

Sophie Price Dissertation

An Investigation into:

Are substance misuse interventions delivered by Youth
Workers effective in supporting young people?

Sophie Price

2213749

BA Youth Work and Social Education

Institute of Education and Humanities, Centre for
Childhood, Youth and Education



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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Dissertation Declaration Form

1. This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed: Sophie Price

Date : 04 May 2025

2. This dissertation is being submitted in partial fulfilment of the requirements for the degree of The Youth Work and Social Education

Signed: Sophie Price

Date : 04 May 2025

3. This dissertation is the result of my own independent work/investigation, except where otherwise stated.

Other sources are acknowledged by footnotes giving explicit references.

A reference list is appended.

Signed: Sophie Price

Date : 04 May 2025

4. I hereby give consent for my dissertation, if accepted, to be available for photocopying, inter- library loan, and for deposit in the University's digital repository

Signed: Sophie Price

Date : 04 May 2025

Supervisor's Declaration.

I am satisfied that this work is the result of the student's own efforts.

Signed:

Date:



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Acknowledgments

Firstly, I would like to thank my dissertation supervisor, Angharad Lewis. Thank you for your patience, proofreading and guidance throughout my whole dissertation. The guidance you have given has not only shaped my dissertation, but it has also shaped my academic knowledge and my personal growth in the field of work.

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Mum, without your three years of support, none of this would have been possible.



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Acronyms

P – Participants

N.P- no page number

WG- Welsh government

MS - Microsoft

Abstract

This research will critically explore the question: “How do Youth Work interventions impact upon substance use patterns among young people”.

Throughout the research, the dissertation will draw upon relevant academic literature and policies alongside a questionnaire conducted through MS Forms. The study will also critically explore the impacts of Substance Misuse interventions that the young people are currently receiving from practitioners. The research utilises a mixed methods approach to ensure the complexities are explored alongside statistical figures to GOV.UK (2020). Online questionnaires have been created due to their ability to effectively and quickly collect data from large groups of people at a low cost (Sabo Flores, 2008, pg 120).

The main aim of this study is to explore and understand how the current interventions are being used and whether they are effective for young people. To do this, the writer reached out to Pembrokeshire practitioners who have either observed substance misuse interventions, and/or work alongside substance misuse workers. Through their responses, intergenerational use has a large impact on current youths, and the harm reduction approach is key in educating young people who engage in illicit drugs.

Within the field of youth work and social education, grasping the most effective way to support and guide young people is crucial, especially in a world where illicit drugs are becoming more popular and intergenerational use is higher (Neppl et al. 2020). By exploring this, the findings can be used to inform policy and substance misuse work.

This dissertation is categorised into 5 chapters. The literature review will explore previous academic work on relevant theories, themes and topics and link them to the project. The methods and methodology chapter includes my chosen methods and justifies the decisions made to frame my analysis. The writer will then present their data before analysing and discussing the key themes that have been uncovered. The final chapter will conclude and summarise the research before presenting recommendations for further research and policy change.

Chapter 2: Literature review

Introduction

This chapter presents and analyses previous literature. A literature review is ‘a piece of academic writing demonstrating knowledge and understanding of the academic literature on a specific topic placed in context’ (The University of Edinburgh, 2024, n.p).

In this chapter, the writer will provide an overview of substance misuse, present research on types of interventions and demonstrate an understanding of the role of Youth Work, before presenting information on any challenges and barriers.

1- Understanding Substance Misuse

This Literature Review begins by providing an overview of substance use in Wales, with a focus on Pembrokeshire. It is well known amongst numerous researchers that substance misuse among young people is an issue. As young minds (no date, n.p) states, ‘Teenagers and young adults may be at greater risk of this because their brains are still developing.’ Substance use is popular amongst young people. For example, according to the Office for National Statistic (2024, n.p)

The Crime Survey for England and Wales (CSEW) estimated 8.8% of people aged 16 to 59 years (approximately 2.9 million people) and 16.5% of people aged 16 to 24 years (around 971,000 people)

(Office for National Statistics, 2024, n.p)

There are numerous reasons why young people experiment in using substances. For example, according to Newport Academy (2024) 'Teens may try to escape those distressing feelings through substance use. Or they may use drugs or alcohol as a way to fit in and feel "cool."' Due to young people experimenting with substances, some will become dependant on them, and this happens when the young people are at crucial stage of their life when they are going through many changes this is due to 'more challenging aspects of adolescent behaviour may be down to complex neurological change that takes place from the onset of puberty until early adulthood.' (Hunt, 2025) In addition, many of the young people are also attending school provisions, and due to young people using substances there were 'a total of 869 school exclusions as a result of alcohol or drugs amongst school aged children in 2022-23' (Public Health Wales, 2024, n.p). This could be because of the lack of motivation the young people are experiencing when using substances. Also, substance use affects young people's educational experiences in other ways. For example, 'Meta-analyses show that regular cannabis use in adolescence approximately doubles the risks of early school-leaving and of cognitive impairment and detrimental impact on cognition and educational outcomes' (Welsh Government, 2024, n.p). This means that young people will not be achieving their full potential in school, and this can affect them later in finding employment. Another issue that society faces is intergenerational substance use. According to Public Health Wales (2024, n.p) 'there were 4,960 children in Wales

receiving care and support due to parental substance misuse in 2022-23'. This means that there are a high number of young people attending substance misuse appointments due to substance use being intergenerational. In addition, the young people are exposed to substance use at home, and substances are normalised in these homes. Moving on to an overview of Pembrokeshire, the county, has substance use workers embedded in the Pembrokeshire Youth Service. Research shows that in Pembrokeshire, there were 1,013 assessments in substance use services for individuals under the age of 18 in 2013-15, and 727 assessments in 2022- 23 (Welsh Government, 2024) meaning that these young people were receiving interventions on substances and how to keep themselves safe. Volatile substances, such as gasses and deodorants, are becoming more popular to young people due to their accessibility. Census 2021 (2023, n.p) stated 'The use was the highest among 16–24-year-olds, at 4.2% (around 244,00 people). Volatile substances are such a risk to life, and

According to the annual St George's University of London report, VSA kills about 50 people a year in the UK. In the past decade it has killed more under-15s than all illegal drugs combined.

(Ream, 201, n.p)

If any young people are using these substances a safeguarding referral is submitted at the earliest opportunity. The writer feels that young people use volatile substances due to them being so accessible and something they have in their living accommodation. Research also shows that 'VSA is an enticing high for teenagers in that it is cheap,

accessible and fast-acting, and a volatile substance such as butane has little or no hangover effect' (Ream, 2011, n.p) The writer has also identified that along with substance use comes mental health issues this is due to 'changes in some of the same brain areas that are disrupted in other mental disorders, such as schizophrenia, anxiety, mood, or impulse-control disorders.' (Fontenelle, Oostermeijer, Harrison, Pantelis, Yücel, 2011, n.p). Through the writer's research she has identified S-CAMHS. S-CAMHS are a 'Specialist Child and Adolescent Mental Health Services (sCAMHS) provides specialist mental health services for children and young people with mental health problems' (NHS, no date, n.p). They provide young people with mental health support, and they specialise in substance use.

2- Understanding Types of Interventions

An intervention is 'intentional action to change a situation, to improve it or prevent it from getting worse' (Cambridge Dictionary, no date n.p)

Pembrokeshire Youth operate a substance misuse service for young people under 18 whose alcohol or illegal substance use has brought them to the attention of, or at risk of being involved with, the criminal justice system. The team also offer preventative group work and information sessions in the community, schools and other educational settings

(Pembrokeshire County Council, 2023, n.p)

If the young person is searched by the police, is in possession of an illegal substance, and the police deem it as a low-level o

offence, they may be referred by the police and have to attend the Youth Bureau.

According to Bridgend County Borough (no date, n.p) ‘the purpose of the Youth Bureau is to decide on the most appropriate way to deal with an offence.’ There are three outcomes you can receive ‘youth restorative disposal’ (Bridgend County Borough Council, no date), meaning the young people can voluntarily engage with youth workers on an intervention involving their offence. They could also receive a ‘caution’ (Bridgend County Borough Council, no date), meaning it will be on their record when applying for employment and passports, etc. The youth worker will deliver an intervention with the young person, depending on the needs of the young person and the offence. The last outcome is a ‘conditional caution’ (Bridgend County Borough Council, no date), meaning it is compulsory for the young person to engage with in an intervention and there will be conditions for example meeting one a week and completing specific work. The outcomes depend on the offence. The youth workers provide young people with the opportunity to engage in educative work that will potentially prevent them from reoffending. This has proven to be working as according to Welsh Government (2024)

‘Over the last 10 years the number of children and young people formally entering the Youth Justice System has fallen by 72 percent, with increasing numbers of individuals being diverted into community restorative disposals’

(Welsh Government, 2024, n.p)

The substance misuse workers work preventatively to try to reduce the rates of young people offending. They do this by aiming ‘to identify and address risk factors and prevent exposure and onset of use’ (Welsh Government, 2024, n.p.). Other

professionals and agencies can refer in to the Youth Justice Team and will be allocated a case worker to work alongside, reducing the risk of crime. The main objective for a substance misuse worker is

‘Offering early engagement programmes is to delay or reduce the likelihood of young people moving from using to misusing substances, limiting the harms associated with use, and avoiding progression to dependence’

(Welsh Government, 2024, n.p)

However, the writer has found, through reflecting on her practice, that this does not always happen, as if the young people are not engaging in any support from any professionals and are not in education the young person would not be identified for preventative substance support. Research shows that ‘In the 2021-2022 academic year, local authorities in the UK identified an estimated 94,900 children missing education.’ (Welch, 2024, pg. 1) Due to this ‘Children who are not attending school may experience lower levels of life satisfaction and will not have access to the same opportunities’ (Welch, 2024, pg.1) The writer has also identified from her reading that research shows ‘The evidence- base for the effectiveness of other approaches (e.g. school interventions) to prevent substance use is inconsistent or limited’ (Jackson, Gebbes, Haw and Frank, 2011, pg 2).

3- Understanding the Role of Youth Work

Next, the writer is going to discuss the role of Youth Work and how it is a crucial aspect of most young people’s development. The writer discusses Youth Workers who ‘support

young people aged 11 to 25 to help them with their personal, social and educational development' GOV, no date, n.p). The writer will also discuss the role of a substance misuse worker who 'provides specialised support and intervention to young people facing substance misuse issues' (Pembrokeshire County Council, 2023, n.p). The writer has identified similarities between Youth Workers and Substance Misuse Workers. For Example, they follow the same principles and purposes, such as the five pillars of Youth Work in Wales being 'expressive' (YWWRG, 2018, page 5). Both a youth worker and a substance misuse worker will enable 'young people to gain the skills, knowledge, understanding, attitudes and values needed for their own personal development' (YWWRG, 2018, page 5). Along with letting the young people be 'expressive' (YWWRG, 2018, page 5). They both encourage the young people to express themselves through numerous conversations and activities. Both workers will help the young people be 'participative' (YWWRG, 2018, page 5). By supporting the young people and encouraging them to get involved in new activities, tasks outside of their comfort zone. Both workers are 'inclusive' (YWWRG, 2018, page 6) and will work with all young people concerning challenging behaviours or any diversity needs, and both workers will be 'empowering' (YWWRG, 2018, page 6) where they will lead the young people to try their best and carry ownership. However, the writer has identified some differences between the roles. For example, Substance Misuse Workers receive training in the aspect of substances and can offer intervention on substances, whilst most youth workers job roles are not specific on substance use amongst young people and work with young people

supporting much broader needs. Youth workers are based in several different places, they are usually based 'in the community, at an outreach centre, at a college, in an office or at a school' (Gov, no date, n.p). Youth workers should be accessible to all young people. As National Youth Agency (2024, pg 4) states that youth work should be inclusive, accessible and engaging for all young people. Substance workers are accessible for all young people in Pembrokeshire, although the substance misuse workers working for Pembrokeshire County Council are professional referrals only. Another agency supporting young people who use substances is Choices, and young people can self-refer. This means there will always be someone available to speak to young people regarding their substance use. Davies, Taylor, and Thompson N (2015, n.p) interpret Youth Work as being 'rooted in non-formal learning and education, youth development is a structured and planned intervention into young people's lives with identified and intended measurable outcomes. Youth workers work with young people in a non-formal learning style where there will be an intervention based on each young person, and they state that outcomes for all young people will be different depending on the need for the intervention. Youth workers work with young people in an informal and non-formal learning style. youth workers provide safe environments and support the development and well-being of young people (WG, 2019, p.5)

4- Understanding Challenges and Barriers

During the writer's dissertation, she came across some barriers and challenges in regard to substance misuse interventions. The first barrier and challenge is regarding stigma. Although it is easy for young people to self-refer to Choices, young people face huge barriers to accessing the service due to the stigma surrounding substance misuse (Norman, 2021). It can be hard for young people to admit that they need help with substance use. Professionals are there to give young people information on how to keep themselves safe. Substance misuse teams will use preventative measures in educational settings to make all young people aware of the dangers of substances. Young people also do not like to admit to substance use due to the stigma of social services involved. Norman (2021) also argues that awareness of

a substance misuse problem or not, will result in their separation through being taken into care. They often face stigma from within the home too, from their parents, carers or wider family support networks who are either ashamed to share such an issue or do not perceive there to be an issue.

(Norman, 2021, n.p)

Whilst being placed in care does not always happen, it can depend on the neglect to young people. Whilst many families normalise substance use if the families are using substances, there is an important message to share that substances are illegal, and

they impact on health that the young people will see through continuous substance use. According to Jackson, Gebbes, Haw and Frank (2011, pg 13) they feel the substance misuse team are good at 'strengthening families for Parents and Youth 10-14, has been highlighted in previous systematic reviews as being particularly effective in reducing substance use' However professionals must provide young people with the safety message of how to keep themselves safe and reduce the risk of harm when using substances. Norman (2021, n.p) also agreed when she states that professionals should 'Provide children and young people with accurate information and advice regarding drugs and alcohol'. Another barrier that the writer has identified is due to budget cuts, research states, 'There have been drastic cuts to addiction services, as funding for drug and alcohol treatment across England and Wales has steadily declined.' (Rehabs.Uk, 2022, n.p). This means there is a barrier for young people when trying to receive substance support, and there are not being enough Substance Misuse workers. Another barrier the writer identified was the voluntary participation in youth work. According to Sercombe (2010, pg 37), 'Voluntary involvement. Youth work should happen in places where young people could choose to be and so could explore emerging adulthood in their own terms and in their own time.' This can be a barrier for many young people due to the interventions being voluntary they do not have to engage.

Conclusion

To conclude, the writer has explored substance use in Wales and specifically in Pembrokeshire, displaying statistical information on substances, generational

substance use, and how it affects young people's educational experiences. The writer discussed the types of interventions and offending rates within Pembrokeshire on substances, as well as how substance misuse workers work to prevent young people from using substances. Following on, the writer has spoken about the roles of Youth Work, what youth workers and substance misuse workers are, and she has also identified the similarities along with the differences of these roles. The writer has identified other substance use professionals, and the writer has spoken about the challenges and barriers. She has discussed the amount of substance misuse workers within Pembrokeshire County Council linking to research around challenges faced around stigma, whilst emphasising the main goal of working with young people around substance use.

Following on will be Chapter 3 discussing Methodology and Methods.

Chapter 3: Methodology and Methods

Introduction

This chapter will discuss and explain the chosen research design and method that the writer used to engage in the research to answer the dissertation question which is ‘How do Youth Work interventions impact upon substance use patterns among young people’

This chapter will begin by unpacking the research question, then it will explore the methodology, moving onto the methods, then exploring the sample size. It will then examine the ethical considerations before ending with a consideration of any research limitations.

Research Questions

This section introduces my research questions and justifies them, showing their importance.

Are there any services or professionals in place raising adequate substance awareness?

This question investigates professional efforts dedicated to drug prevention and education, which are two core foundations in youth and social work. Understanding the availability and efficacy of these services is vital, especially when drug misuse is becoming more normalised. This research question will aim to answer to policy concerns surrounding harm reduction and early intervention, especially since statistics show that early awareness can mitigate long-term misuse (SAMSA 2019).

Understanding current systems can help in informing improvements in youth support systems

What social networks are young people using that are impacting their substance use?

In the digital age, there is a cross between life online and risky behaviour which is a newer concern in youth work. Platforms such as Snapchat and TikTok have been linked to the rise of drug use and peer pressure as well as misinformation surrounding substances (Adindu et al. 2024). Therefore, understanding the impacts of these platforms is crucial for creating effective and relevant interventions that are impactful for young people.

What are educational providers offering young people who attend provisions daily?

This question focuses more on the role of education in substance awareness. Young people spend most of their time in school and so, educational providers are key in shaping their attitudes and behaviours. This question will help assess whether current approaches are tending to youths' needs and prioritising their health and wellbeing.

Methodology

Throughout the writer's dissertation, she has chosen to use a mixed-methods research approach. Creswell and Creswell (2014, pg 266) explain mixed-method research as 'an approach to inquiring involving collecting both qualitative and quantitative data'. Some responses will require qualitative responses, meaning that the respondents can write extended answers to share their views. The writer is also exploring quantitative data with her research participants which refers to 'qualitative research is generally employed to support a researcher in generating a deep and nuanced understanding of a given phenomenon' (Lester, J. N., Cho, Y., & Lochmiller, C. R, 2020, pg 94). London Youth

(2021) states that 'Qualitative data can also be used to explain statistical results and why or how they were achieved. The writer has chosen a mixed methods approach due to the writer feeling that she will get all the required information without diminishing how complex the research truly is. Punch (2002) also agreed that in 'two illustrative examples of 'best practice' as applied in proposals involving qualitative and quantitative data' meaning that he has identified a mixed methods approach as best practice, gaining thorough and in-depth information from the research. The writer has chosen mixed methods as she would like to see numerical data of other professionals' case load and how long they have been working with the young people, whilst also wanting to know about their experiences, which will be obtained from the qualitative data.

Methods

The writer's chosen data collection method is online questionnaires. The writer has designed a questionnaire on Microsoft Forms aimed at gathering data on the effectiveness of substance misuse interventions delivered by Youth Workers. The writer has researched the advantages of using surveys for data collecting, with one example being that it is 'easy to quantify and summarise results' (Sabo Flores, 2008, pg 120). Due to the writer gaining data from different professions, using questionnaires is seen as being 'useful when trying to collect data from large groups' (Sabo Flores, 2008, pg 120). Using questionnaires is also a good way of 'studying attitudes and perception (Sabo Flores, 2008, pg 120). Questionnaires also help to get a good view on 'Behaviour change'

(Sabo Flores, 2008, pg 120). Overall, using surveys has allowed the writer to gain access to a wide variety of people without needing to be in the same location as them or arrange interviews. This has meant that a lot of time has been saved, and in theory, more responses, which is useful for analysis. However, due to the nature of the research, response rates were low meaning that the analysis is limited. Low response rates are something deemed as high-risk when using questionnaires for research as many people are undergoing work pressure or simply do not have the time to complete a longer survey (David , 2025, n.p).

The writer has spoken about her data collection methods and her use of questionnaires, and she has explained the advantages of using questionnaires, but has also explained the disadvantages of questionnaires.

Sample Size

The writer's chosen her sample size to be around 10 participants. She has chosen 10 participants due to her research being specific. Research (Zhostka, 2025) also shows that 'for homogeneous groups, 5–12 participants are enough to reach thematic saturation, where additional participants provide no new insights. The researcher has chosen her research to be around the effectiveness of substance misuse interventions delivered by Youth Workers, meaning the writer has wanted to approach professionals who are in this field. The purpose of her sampling was to find participants who fit the criteria, if they are delivering substance misuse interventions or are seeing Youth

Workers deliver substance misuse interventions. The writer has chosen to approach substance misuse workers. The writer has made sure all participants are working within Pembrokeshire. All participants work with young people who are using substances, and the participants are delivering substance misuse interventions, or the participants are working alongside professionals delivering substance misuse interventions. All participants have been approached by email to complete the questionnaire. They have all been sent an information sheet and have needed to sign informed consent to take part in the research. The writer has chosen to approach a police officer embedded within the Youth Justice Team, as the substance misuse team get most of their referrals from the police. The writer has chosen to approach colleagues within the Youth Justice Team, these being prevention workers and case managers. The writer has chosen to approach her supervisor due to her supervisor overseeing all her work. The writer will also approach the schools that have seen her deliver substance misuse interventions, mainly the school-based Youth Workers, who are seeing substance misuse interventions taking place. The writer has also chosen to approach S- S-CAMHS.

According to the NHS (no date, np) 'Specialist Child and Adolescent Mental Health Services (sCAMHS) provides specialist mental health services for children and young people with mental health problems.' S-CAMHS work with young people in Pembrokeshire who have mental health issues and are using substances. The writer will also approach the manager of the Youth Justice Team, who oversees all the substance misuse interventions.

Ethical considerations

In this section, the writer will explain the ethical considerations she has had to address to gain ethical approval from the University of Wales Trinity Saint Davids. The writer will discuss informed consent, voluntary participation, anonymity, and withdrawal rights. The writer will also explore bias.

Throughout the process, the writer has had to consider the ethics of her research, which began with a completed Ethical Approval Form which can be viewed in the writer's appendices.

Within the writer's research, the writer made sure that participants were 'informed of how their data will be used and shared so that they understand the process and give informed consent' (University of Wales Trinity Saint David, No date, Pg 11). The writer has also made the participants aware that the questionnaire is voluntary, and that they have full free-will regarding whether or not they wish to participate in research (Lavrakas, 2008, pg 953). The Microsoft Forms questionnaire included a detailed information section so that participants were able to make an informed decision regarding consent. As noted by Bickman and Rog (2009)

The consent statement should be simple and friendly in tone and should translate a scientific proposal into a language that potential participants understand and at a reading level that matches their ability.

(Bickman & Rog, 2009)

Whilst the writer understands the participants are busy working, she has made them aware the survey will not take a huge amount of their time because ‘people want to know what they are likely to experience, including the length of time required’ (Bickman & Rog, 2009, n.p). The writer has informed all participants that their anonymity will be maintained. ‘Privacy is about people. Confidentiality is about data. Anonymity means no identifiers.’ (Bickman & Rog, 2009, n.p). This means that the writer has ensured the participants are aware that they have a right to privacy, and the names of the participants will not be collected. In collecting no personal identifiers, it means that the risk of both direct and indirect identification by the public. This is important to ensure the personal and professional lives of respondents are not impacted by the research. The writer has informed the participants that the raw data is kept confidential, meanwhile, the writer has informed the participants that they should not include the names of young people in their feedback. If for any reason the participants did name youths in their responses, this would be redated and rephrased if able, to ensure anonymity for all is maintained. Anonymity means that if anyone reads this research, they will not be able to identify the participants and who said what. Another important ethical consideration is the participants’ right to withdraw, and that:

As a part of the consent procedure, each subject must have it carefully explained that they have a complete right to withdraw consent at any time, to refuse to participate, to anonymity and confidentiality.

(Pollard , 2006, pg 653)

When considering the writer's dissertation question, there could be a conflict of interest here, because the writer is a Substance Misuse Youth Worker who delivers substance misuse interventions. To mitigate any potential conflict of interest, the researcher is making sure all research is outside of her job role. All questionnaires are sent out to people outside of her working hours. To ensure data protection is in full operation, the researcher will ensure she works following GDPR (The Data Protection Act, 2018) requirements, and that data will be stored on a password-protected laptop on the writer's university cloud storage. Due to the writer's employment being a Substance Misuse Youth Worker this could lead to a potential research bias throughout the findings of her research. To mitigate this risk, the writer has made sure all research she has gained has been outside of her working hours.

Research Limitations

In this section, the writer will explore the impacts she has faced concerning her research limitations.

The first research limitation was the research is not generalisable. The writer only received results from her participants within Pembrokeshire and so, the responses cannot be assumed true for another area or region. This could have been different if the writer distributed the survey to other practitioners in other areas of the UK. However, due to time this was not possible for the writer meaning that this level of complexity

wasn't possible. This is common in research and many researchers on time crunches choose faster methods such as surveys (Oxford University, no date) The writer also found another research limitation linked to what Oxford University (No date) states. Due to limited time, she was unable to get a large quantity of participants who had seen substance misuse interventions taking place and she was unable to get feedback from teachers who had seen substance misuse interventions taking place. Therefore, she narrowed it down to 18 participants with 12 participants responding to the questionnaire. The writer would have ideally wanted all 18 participants to have taken part in the questionnaire, but has an understanding that due to work pressures, this is not always possible. In the writer's research, due to the writer researching 'How do Youth Work interventions impact upon substance use patterns among young people' she would have ideally wanted to gain information about substance misuse interventions from young people that have taken part in substance misuse interventions but to struggles gaining ethical approval for working with youths, this was not possible.

Conclusion

To conclude, the writer in this chapter has explained her research questions that she wants to explore through her dissertation, she has explored her chosen methodology using relevant quotes as to why she has chosen a mixed methods approach. She explained why a mixed methods approach best suits her research.

Following on will be Chapter 4, discussing the presentation of data.

Chapter 4: PRESENTATION OF THE DATA

Introduction

In chapter 4, the writer will present the data she collected as part of her Dissertation research, which explores “How do Youth Work interventions impact upon substance use patterns among young people”. The purpose of this chapter is to ‘enhance clarity, engage the audience, aid decision-making, and leave a lasting impact.’ (Bothra, no date, no p.g). In this chapter, the writer will present the four themes she has identified in her research. One of the themes identified is the effectiveness of substance misuse interventions delivered by Youth Workers. The next theme the writer identified was the barriers to substance misuse intervention delivery. Another theme the writer identified was the challenges to engagement due to time constraints. The final theme identified was the improvements that can be made to substance misuse interventions to make them more effective. The chapter will also display data visually through sharing graphs and pie charts. Throughout the whole of the writer’s dissertation, she has made sure all participants’ identities have remained anonymous. As such, the writer has referred to participants as P1, P2 and P3 etc.

Effectiveness of Substance misuse interventions delivered by Youth workers.

The first theme highlighted from the data collected was regarding the effectiveness of substance misuse interventions delivered by Youth Workers in helping to support young people, drawing upon the harm reduction approach. Some practitioners selected 'Helpful' (P2, P6, P8, P11) whilst others selected 'Very Helpful' (P1, P3, P4, P5, P7, P9, P10, P12) when considering the effectiveness of these interventions. According to the participants who selected these options, the response was that they feel the work they have observed has contributed to reductions of substance use and harm reduction advice to keep the young people safer. For example, P1 noted that they feel 'harm reduction advice is given sensitively, timely and appropriately from what I have witnessed'. Another participant stated they have observed substance misuse workers with young people, and they can develop an understanding of drugs, as well as the effects and the risks of using. Workers provide essential safety advice and harm reduction advice (P4). P5 agreed when stating that harm reduction advice is giving 'knowledge to the young people about keeping safe'. Another participant agreed when they gave their opinion, stating, 'I believe the harm reduction approach in which we adopt, and deliver is helpful in the way of building relationships and gaining trust' (P8). Another participant commented on harm reduction advice by stating that 'substance misuse interventions provide an individual with much-needed harm reduction advice. They are incredibly effective, when done well, at reducing the risk of harm.' (P9)

P1 commented that

In a very important minority of cases, young people taking up suggestions for taking measures to reduce use (such as tolerance breaks) has led to significant reduction in substance use and occasionally to complete abstinence from substance use.

(P1, 2025)

Participant 2 states the interventions are 'Helpful' (P2) but stated 'the person has to be in the right place to act on this advice (cycle of change)' (P2) whilst drawing upon the theme of the cycle of change.

Participant 8 discusses substance misuse interventions, stating that

This would be effective on a 1:1 basis as you can repeat the key messages so the young people remember as opposed to PSE days where the young people who need to hear these messages may not even be there.

(P8, 2025)

Participant 11 stated that substance misuse interventions are 'helpful' (P11) but gave another outlook on the process of substance misuse interventions, and that 'Young people are closed when still using, assessment is prolonged and intrusive, and interventions are often too brief' (P11).

Barriers to the delivery of Substance Misuse interventions.

Another theme the writer identified from her data was the barrier to the delivery of substance misuse interventions. One example of this is the fact that the interventions that

the substance misuse Youth Workers deliver solely rely on voluntary participation from the young people. P1 explained this when they state, 'The only real barrier is that some young people do not wish to receive substance misuse interventions, and they are voluntary' (P1).

Another participant agrees when stating, 'Delivering successful substance misuse interventions is heavily dependent on an individual being motivated to reduce their use'(P9).

Another participant from the writer's questionnaire stated

Often, young people are not ready to give up substances and are reluctant to engage in interventions for this reason. It is difficult to influence a young person who enjoys using substances and has no desire to stop using.

(P4,2025)

Participant 6 states that 'the openness to receive the information is the biggest barrier I can see', stating if the young people are not willing to be open and honest with the substance misuse team, they are unable to deliver an intervention. Another participant relates their answer to the cycle of change theory when stating that sometimes young people are in the 'pre-contemplation stage of the cycle of change and simply do not want to reduce their use' (P8).

Other potential barriers to substance misuse interventions may stem from parents and guardians and their beliefs, which could steer their children away from receiving a substance misuse intervention. For example, participant 5 feels that

Parents tend to believe that when they are having substance misuse that we are giving them too much information about drugs, which may make they explore different drugs that we have spoken about.

(P5, 2025)

Participant 7 agrees with participant 5, stating they feel substance misuse interventions are a 'misinterpretation, that we are telling young people how to use substances' (P7).

Participant 12 adds another factor of the parent feeling a stigma around substance misuse interventions due to their use of substances and adds that a barrier can be regarding 'Parents who use substances and the youth has been brought up in the environment that it's acceptable within the home' (P12). Participant 8 describes another form of stigma that some parents may feel, and states how

Substance use is still a taboo topic, which makes it hard with certain parents when we are working with their child or go into schools, because they don't want to seem like their child/school has a need for substance misuse workers.

(P8, 2025)

Challenges to Engagement.

Another theme the writer has identified is the challenges of engagement due to time constraints and there not being enough substance misuse workers. Many of the participants stated that time constraints were a challenge when engaging with young people, whilst also stating there are only two Substance Misuse Youth Workers. For example, Participant 8 states that 'there are 2 SM YW's [Substance Misuse Youth Workers]. This is simply not enough to cover an entire county to be able to deliver effective SM

interventions (P8). Linked to there being only two workers are 'Time constraints' (P8) and work pressures. Another participant agreed when stating 'the challenges to delivering substance misuse interventions is motivation and timeframe' (P9). Participant 2 also states that a challenge to engagement with young people is 'Staff shortages/ lack of time' (P2). However, Participant 1 disagrees when they state, 'Workers usually can support me' (P1), meaning they feel workers usually have the capacity to support the young people they are also working with.

Improvement that can be made to the delivery of Substance Misuse interventions.

A further theme identified in the data was regarding improvements that could be made to make the delivery of substance misuse interventions more effective. One improvement identified in the data was to have more workers within the Substance Misuse Team. This could be a factor to overcome the challenge of when participants stated challenges to engagement being time constraints and lack of substance misuse staff. Participant 4 states that an improvement that could be made to increase the effectiveness of substance misuse interventions is to have 'More sessions/workers available' (P4). Another participant agrees when they state, 'More substance misuse workers as there is a lot of work to cover for a very limited number of staff' (P7). An additional participant agrees when they state, 'More investment of money for extra staff and resources!!' (P8), drawing upon investing in more resources. Participant 1 also draws upon resources when they state 'physical

resources which can be used to support delivery, eg leaflets, cards, posters' (P1).

Participant 9 also states that they feel 'It would be great to have more substance misuse support workers, this would enable more in-depth interventions to be delivered' (P9), whilst another participant agrees when they state that 'increased capacity' (P11) would be an improvement.

Importance of a supportive Substance Misuse Youth Worker.

A final theme that the writer has identified throughout the questionnaire responses from participants is the support that substance misuse workers give to the young people.

Participant 1 has had positive responses about their interventions, noting how 'young people and parents have very often told me that they value substance misuse interventions' (P1) and describes 'where practitioners have developed a trusting and positive relationship with the young person and often parents too' (P1). They also feel substance misuse workers are effective at 'Liaising with families and supporting parents' (P1). Participant 2 also agrees when they say that Substance Misuse Workers are 'building trusting relationships so people can speak openly about drug/ alcohol misuse without judgement' (P2). Participant 3 felt that the interventions offered are 'very helpful due to young people being able to open up to them knowing that it is a safe space' (P3). P3 also states in their response that 'The most effective part I have seen is the relationship between the youth worker and young people' (P3). However, participant 10 disagrees when

they state that an improvement that could be made to make substance misuse interventions more effective is the 'support for families and reassurance' (P10). Participant 4 stated they feel what is particularly effective during interventions is the 'Effective engagement techniques and relationship building with young people' (P4). Participants 9 agree that building the relationship is important, however, they identify a challenge when they state, 'There are organisational pressures in respect of capacity, which does not always mean there is time to build relationships with young people' (P9).

Now that the writer has presented the themes identified in her data, she will move on to share some visual data.

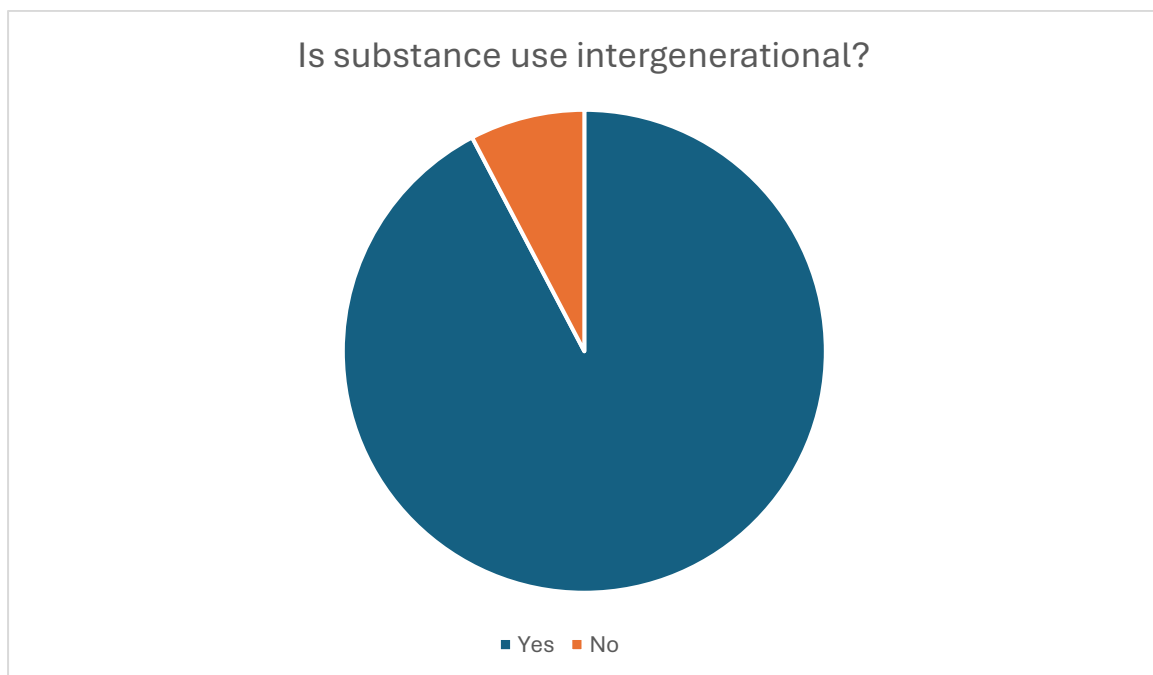
Figure 1.



This graph displays how long the participants have delivered and/or seen substance misuse interventions being delivered. All practitioners have delivered and/or seen substance misuse interventions being delivered for at least one year. One respondent has delivered and/or seen substance misuse interventions being delivered within a '1-2 years' (P3) timeframe. Two respondents have delivered and/or seen substance misuse interventions being delivered within a '2-3 years' (P4 and P12) period. Three respondents have delivered and/or seen substance misuse interventions being delivered within a '4-5

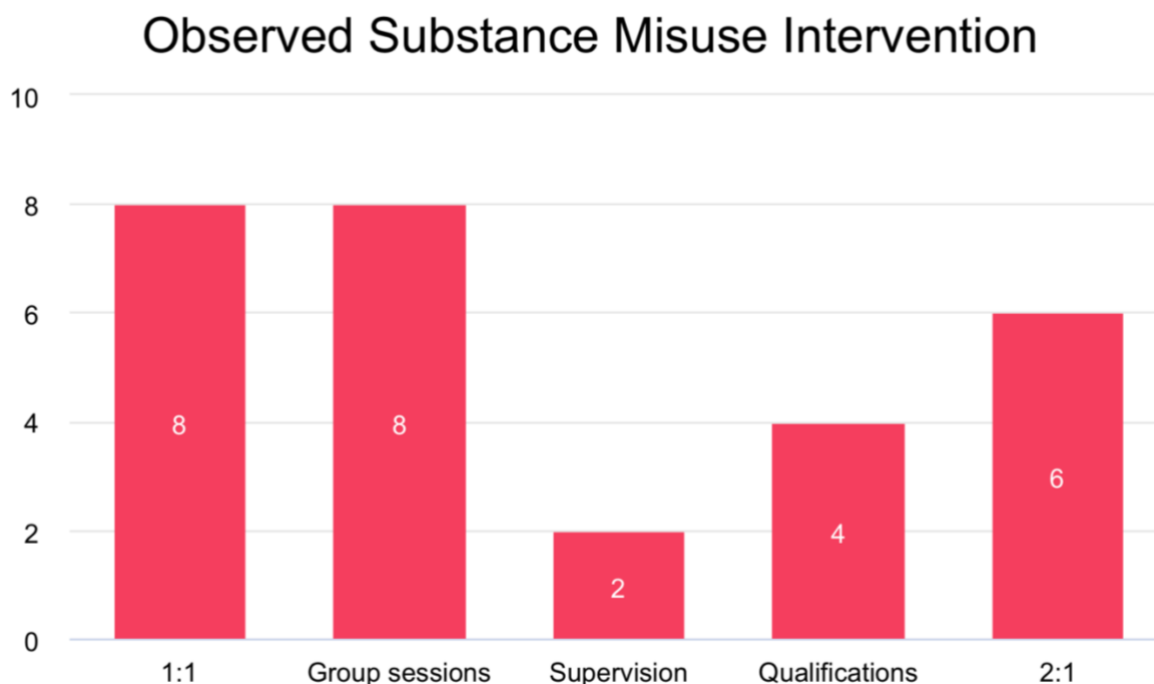
years' timeframe (P5, P8 and P12). Lastly six participants have delivered and/or seen substance misuse interventions being delivered in '5+ years' (P1, P2, P6, P7, P10 and P11).

Figure 2



When the writer conducted this research, she asked if the participants feel that substance use is intergenerational. Eleven participants answered 'Yes' (P1, P2, P3, P4, P5, P7, P8, P9, P10, P11, P12) whilst participant 6 answered 'No' (P6).

Figure 3



The next graph illustrates where the participants have seen substance misuse

interventions taking place, or where they have delivered these interventions

themselves. Eight participants stated they have seen and/or delivered intervention

within a 'group session' (P2, P3, P5, P6, P7, P8, P9, P11). Eight participants stated they

have seen and/or delivered interventions within a '1:1' setting (P2, P3, P5, P7, P8, P9,

P10, P11). Two participants answered they have seen and/or delivered interventions

within 'supervisions' (P4, P11). Four participants have seen and/or delivered

interventions when doing 'Substance misuse qualifications' (P3, P7, P8, P11), and six

participants have seen and/or delivered interventions within a '2:1' (P1, P3, P4, P6, P10,

P11) session.

Conclusion

To conclude, the writer has displayed a presentation of data chapter which draws upon the key themes identified within the participants' responses to the questionnaire. The writer has also included visual data to further illustrate participants' responses.

Following on will be Chapter 5 which will provide an in-depth discussion, analysis and interpretation of data, whilst exploring how this data connects to the literature presented in Chapter 2.

Chapter 5: DISCUSSION, & INTERPRETATION OF THE DATA

In this chapter of the writer's dissertation, which explores how Youth Work interventions impact upon substance use patterns among young people, the writer will provide an in-depth discussion and interpretation of the data. This will be based on the clear themes that she has identified in the data obtained from her research, and these will be analysed in this chapter and compared to the findings of her Literature Review.

School-based Substance Misuse Interventions.

The first theme that the writer has identified in both her Literature Review and her Data Collection was regarding the education sector in the delivery of substance misuse interventions. During the Literature Review the writer identified that through her research that the Substance misuse team work with young people 'under 18 whose alcohol or illegal substance use has brought them to the attention of, or at risk of being involved with, the criminal justice system' (Pembrokeshire County Council, 2023, n.p) these are young people of school age. Due to young people of this age using substances, a total of 869 school exclusions as a result of alcohol or drugs amongst school-aged children in 2022-23 (Public Health Wales, 2024, n.p). The writer also identified statistics of cannabis use in adolescence, and 'Meta-analyses show that regular cannabis use in adolescence approximately doubles the risks of early school-

leaving and of cognitive impairment and detrimental impact on cognition and educational outcomes' (Welsh Government, 2024, n.p). The writer then identified specific barriers to delivering interventions in a school-based environment. For example, in the Literature review, the writer stated that according to Jackson, Gebbes, Haw and Frank (2011, pg 2). 'The evidence bases for the effectiveness of other approaches (e.g. school interventions) to prevent substance use is inconsistent or limited'. When considering similar themes in the writer's data obtained from her surveys, P8 notes there are challenges and barriers in that

Substances is still a taboo topic which makes it hard with certain parents when we are working with their child or go into schools because they don't want to seem like their child / school has a need for a substance misuse worker.

(P8, 2025)

Participant 8 (2025) adds, 'School setting - not every school will ask us to come in and support/deliver. Lots of schools feel their school does not have a drug problem".

Intergenerational use of Substances.

The second theme that the writer identified in both her Literature Review and her Data collection was the intergenerational use of substances. From the writer's reading, she identified that 'there were 4,960 children in Wales receiving care and support due to parental substance misuse in 2022-23' Public Health Wales, 2024, n.p). In the participants' questionnaire, eleven participants answered 'Yes' (P1, P2, P3, P4, P5,

P7, P8, P9, P10, P11, P12) whilst one participant stated 'No' (P6) in response to the question of if they feel substance use is intergenerational, meaning that the majority of the participants can see through their work with young people that substance use is intergenerational and they are seeing it in practice. Another theory the writer has identified is Albert Bandura's Social Learning Theory of learnt behaviours. The writer has identified that young people have learned positive and negative thoughts and behaviours from the older generation and taught them to the younger generation.' (Hamed, Fakhri, & Adelzadeh, 2021, p.g 1479). This means that young people are learning these behaviours from associated adults.

Harm reduction approach to Substance Misuse.

The next theme the writer identified in both her Literature Review, and her Data Collection was regarding the harm reduction approach that Substance Misuse Workers give to young people in Pembrokeshire. The writer identified in her Literature review that in Pembrokeshire, there were 1,013 assessments in substance use services for individuals under the age of 18 in 2013-15, and 727 assessments in 2022- 23' (Welsh Government, 2024). This could mean several young people need interventions for their substance use or an increase in referral patterns. Through the participants' feedback of substance misuse interventions, the writer identified that practitioners responded to the interventions being 'Helpful' (P2, P6, P8, P11) and another eight participants stated,

‘Very Helpful’ (P1, P3, P4, P5, P7, P9, P10, P12). Participants feel that because of the work the Substance Misuse team are providing, they feel they are seeing young people reducing their substance use and taking on board the harm reduction advice they are receiving. The writer could see a positive theme as one respondent stated they feel ‘harm reduction advice is given sensitively, timely and appropriately from what I have witnessed’ (P1). This suggests to the writer that the Youth Worker is trauma-informed and is giving a young person-centred approach, which is vital when building a professional relationship with a young person. Another participant agreed when stating that Substance Misuse workers can develop an understanding of drugs, as well as the effects and the risks of using. Workers provide essential safety advice and harm reduction advice.’ (P4). Another participant stated that Substance Misuse workers can develop an understanding of drugs, as well as the effects and the risks of using. Workers provide essential safety advice and harm reduction advice (P4). Another participant agreed when stating the young people receive ‘knowledge to the young people about keeping safe’ (P5). All participants were particularly grateful for the support the Substance Misuse team give to young people. This data from both participants and research shows that the harm reduction model is effectively implemented and is receiving positive feedback.

Effectiveness of Substance misuse interventions delivered by Youth workers.

Another theme the writer identified during her research was the Effectiveness of Substance misuse interventions delivered by Youth workers. The writer identified the main objective of a Substance Misuse worker's role as often to offer 'early engagement programmes' (WG, 2024, n.p), which hopes to 'delay or reduce the likelihood of young people moving from using it misusing substances, limited the harms of associated with use, and avoiding progression to dependence' (WG, 2024, n.p)

Several participants also agreed with this quote from the Welsh Government (2024, n.p). This shows that taking preventative measures, such as ensuring Substance Misuse Youth Workers, is crucial in minimising long-term substance misuse. For example, P1 stated

In a very important minority of cases, young people taking up suggestions for taking measures to reduce use (such as tolerance breaks) have led to a significant reduction in substance use and occasionally to complete abstinence from substance use.

(P1, 2025)

This suggests that small outcomes, especially for high-risk young people, the interventions are valuable, and the interventions are successful. Participant 9 commented on the young person's approach to the work when they state, 'delivering successful substance misuse interventions is heavily dependent on an individual being motivated to reduce their use'(P9). Another participant commented on the young

person's mind frame when they state, 'pre-contemplation stage of the cycle of change and simply do not want to reduce their use' (P8)

Role of Youth Work.

Another theme the writer identified through her research in the Literature Review and the response from participants was the important role of the youth worker for many young people. The Literature Review identifies that the role of a Youth Worker is to 'support young people aged 11 to 25 to help them with their personal, social and educational development' (GOV, no date, n.p). The writer also identified the role of a Substance Misuse worker who is someone who 'provides specialised support and intervention to young people facing substance misuse issues' (Pembrokeshire County Council, 2023, n.p). The writer also identified through her research about the style of approach for Youth Work. She identified that they work utilising an informal and non-formal educational approach, stating that 'youth workers provide safe environments and support the development and well-being of young people' (WG, 2019, p.5). The participants have given a mixed response on Substance misuse Youth Workers.

Participant 1 noted that they have received a positive response from parents of young people who receive Substance misuse interventions, stating how 'young people and parents have very often told me that they value substance misuse interventions' (P1).

Participant 1 also stated that ‘practitioners have developed a trusting and positive relationship with the young person and often parents too’ (P1). Participant 1 also feels positive in regard to Substance Misuse Workers ‘Liaising with families and supporting parents (P1). Participant 2 is also in agreement when they state that Substance Misuse Workers are ‘building trusting relationships so people can speak openly about drug/alcohol misuse without judgement’ (P2). Participant 3 also felt positive about the Substance misuse interventions when stating the Substance Misuse Team are ‘very helpful due to young people being able to open up to them knowing that it is a safe space’ (P3). However, participant 10 disagrees when they state that an improvement that could be made to make substance misuse interventions more effective is to ‘support for families and reassurance’ (P10). Participant 9 stated the value of relationship building when stating ‘There are organisational pressures in respect of capacity which does not always mean there is time to build relationships with young people’ (P9). The writer identified that the respondents were complementary of the support young people receive from Substance Misuse interventions, whilst also giving valuable feedback regarding interventions being more effective if the Substance misuse team help to provide more support and reassurance for the family.

Barriers to Substance misuse work.

The next theme the writer identified was a barrier to Substance Misuse work. The writer identified that according to Rehabs.uk (2022, n. p) 'There have been drastic cuts to addiction services, as funding for drug and alcohol treatment across England and Wales has steadily declined' (Rehabs.Uk, 2022, n.p). This shows that regardless of the individuals' skills or commitment to the service, the service cuts are limiting staff's capacity to offer young people support and interventions. Participant 8 agrees when they state that 'there are 2 SM YW's [Substance Misuse Youth Workers. This is simply not enough to cover an entire county to be able to deliver effective SM interventions (P8). Another participant states that due to not having enough Substance Misuse workers, it results in 'Staff shortages/lack of time' (P2). Another participant comments on the investment of money for Substance Misuse workers to achieve more in supporting young people is 'More investment of money for extra staff and resources!!' (P8). Whilst preventative measures can be important for the young people to receive information and knowledge, budget cuts and insufficient funding mean that staff cannot offer interventions to young people.

Conclusion

To conclude the writer has identified key themes that she has identified in her Literature Review and her Data Collection. Including school-based substance misuse interventions, the intergenerational cycle of substances, harm reduction approach to Substance Misuse, the objective of Substance misuse work, and the role of Youth Work.



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Trinity Saint David

The writer also identified barriers to Substance misuse work. Now that the writer has discussed and analysed her findings in this chapter, the dissertation will now move on to Chapter 5, which will provide an overall conclusion to the dissertation, and will provide any recommendations for Youth Work practice, and further research.

Conclusion

To conclude the writer's dissertation which explores how do Youth Work interventions impact upon substance use patterns among young people, the writer has identified a number of key findings. The first key finding is around understanding substance misuse interventions, and in the writer's research it has shown the effectiveness of substance misuse within young people in Wales, and in particular Pembrokeshire. The writer has identified an area of young people's substance use is regarding peer pressure and the accessibility of substances to young people, especially volatile substances, for example the misuse of gasses and deodorants. The writer has also identified that substances have a major effect on a young person's life. For example, substances affect a young person's mental health due to 'changes in some of the same brain areas that are disrupted in other mental disorders, such as schizophrenia, anxiety, mood, or impulse-control disorders.' (Fontenelle, Oostermeijer, Harrison, Pantelis, Yücel, 2011, n.p).

Substance use also affects young people's education, and 'Meta-analyses show that regular cannabis use in adolescence approximately doubles the risks of early school-leaving and of cognitive impairment and detrimental impact on cognition and educational outcomes' (Welsh Government, 2024, n.p). The writer has also identified the intergenerational use of substances, where most participants responding to the survey stated that substance misuse is intergenerational. Through the writer's analysis she identified that it is a learnt behaviour when young people 'have learned positive and negative thought and behaviours from the older generation and taught them to the

younger generation.’ (Hamed, Fakhri, & Adelzadeh, 2021, p.g 1479). Another key theme the writer has identified is understanding the role of Youth Work and the crucial role it has on young people’s development in informal and non-formal learning. The writer identified the accessibility of Youth Work and its inclusivity, whilst also creating a safe and non-judgemental environment for young people. Another key finding the writer has identified is understanding the challenges and barriers of substance misuse interventions, with these including the stigmas of young people receiving help and support, and the families’ fear of social services involvement. Another barrier the writer identified was budget resulting in staff experiencing work capacity related issues. Another barrier the writer identified was linked to the voluntary nature of Youth Work, and due to Substance Misuse interventions being voluntary the young people have the right to choose whether or not to engage. Another key finding the writer has identified through participants’ responses and her research is the effectiveness of substance misuse interventions, with all participants stating they feel substance misuse interventions are ‘helpful’ (P2, P6, P8, P11) and ‘very helpful’ (P1, P3, P4, P5, P7, P9, P10, P12). The practitioners felt they work positively in encouraging young people to reduce their substances use.

To conclude the writer’s work which explores how do Youth Work interventions impact upon substance use patterns among young people, participant data and research from literature demonstrates that the harm reduction approach works effectively in

supporting young people reduce their substance use, along with sharing safety messages in regard to their substance use. Findings show that it is crucial to build a professional trusting relationship with young people for the interventions to be successful. For example, P1(2025) states ‘practitioners have clearly developed a trusting and positive relationship with the young person and often parents too’. Welsh Government (2019, p.g5) agrees, noting how ‘youth workers provide safe environments and supports the development and well-being of young people’. However, the writer identifies there can sometimes be barriers and challenges to doing this including Youth Work being voluntary, and for young people to engage in interventions can be hard if the young people have low motivations. Other barriers include lack of staff and resources which can be viewed as a delivery constraint.

The writer has identified a recommendation for further research, in particular research to explore the long-term impacts of substance use interventions. Further research can develop this by exploring longer term outcomes of interventions. This can include an exploration of the longer-term outcomes of the harm reduction approach to interventions delivered by substance misuse youth workers. This could also include a focus on early interventions to research into whether early interventions have had an impact on a young people abstaining, a reduction in trying substances, or keeping themselves safe from using substances. Another research element could be seeking responses from young people themselves to explore their perspectives and

perceptions, as opposed to just focusing on professionals' perspectives, in order to understand how young people view the effectiveness of the substance misuse interventions they are receiving. It would also be interesting to understand how families feel substance misuse interventions delivered by youth Workers help their children, and whether they have seen any change in their substance use. Another interesting discussion for future research would be regarding intergenerational substance use, looking deep in into the family dynamics, Adverse Childhood Experiences and what Youth Workers could do to help break these cycles and what interventions they would offer.

There are three recommendations for Youth Work practice that the writer has identified through her dissertation research.

- The first recommendations being regarding funding; if there is increased funding for Substance Misuse services this could result in improving any staff capacity issues, it could reduce any time constraints and could ensure more young people are able to access substance support.
- Another recommendation from this dissertation would be to reinforce School based interventions. This could be completed by building more relationships with Youth Workers and teachers in schools to build a better approach to substance misuse interventions being delivered in schools.

- Another recommendation the writer has identified is to address the stigma around young people receiving substance misuse interventions. This could be by running events in communities and also running events in schools to break the stigma of young people receiving substance misuse interventions.

Through the dissertation the writer has commented on the importance of Substance Misuse interventions and mainly the relationship building as Youth Workers are 'proud of offering learning through caring, equal, relationships that they make with young people'. (Harrison and wise, 2005, p.g15).

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Youth Work in Wales: (2022) Principles and Purposes Document

10.1 Appendix 1: Ethics Form

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within SIX months for full-time students and TWELVE months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the MyTSD Doctoral College Portal at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of research activity: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Sophie Price			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student

3	Institute/Academic Discipline/Centre:	Institute of Education and Humanities, Centre for Childhood, Youth and Education
4	Campus:	Carmarthen
5	E-mail address:	2213749@student.uwtsd.ac.uk
6	Contact Telephone Number:	07932400472
For students:		
7	Student Number:	2213749
8	Programme of Study:	Ba Youth Work and Social Education
9	Director of Studies/Supervisor:	Angharad Lewis

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in) Angharad Lewis	☒		

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.
1	UWTSD Research Ethics & Integrity Code of Practice ☒
2	UWTSD Research Data Management Policy ☒
3	[List any other relevant documents here] BERA Ethical Guidelines for Educational Research Code of Occupational Ethics for Youth Service in Wales (British Educational Research Association, 2018) ☒
9	Youth Work National Occupational Standards (CLD Standards Council Scotland, 2019) ☒
10	United Nations Convention on the Rights of the Child (UNICEF, 1989) ☐

SECTION D: External Collaborative Research Activity

1	Institution	N/A				
2	Contact person name	N/A				
3	Contact person e-mail address	N/A				
4	Is your research externally funded?	YES	☐	NO	☒	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☒	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
7		Employed	YES	☐	NO	☒
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES, then the permission question below does not need to be answered.	YES	☐	NO	☒
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO, the application cannot continue	YES	☐	NO	☒

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☒
	If yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	Are substance misuse interventions delivered by Youth Workers effective in supporting young people?
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2	Proposed start date:	16/12/24	Proposed end date:	07/05/24
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: Purpose of Research Activity Proposed Research Question Aims of Research Activity Objectives of Research Activity Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain What the research activity will add to the body of knowledge How it addresses an area of importance.			
3	The purpose of the writer's research proposal is to gain more information knowledge and understanding of how effective substance misuse interventions are. The writer will do this by seeing what interventions practitioners are currently offering young people, and the writer would like to gain knowledge and information from practitioners of how effective they think their interventions are with the young people. The writer will be preparing questionnaires, and if these do not generate enough data, the writer will run semi structured interviews with practitioners who are delivering interventions with young people who use substances regularly. The writer will explore what are the most popular substances the young people are using and compare it to research. From literature the writer has found 'the most common single substance recorded was paracetamol, present in 14 per cent of drug poisonings deaths' (NHS, 2022-2023).The writer will send prepared questionnaires to practitioners that are also working with young people using substances and engaging in CAMHS suborbital and see what issues they are seeing arising with certain substances and what mental health issues young people are facing. The writer will explore what interventions substance misuse workers delivers to young people and will measure how effective these interventions are. The writer will do this by looking at reductions of the young people's substance use and also to see if they are caught			



	in possession offences. The writer will do this by speaking to practitioners and speak about a case a substance misuse worker has worked with for 3 months or longer, as ‘There were 12,418 young people (under the age of 18) in contact with alcohol and drug services between April 2022 and March 2023.’ (Gov.uk, 2024) The writer will also speak to practitioners about the feedback they are receiving from parents, and how effective they feel having a substance misuse worker is on their child.
4	Research Question How do Youth Work interventions impact upon substance use patterns among young people? (this box should expand as you type)
5	Aims of Research Activity The aim of this research is to draw on a range of information sources, such as interviews, books, and academic resources and policies that enable the researcher to critically explore the interventions of substance misuse that the young people are receiving. The researcher aims to analyse these interventions and explore what the practitioners are delivering and the effectiveness of them, also to explore the feedback that has already been received by young people and their parents.

	(this box should expand as you type)
6	Objectives of Research Activity The objective of this research is to research and critically explore the current substance interventions being delivered to young people. The writer will explore the patterns that the practitioners are identifying and will explore the types of substances used by young people, and the types of interventions the practitioner is delivering. The writer will examine the effectiveness of the interventions used by the substances misuse worker (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here but should instead describe how you intend to collect the data necessary for you to complete your project.
7	The writer had chosen a mixed methods methodological framework for this research. According to Gov.uk (2020) ‘A mixed methods study combines quantitative and qualitative data collection and analysis in one study.’ The proposed research Method will be questionnaires via MS Forms, which will be shared with a wide variety of professionals. The questions will generate both quantitative and qualitative responses and will be designed in a way that will hopefully empower the participants to respond and share their knowledge and expertise from their practice.

	This research is also focused on a specific group of professionals, including practitioners that work in the substance misuse field, or professionals who observe substance misuse interventions taking place in a range of settings. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	Pembrokeshire (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research, then please state this.
9	N/A (this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	☒
		YES	☐
11	If yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. (this box should expand as you type)		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☒	☐
14	A healthier Wales	☒	☐
15	A more equal Wales	☒	☐
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	The writer has chosen resilient Wales due to the fly tipping of vapes and cigarettes that are going into the environment landfill. The writer has also chosen a healthier Wales due to her focusing on young ‘people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood’ (Future Generations Commissioner for Wales, 2015) this is due to the writer focussing on substance use and how it impacts young people The writer has also used the more-equal Wales aim, this is due to the writer making sure she always ‘enables people to fulfil their potential no matter what their background or circumstances’ (Future Generations Commissioner for Wales, 2015) (this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☐	☒
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method:	☐	☒
	(this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and may be exempt from some of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.		
	Details of any other participant groups: (this box should expand as you type)	☐	☐

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	Around 10 participants will be invited to complete the filling out a questionnaire. (this box should expand as you type)
11	Who will the participants be?	• Substance misuse worker • Police • Colleagues • Supervisor • School • SCAMHS • Manager of the youth justice team

		(this box should expand as you type)
12	How will you identify the participants?	The writer will be approaching practitioners from the field who have a background in supporting young people using substances, and also practitioners that are currently working with young people who are using substances. (this box should expand as you type)

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
	(this box should expand as you type)			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	(this box should expand as you type)			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	Full risk assessment completed and appended?	Yes	☐
		No	☒
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: The participants in this research will be practitioners who support young people who use substances. A risk could be that the participants become concerned that the young people they support are identifiable from the research.	How you will mitigate the risk to participants: The writer will ensure that participants understand that they can withdraw and any time and that their engagement is on a voluntary basis. The writer will make sure she reiterates to all workers that they must maintain young people's anonymity when they complete the questionnaire/ engage in the semi-structured interviews, so that no young people's names are mentioned.(this box should expand as you type)	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities		
	N/A There will be safeguarding procedures in place (this box should expand as you type)		
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	Risk to the investigator:	How you will mitigate the risk to the investigator:	



	To ensure of self-care Conflict of interest (this box should expand as you type)	The writer will talk to her supervisor about making sure she is maintaining herself self-care whilst spending time researching everyone's views The writer makes sure the conflict of interest is mitigated by making sure the research is done outside of work time, and to set time outside of work to carry out the tasks needed for the research. The writer will have evidence from her line manager that he is aware that she is engaging in the research based on the aspects of her role, but that the writer is taking part in the research at a UWTSD student. In the information letter and the consent form the participants will be aware that the writer is doing this as a UWTSD student and not in her employment role. (this box should expand as you type)
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: Reputational damage (this box should expand as you type)	How you will mitigate the risk to the University: The writer will gain ethical approval before engaging in any data collection The writer will make sure she is writing in an ethical manner The writer will make sure she is abiding to academic guidelines and will ensure she works in accordance with the GDPR (this box should expand as you type)

6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A (this box should expand as you type)	How you will mitigate the risk to environment: N/A (this box should expand as you type)

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☒	☐	☐
8	If YES, please give the certificate number. If the certificate number is not available, please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.	001804262752		

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	The writer will provide the participants with the opportunity to view my dissertation.

	The writer will make sure the questions in the questionnaire are phrased in manner and will include some examples as prompts where necessary. This will help to ensure participants have full understanding of the questions. (this box should expand as you type)
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	The writer will be providing the participants with an information letter via email, and which will include the questions that are within the questionnaire. This will help the participants to make an informed decision about whether they will consent to participate. The writer will make sure the participants are aware that they can withdraw from the research at any time. (this box should expand as you type)
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	The questionnaire via MS Forms will be fully anonymous and will not require the participants to include their name, however they will be asked to add their role (including a 'prefer not to say' option). The writer will refer to them as practitioner 1/2/3 and so on. The writer will make sure it is only her that can access the raw data and make sure everywhere the raw data is password protected. (this box should expand as you type)

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 “GDPR” and the Data Protection Act 2018 “DPA”)?	YES	NO
1	“Personal data” means any information relating to an identified or identifiable natural person (‘data subject’). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☐	/ ☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	N/A (this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	“Special category data” means sensitive personal data consisting of information as to the data subjects – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	/ ☐
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	N/A (this box should expand as you type)		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☒	☐
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☒	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
10	“Cloud” storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	The writer will make sure on my personal computer that it is all password protected that no one could access. Work will be saved on the writer's OneDrive. All paper copies are locked away in a cabinet and they will be shredded after the dissertation is scrutinised by an exam board. (this box should expand as you type)		

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☒
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		

	(this box should expand as you type)		
22	List all who will have access to the data generated by the research activity:		
	Sophie Price (researcher) (this box should expand as you type)		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Sophie Price (researcher) (this box should expand as you type)		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	Data on the writer's personal computer will be password protected that no one could access, and work will be saved on the OneDrive. All paper copies are locked away in a cabinet and they will be shredded after the Dissertation is scrutinised by an exam board. (this box should expand as you type)		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so, please explain. (Most relevant to academic staff)		
	N/A (this box should expand as you type)		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/			
1	Signature of applicant:	Se price	Date:

For STUDENT Submissions:

2	Director of Studies/Supervisor:		Date:
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (where appropriate)

☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

Once complete, submit this form via the MyTSD Doctoral College Portal at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

10.2 Appendix 2: MS forms questionnaire

Microsoft forms Questions

1.

I have read and understood the above information and I consent to participating in this research

2.

What is your job role? Please put a full stop if you prefer not to say

3.

How long have you delivered and/or seen substance misuse interventions being delivered by youth workers?

4.

Describe what interventions you have seen being delivered and where? Eg group sessions, qualifications, 2-1 sessions, supervisions.

5.

To what extent do you feel substance misuse interventions are effective?

6.

Please explain your answer.

7.

Are there any barriers or challenges that you face when delivering substance misuse interventions / seeing substance misuse interventions being delivered by youth workers?

8.

In your opinion, what improvements could be made to the delivery of substance misuse interventions?

9.

From your experience, what do you find makes substance misuse interventions particularly effective?

10.

From your experience, have you found substance use is intergenerational? For example, have you supported the young people's older siblings, parents or guardians previously, or are you aware that wider family members also use substances?

11.

Is there anything else that you would like to add that you haven't had the opportunity to include yet?