"/> Other (please specify):	Estimated # reached for each selected audience

APPENDIX D: PROJECT LEAD FOCUS GROUP GUIDE

Project leads were invited to participate in a one-hour follow-up discussion by zoom to collect additional input and reflections related to completion of the male friendly tool as part of their 6-month report. Questions focused on understanding whether the tool was easy to use, how useful it might be for project planning, and how it could be improved and applied to other men's health programs.

Focus Group Discussion Guide

Preamble: Hello, my name is [insert name] from the Propel Centre at the University of Waterloo. I am here with [insert name]. Thank you for agreeing to speak with us. As you know, we are running focus groups with project leads to get feedback about what we are calling the “male-friendly tool”, which was recently developed by the Social Innovators Challenge evaluation team and Movember. Project leads may remember filling out this tool as part of the 6 month report.

Your feedback will help us understand whether the tool was easy to use, how useful it might be for project planning, and how it could be improved and applied to other men’s health programs. This discussion will take about an hour.

You can decide whether to take part in the focus group and your decision will not affect your relationship with Movember, Propel, or any other mental health stakeholders. You can also stop participating at any time. The evaluation project has been reviewed and received ethics clearance from the Office of Research Ethics at the University of Waterloo.

Before we begin I would like to remind you that...

The focus group will be audio-recorded to accurately capture what is said. You may choose how much or how little you want to speak during the group. You may also choose to leave the focus group at any time. All information that you provide during the group discussion will be kept anonymous. Anonymous quotations may be used in reporting the findings of the study.

Everyone received the male friendly tool for referral during this focus group. Does everyone have a copy in front of them? Does anyone have any questions or like any additional details about this evaluation before we get started?

Questions:

Perceptions on using the tool:

- a. You all completed the “male-friendly” tool recently as part of your 6-month report. Can you tell us about your experience in using the tool in terms of ease of use?

Probes: Are the instructions clear? If not, where is clarification needed? Are the statements clear? Please highlight which statements are not clear and where clarification is needed. Is the language appropriate and user-friendly? Please provide suggestions where needed. What do you like best about this tool? What are some concerns about filling out this tool? What important characteristics are missing from this tool?

- b. Before we move to the next topic, does anyone have anything else they would like to add to this discussion?

Perceptions on influence of tool:

- a. How do you think using this tool may have influenced the way you approached the development or implementation of the men’s program you now have underway?

Probes: What approaches and activities included in this tool enhance the effectiveness of your project? How might the tool make men’s health programming development easier? What are the most useful aspects of the tool for men’s health programming? In completing the tool what changed regards the ways that you think about approaching male-targeted programming? What was new for you? What plans to change the current implementing of your project emerged?

- b. Did anyone have a different experience?

Perceptions on potential use of the tool:

- a. Based on your experience in using the tool, what are your thoughts on the value of using this tool again in the future – in your own work, and also for others who are involved in planning men’s health promotion programs.

Probes: How do you see yourself using this tool again in other/future projects? Who would benefit from seeing the approaches and activities included in this tool? What approaches and activities included in the tool apply broadly to men’s health promotion programs? What are the least relevant? In which contexts? Are there times or ways in which you would not use this tool?

- b. Before we move on to the last topic, does anyone have anything else that they would like to add to the discussion?

Perceptions on improving the tool:

- a. Lastly, we want to know how you think the tool can be improved? We invite suggestions regarding the questions, the response options, changes to any of the items, or any other suggestions you think might make the tool better.

Probes: What do you think of the response options “yes/no” for each action item? What are some other types of responses that would be appropriate (e.g., frequency, extent)? What suggestions for adapting the questions do you have? What are additional suggestions for improving the tool?

- b. What do others think about the suggestions shared? Does anyone have any suggestions that are different than the ones we have already heard?

A closing question:

Before we close this discussion, is there anything else anyone would like to say about the male-friendly tool that I haven’t asked about?

APPENDIX E: WELCOME AND FOLLOW-UP SURVEYS

The welcome and follow-up surveys are completed by all participants in SIC projects who consent to being involved in the evaluation. The welcome survey is completed by participants as soon as possible after joining the program. The timing for completing the follow-up survey varies by project, depending on the length and format. In a few projects where participants had been part of the project prior to the evaluation roll-out, they were asked to complete the welcome survey retrospectively to when they joined the project.

All participants who complete the follow-up survey will receive an incentive with a value of \$/£10. Incentives vary by project to reflect the needs and interests of their target audience.

These surveys vary slightly between projects in the following ways:

1. **By country:** The post code question varies to reflect country format.
2. **Demographics:** To reduce participant burden and respond to concerns about the sensitive nature of some demographics questions, the 3 demographic questions at the end of the surveys were optional and projects could opt to include all, a subset or omit these questions.
3. **By project:** In a few cases, questions were omitted for projects where the question would be irrelevant or offensive to the target audience (e.g., talking on the telephone for a group of deaf participants).



[Project Name]

Welcome Survey

All of your answers will be kept confidential.

About You

1. What is your age?

_____ years

2. What is your current employment status?

- Working full time
- Working part time/casual
- Retired
- Unemployed and looking for work
- Unemployed not looking for work
- Student
- Caring/Home duties
- Does not apply
- Other (please state) _____

3. How would you describe your living situation?

- Living on my own
- Living with children and no partner
- Living with a partner and children
- Living with a partner - no children
- Living with friends
- Living with parents or family
- Living in a hostel
- Other (please state) _____

4. What is your postcode?

--	--	--	--	--	--	--	--	--

- Don't know
- Not applicable

5. What is your ethnic group?

--

About the program

6. How did you hear about this program? (check all that apply)

- Social media (e.g., Facebook)
- Email
- Internet site
- At an event
- Radio or television
- Newspaper or newsletter
- Poster or flyer
- From a friend or family member
- From a health professional
- From a support worker/parole officer/community partner
- Word of mouth
- Other (please state) _____

7. What attracted you to this program? (check all that apply)

- The activities offered were appealing to me
- To learn new skills
- To try something new
- To meet new people with similar interests or experiences
- To work together with others towards a common goal
- To be closer to my family or kids
- To help me get my own place
- To help me with a job
- Other (please state) _____

Your Health

8. Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks.

	None of the time	Rarely	Some of the time	Often	All of the time
a) I've been feeling optimistic about the future	<input type="radio"/>				
b) I've been feeling useful	<input type="radio"/>				
c) I've been feeling relaxed	<input type="radio"/>				
d) I've been dealing with problems well	<input type="radio"/>				
e) I've been thinking clearly	<input type="radio"/>				
f) I've been feeling close to other people	<input type="radio"/>				
g) I've been able to make up my own mind about things	<input type="radio"/>				

9. All things considered, how satisfied are you with your life as a whole these days?

Use a 0 to 10 scale, where 0 is very dissatisfied and 10 is very satisfied.

0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>										
Very dissatisfied										Very satisfied

10. Are you hampered in your daily activities in any way by any longstanding illness, or disability, infirmity or mental health problem?

- No
- Yes, to some extent
- Yes, a lot
- Don't know

Social Connections

11. Other than members of your family how many persons in your local area do you feel you can depend on or feel very close to?

- None
- 1-2 people
- More than 2 people

12. How many times during the past week did you spend time with someone who does not live with you, that is, you went to see them or they came to visit you or you went out together?

- None
- Once
- Twice
- Three times
- Four times
- Five times
- Six times
- Seven or more times

13. How many times did you talk to someone (friends, relatives or others) on the telephone in the past week (either they called you, or you called them)?

- None
- Once
- Twice
- Three times
- Four times
- Five times
- Six times
- Seven or more times

14. In the past month, how often did you communicate with any of your relatives or friends electronically (text, email or social media)?

- Not in the past month
- Once a month
- 2 or 3 times a month
- Once a week
- A few times a week
- Every day
- Don't use or have access to electronic communications
- Don't know

15. About how often did you go to meetings of clubs, religious meetings, or other groups that you belong to in the past week?

- None
- Once
- Twice
- Three times
- Four times
- Five times
- Six times
- Seven or more times

16. Does it seem that your family and friends (people who are important to you) understand you?

- Hardly ever
- Some of the time
- Most of the time

17. Do you feel useful to your family and friends (people important to you)?

- Hardly ever
- Some of the time
- Most of the time

18. When you are talking with your family and friends, do you feel you are being listened to?

- Hardly ever
- Some of the time
- Most of the time

19. Do you know what is going on with your family and friends?

- Hardly ever
- Some of the time
- Most of the time

20. Do you feel you have a definite role (place) in your family and among your friends?

- Hardly ever
- Some of the time
- Most of the time

21. Can you talk about your deepest problems with at least some of your family and friends?

- Hardly ever
- Some of the time
- Most of the time

22. How satisfied are you with the kinds of relationships you have with your family and friends?

- Very dissatisfied
- Somewhat dissatisfied
- Satisfied

A bit more about you

23. What is your highest level of education completed to-date?

- Primary school or less
- Some high school
- High school diploma or equivalent
- Some college / trade school or equivalent
- Graduated college with diploma/ trade school with certificate/Registered Apprenticeship or equivalent
- Some university or equivalent
- University undergraduate degree or equivalent
- University graduate degree or equivalent

24. What is your current gender identity? (*check all that apply*)

- Male
- Female
- Trans male/Trans man
- Trans female/Trans woman
- Genderqueer/Gender non-conforming
- Different identity (please state): _____
- Prefer not to answer

25. Do you think of yourself as:

- Heterosexual
- Bisexual
- Homosexual
- Other _____
- Not sure
- Prefer not to answer

Thank-you for completing this survey.

When finished, place the survey in the envelope and return to the leader.



Project name

Follow-up Survey

All of your answers will be kept confidential.

About You

1. What is your age?

_____ years

2. What is your current employment status?

- Working full time
- Working part time/casual
- Retired
- Unemployed and looking for work
- Unemployed not looking for work
- Student
- Caring/Home duties
- Does not apply
- Other (please state) _____

3. How would you describe your living situation?

- Living on my own
- Living with children and no partner
- Living with a partner and children
- Living with a partner - no children
- Living with friends
- Living with parents or family
- Living in a hostel
- Other (please state) _____

4. What is your postcode?

--	--	--	--	--	--	--	--	--

- Don't know
- Not applicable

5. What is your ethnic group?

--

About the program

6. How would you describe your level of participation in this program?

Use a 0 to 10 scale, where 0 is "no participation" and 10 is "full participation".

0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>										
No participation										Full participation

7. Overall, how satisfied were you with this program?

- Very dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Very satisfied

8. How much did this program help you:

	Not at all	Very little	Somewhat	A lot
a) Develop new social connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Strengthen existing social connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How confident are you about continuing any new or improved social connections you made during this program?

- Not confident at all
- Not very confident
- Fairly confident
- Very confident
- My social connections have not changed

Your Health

10. Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks.

	None of the time	Rarely	Some of the time	Often	All of the time
a) I've been feeling optimistic about the future	<input type="radio"/>				
b) I've been feeling useful	<input type="radio"/>				
c) I've been feeling relaxed	<input type="radio"/>				
d) I've been dealing with problems well	<input type="radio"/>				
e) I've been thinking clearly	<input type="radio"/>				
f) I've been feeling close to other people	<input type="radio"/>				
g) I've been able to make up my own mind about things	<input type="radio"/>				

11. All things considered, how satisfied are you with your life as a whole these days?

Use a 0 to 10 scale, where 0 is very dissatisfied and 10 is very satisfied.

0

1

2

3

4

5

6

7

8

9

10

Very
dissatisfied

Very
satisfied

12. Are you hampered in your daily activities in any way by any longstanding illness, or disability, infirmity or mental health problem?

- No
- Yes, to some extent
- Yes, a lot
- Don't know

Social Connections

13. Other than members of your family how many persons in your local area do you feel you can depend on or feel very close to?

- None
- 1-2 people
- More than 2 people

14. How many times during the past week did you spend time with someone who does not live with you, that is, you went to see them or they came to visit you or you went out together?

- None
- Once
- Twice
- Three times
- Four times
- Five times
- Six times
- Seven or more times

15. How many times did you talk to someone (friends, relatives or others) on the telephone in the past week (either they called you, or you called them)?

- None
- Once
- Twice
- Three times
- Four times
- Five times
- Six times
- Seven or more times

16. In the past month, how often did you communicate with any of your relatives or friends electronically (text, email or social media)?

- Not in the past month
- Once a month
- 2 or 3 times a month
- Once a week
- A few times a week
- Every day
- Don't use or have access to electronic communications
- Don't know

17. About how often did you go to meetings of clubs, religious meetings, or other groups that you belong to in the past week?

- None
- Once
- Twice
- Three times
- Four times
- Five times
- Six times
- Seven or more times

18. Does it seem that your family and friends (people who are important to you) understand you?

- Hardly ever
- Some of the time
- Most of the time

19. Do you feel useful to your family and friends (people important to you)?

- Hardly ever
- Some of the time
- Most of the time

20. When you are talking with your family and friends, do you feel you are being listened to?

- Hardly ever
- Some of the time
- Most of the time

21. Do you know what is going on with your family and friends?

- Hardly ever
- Some of the time
- Most of the time

22. Do you feel you have a definite role (place) in your family and among your friends?

- Hardly ever
- Some of the time
- Most of the time

23. Can you talk about your deepest problems with at least some of your family and friends?

- Hardly ever
- Some of the time
- Most of the time

24. How satisfied are you with the kinds of relationships you have with your family and friends?

- Very dissatisfied
- Somewhat dissatisfied
- Satisfied

A bit more about you

25. What is your highest level of education completed to-date?

- Primary school or less
- Some high school
- High school diploma or equivalent
- Some college / trade school or equivalent
- Graduated college with diploma/ trade school with certificate/Registered Apprenticeship or equivalent
- Some university or equivalent
- University undergraduate degree or equivalent
- University graduate degree or equivalent

26. What is your current gender identity? (*check all that apply*)

- Male
- Female
- Trans male/Trans man
- Trans female/Trans woman
- Genderqueer/Gender non-conforming
- Different identity (please state): _____
- Prefer not to answer

27. Do you think of yourself as:

- Heterosexual
- Bisexual
- Homosexual
- Other (please state) _____
- Not sure
- Prefer not to answer

Thank-you for completing this survey.

When finished, place the survey in the envelope and return to the leader.