

Evaluating DIY Happiness: a guide

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The McPin Foundation, May 2018

Introduction

Background to the Wheel of Wellbeing and DIY Happiness Course

The Mental Health Promotion Team (MHPT) at South London and Maudsley NHS Foundation Trust (SLaM) developed a range of courses which use the Wheel of Wellbeing (WoW) framework to improve people's understanding of mental health and wellbeing. The Wheel of Wellbeing is a visual framework made up of six themes that underpin mental (and physical) health and wellbeing: body, mind, spirit, people, place, planet. It is a simple approach to promoting positive mental health and wellbeing based on research that shows how certain practices can improve mood, reduce the risk of depression, strengthen our relationships and keep us healthy.

Both the Wheel of Wellbeing and the first wave of promotion activities (a series of eight workshops known as 'Do-It-Yourself Happiness') were developed in 2009 as part of the Well London Programme, a city-wide health improvement programme. Since then, WoW has grown into a website with resources available to download, a happiness game, and a series of workshops ranging from a half-day taster to a full DIY Happiness programme.

DIY Happiness has been adapted around the world in creative new ways, from a volunteer led DIY Happiness course developed and delivered in London, to a three day student wellbeing festival at Wollongong University in Australia. The evaluation framework accounts for the fact that courses are occurring in different locations (including countries outside the European Economic Area).

What is evaluation?

An evaluation is a series of activities where information is systematically collected and analysed to gain insights about the impact of a service. It looks at questions such as:

- Is the service delivering its aims and objectives?
- How is it achieving these aims and objectives?
- What should we change to improve the experience of people using the service?

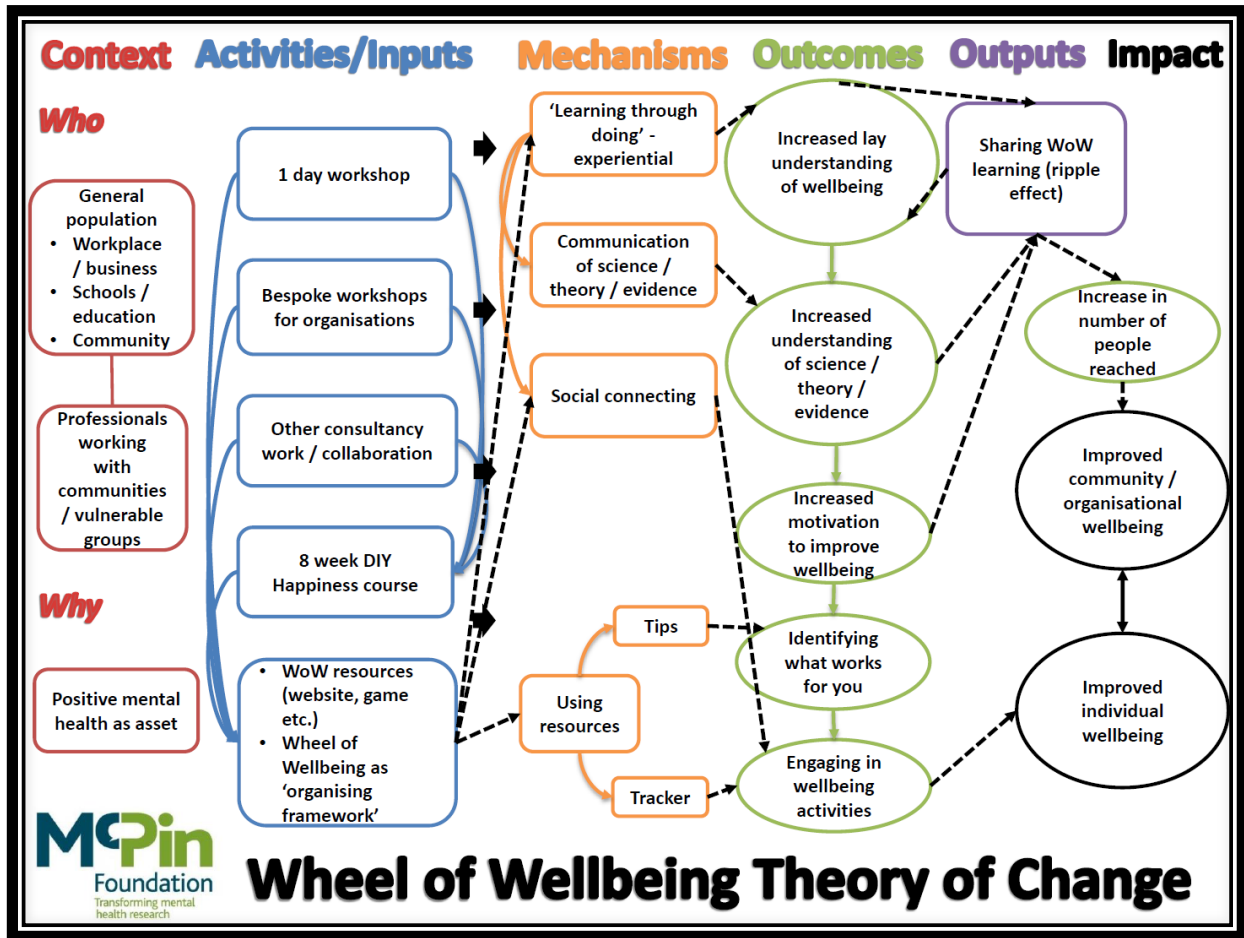
Data collected can be quantitative (numbers) or qualitative (words). Most of the data collected here will be done through surveys to gain quantitative and qualitative data. Evaluation should be built into program delivery, so course facilitators and administrators should be able to conduct evaluation tasks (such as administering surveys, storing and entering data, analysing data). Evaluation tasks should not become too time-intensive for those collecting the data, or for course participants who are completing surveys. Evaluation should fit into the context of the service.

One important aspect of DIY Happiness is the potential 'ripple effect'. People who have attended courses in the past may deliver courses or activities inspired by DIY Happiness elsewhere. In evaluating the programme it is important to understand the impact beyond attending the course itself, i.e., what do people do after they have completed the course?

Background to this document

The information in this guidance comes from previous experience of evaluating DIY Happiness courses. It is based on a Theory of Change which was developed to inform the programme (see Figure 1). Pilot surveys were developed using the Theory of Change map. These were administered to course attendees, and this data was analysed. These surveys have formed the basis of future evaluation of DIY Happiness courses. Eight attendees were also interviewed about their experience of attending the course. The interview included a question about their ideas for evaluating future courses.

Figure 1: Theory of Change for Wheel of Wellbeing activities



Purpose of this document

This document provides evaluation guidance for people running Wheel of Wellbeing courses. This guide includes revised surveys based on those piloted in phase 2, along with information about how these should be implemented, adapted for the different types of new activities and contexts (e.g. one-off workshops, condensed courses). It also includes information on how to collect further qualitative information (and case studies) to supplement the survey data. The guidance is potentially useful for any organisation running courses using the Wheel of Wellbeing framework.

Administering evaluation tools

There are two types of courses based around the Wheel of Wellbeing at present; the DIY Happiness course (offered either as eight half day sessions over eight weeks, or condensed over four days), and one day workshops based on the Wheel of Wellbeing. The format of evaluation differs depending on the type of course. The following describes the recommended approach for evaluating these courses.

For the sake of simplicity, it is better to restrict data collection to online format only, and to avoid collecting personal information on the forms. Surveys should also be optimised in a mobile-friendly format, since many course attendees will be able to complete it on their phones. This reduces the risk of storing paper data, and reduces the administrative burden of facilitators entering data online from paper records. An alternative method of collecting the data is over the phone with the course administrator (who enters the data directly). At present, most communication with course participants happens through email and (potentially) via the website. There is a minimal risk that course participants will be digitally excluded because of the nature of the participant groups.

1. Full course

When will data be collected?

Course attendees will be asked to complete a survey before beginning the course, which is called a baseline survey, (see appendix 1a). They will also be asked to complete a 'follow up' survey (two weeks after the end of the course, see appendix 1b). In addition, course attendees will be sent a post-course survey three to six months after the end of the course. This will ask about the extent they have used their learning from the course (see appendix 1c).

What data will be collected?

The baseline and follow-up surveys include 14 'standardised questions' to measure wellbeing (the Warwick Edinburgh Mental Well-Being Scale; WEMWBS). It also includes questions on a person's understanding of wellbeing, their engagement with the six Wheel of Wellbeing concepts (body, mind, spirit, people, place, planet), and satisfaction with their life in relation to Wheel of Wellbeing concepts, and demographic questions (these are questions about characteristics, such as someone's gender or age). Previous experience tells us that the connections people make with others on the course is also important, so we have added a question on this. Finally, there is a 'post course survey'. The aim is to find out what people have done after attending the course and it should be sent three to six months after they attended the course, it can be completed in less than five minutes.

Baseline survey

Course attendees are typically contacted a week in advance by the course facilitator or administrator, welcoming them and providing details of the course. A baseline questionnaire should be emailed at the same time and course attendees will be asked to complete the survey online before their first session. Completing the survey relies on the recipient understanding Wheel of Wellbeing concepts, so we recommend also sending a link to the Wheel of Wellbeing [website](#), so participants can watch the short introductory video about the wheel and learn more about it from the site. Course attendees who have not completed the survey before the course starts will be asked to complete it at the first session. This can be done on their mobile phone or on a computer provided by the training venue or course facilitators. Wi-Fi may be needed for clients completing the questionnaire online.

Follow-up survey

The follow-up survey will be emailed to attendees two weeks after their final session. The two week period is important because survey questions ask participants to reflect on the past two weeks. The survey is almost identical to the baseline survey.

Post-course survey (three months later)

A short online survey will be sent to course attendees between 3-6 months after the course ends. This should only be sent to those attendees who consented to being contacted using the consent form (Appendix 2a). This should also be done online.

The questionnaire will consist of two questions and should take less than five minutes to complete, to ensure a higher response rate. We cannot assume that people will remember the name of the course or the content, so it may be helpful to remind people about the course in the email. The aim of the questionnaire is to understand what people have done since the course, and see whether they have used what they have learnt.

Case studies

Collecting case studies for participants would be beneficial when wanting to demonstrate the 'ripple effect' of the course. The post-course survey provides an ideal opportunity for participants to describe what they have done after attending the course, and to provide follow-up contact details for the DIY Happiness team. The aim should be to find 'success stories', such as people who have used the Wheel of Wellbeing framework to develop workshops of their own, or have used what they have learnt in other ways.

Case study information could be generated through a telephone conversation with participants. The aim of the conversation is to build a picture of what the person has done as a result of what they had learnt. For example, questions could be asked about how someone has used what they learnt in their own lives. If they have shared what they learnt, then it would be good to know details of how they did this, the impact this had on others and how many people they shared information with. Due to limited capacity, facilitators may wish to limit the number of case studies collected.

2. One day workshop

The one day workshops based on the Wheel of Wellbeing should be evaluated using simpler methods. We recommend a shortened version of the survey which is run on the day itself, asking participants to rate themselves on key attributes before and after the course. This survey has a series of questions which people can answer and rate their confidence or ability at the beginning and end of the day (see appendix 1d).

Ethics, data processing and management

Data protection

General Data Protection Regulation (GDPR) laws have been enforceable from 25th May, 2018. The premise is that no-one's personal details should be stored, analysed or processed without their explicit consent. For this reason, we recommend collecting anonymous data of course participants. The risks of collecting identifiable data on surveys (such as names, addresses and email addresses) outweigh the benefits.

That said, it will be necessary for project facilitators to keep email addresses in order to maintain contact with course attendees. Course facilitators should ask course attendees for permission to store this data for the purpose of communicating about the course, or (potentially) for collecting case study information. A sample consent form is given in appendix 2a. Consent to be contacted should be kept securely, apart from the survey responses.

When seeking case studies, it is essential to explain to people how their data will be used, and are aware that that can use a false name if they wish. People should be reminded that they can withdraw their data at any time, and given an information sheet which shows them how to do this (see appendix 2b).

The easiest way to ensure compliance with data protection law is to ask course attendees to opt-in to sharing their contact details with course facilitators at the beginning. Course administrators should ask course participants if they are happy to retain contact information for evaluation purposes, for example, for up to three months after the course has been completed. Participants who wish to maintain contact with the team are given this option by providing their email address on the final survey (allowing them to be followed up for potential case studies).

Data storage

Evaluation data in this instance will be stored on the survey provider online. Data is entered automatically through the online survey provider (reducing the workload for Wheel of Wellbeing staff). Data can be exported into an Excel file and stored internally on the host organisation's server, which is password protected to those staff who need access. The method described above does not attempt to collect personally identifiable information, and makes no attempt to analyse individual participants' data over time. The advantage is that this simplifies data storage in relation to data protection laws. The data collected and stored will be anonymous. The disadvantage is that data analyses can only be done on aggregate (i.e., average) data, rather than individual-level data followed up at multiple time points.

Data is potentially collected from different locations (including Australia). We recommend that host organisations act as controllers of their own data. Data sharing agreements can be drafted between host organisations if there is a need to pool the data. The fact that no identifiable data is being collected makes this simpler, minimising any risk of data breach.

Ethics

It is unlikely that people will become distressed due to completing these questionnaires. Nonetheless, the course facilitator should provide their contact details in case anyone wishes to raise any questions or concerns about the surveys and how they will be processed.

Data Analysis

It is important that data analysis procedures are simple and manageable, they should be done in-house and led by a member of staff at the organisation.

Baseline and follow-up data

An online data platform will be used to collect data. Basic analyses can be completed using such a website without the need for quantitative data expertise. Graphs and tables can be created using simple commands on such a website. These can be used to illustrate percentages (such as number of people satisfied with the course, and basic before/after comparisons). If needed, data can be exported into an Excel format for further analyses as required. One economical way of analysing this data will be to link with a local university, advertising for a postgraduate (or possibly undergraduate) student to analyse the anonymous data using a statistics programme.

The most important analyses to run are comparisons between pre-course and post-course scores:

- Total WEMWBS scores to measure wellbeing (see Q1, Appendix 1a)
- Understanding of wellbeing (see Q2, Appendix 1a)
- Engagement with Wheel of Wellbeing themes (Q7, Appendix 1a).
- Life satisfaction (Q8, Appendix 1a).

Using the approach recommended above, it is possible to calculate average scores for course participants 'before' the course and 'after' the course. Calculating the change in before/after scores for individuals will not be possible because individuals' baseline and follow-up data has been collected anonymously. Over time, the programme will collect data from large numbers of course participants. Combining everyone's scores will provide an indication of whether the course is helpful or not, particularly when also used with case studies.

Data from 'open-ended' questions will need to be analysed manually. A good way to do this is by reading each entry and categorising responses. Due to the likely time constraints, it is justifiable to use quotes from the answers to open-ended questions, these can be used to illustrate what people like about the service and what they would like to improve.

Appendices

Appendix 1a – Full course (baseline survey)

Dear DIY Happiness Participant, you can help us by answering a few questions before you start the course. We will ask you some similar questions at the end of the course.

1. Below are some statements about your feelings and thoughts. Please tick the box that best describes your experience over the past 2 weeks.

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future					
I've been feeling useful					
I've been feeling relaxed					
I've been feeling interested in other people					
I've had energy to spare					
I've been dealing with problems well					
I've been thinking clearly					
I've been feeling good about myself					
I've been feeling close to other people					
I've been feeling confident					
I've been able to make up my own mind about things					
I've been feeling loved					
I've been interested in new things					
I've been feeling cheerful					

2. How would you rate your understanding of what 'wellbeing' means?

No understanding Basic Average Good Very good

3. How would you rate your understanding of the science and theory behind the concept of 'wellbeing'?

No understanding Basic Average Good Very good

4. How often do you talk to family, friends or other people you know about wellbeing (outside of the workplace)?

Never Rarely Sometimes Often Very often

5. If you are working (either in a paid or voluntary role), how often do you talk to colleagues or others (clients, service users, customers, etc.) about wellbeing?










Never Rarely Sometimes Often Very often

6. How would you rate your knowledge of what you can do to improve your own wellbeing?

No knowledge Basic Average Good Very good

During the DIY Happiness course, we will introduce different actions that can help us to look after our ‘wellbeing’: being active and healthy eating (body); keep learning (mind); helping others and practicing gratitude (spirit); connecting (people); taking notice of your surroundings and spending time in green spaces (place); caring for the environment (planet).

7. How often do you think you engage in these different activities?

STATEMENTS	Rarely or never	Once a month	Once a week	Once a day	More than once a day
 Being Active: anything that gets our body moving around counts as being active (e.g., walking, dancing, doing housework, jogging)	1	2	3	4	5
 Healthy eating	1	2	3	4	5
 Keep Learning: this includes any type of learning (e.g., learning a recipe, a sport, doing a creative activity, reading a book, attending a course, learning some words in another language, etc.)	1	2	3	4	5
 Give: Helping others in any way, which includes small acts of kindness	1	2	3	4	5
 Practicing Gratitude: This is about when we notice and appreciate what we are grateful for in life (e.g., this could be by writing it down, talking to someone else about it, or just thinking about it)	1	2	3	4	5
 Connecting with others (e.g., family, friends, neighbours, people in your local community, colleagues, etc.)	1	2	3	4	5
 Taking notice of your surroundings.	1	2	3	4	5
 Spending time in a green space (e.g., a garden, park, forest, countryside)	1	2	3	4	5
 Caring for the environment: any actions you are taking to look after the planet (e.g., recycling, using the same shopping bag, walking instead of driving, looking after a garden, etc.)	1	2	3	4	5

8. How happy are you about these different aspects of your life?

STATEMENTS	Very unhappy	Quite unhappy	Neither happy nor unhappy	Quite happy	Very happy
 Being Active: anything that gets our body moving around counts as being active (e.g., walking, dancing, doing housework, jogging)	1	2	3	4	5
 Healthy eating	1	2	3	4	5
 Keep Learning: this includes any type of learning (e.g., learning a recipe, a sport, doing a creative activity, , reading a book, attending a course, learning some words in another language, etc.)	1	2	3	4	5
 Give: Helping others in any way, which includes small acts of kindness	1	2	3	4	5
 Practicing Gratitude: This is about when we notice and appreciate what we are grateful for in life (e.g., this could be by writing it down, talking to someone else about it, or just thinking about it)	1	2	3	4	5
 Connecting with others (e.g., family, friends, neighbours, people in your local community, colleagues, etc.)	1	2	3	4	5
 Taking notice of your surroundings.	1	2	3	4	5
 Spending time in a green space (e.g., a garden, park, forest, countryside)	1	2	3	4	5
 Caring for the environment: any actions you are taking to look after the planet (e.g., recycling, using the same shopping bag, walking instead of driving, looking after a garden, etc.)	1	2	3	4	5
How happy are you about your life as a whole?	1	2	3	4	5

9. What was the name of the course you attended? _____

10. In which location (i.e., town/city) did you attend the course? _____

11. What is your age?

24 or under 25-34 35-49 50-64 65 or older Prefer not to say

12. What is your gender? _____

13. What is your ethnicity? _____

14. Do you identify as someone with a disability? Y N Prefer not to say

Please give more detail if you like: _____

15. Do you identify as someone with a mental health problem?

Y N Prefer not to say

Please give more detail if you like _____

Appendix 1b – Full course (follow-up survey)

Dear DIY Happiness Participant, we asked you some questions at the start of the course, and we would be grateful if you could take a few minutes to answer some similar questions now that the course is over. Thank you for your help!

1. Below are some statements about your feelings and thoughts. Please tick the box that best describes your experience over the past 2 weeks.

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future					
I've been feeling useful					
I've been feeling relaxed					
I've been feeling interested in other people					
I've had energy to spare					
I've been dealing with problems well					
I've been thinking clearly					
I've been feeling good about myself					
I've been feeling close to other people					
I've been feeling confident					
I've been able to make up my own mind about things					
I've been feeling loved					
I've been interested in new things					
I've been feeling cheerful					

2. How would you rate your understanding of what 'wellbeing' means?

🍏 No understanding 🍏 Basic 🍏 Average 🍏 Good 🍏 Very good

3. How would you rate your understanding of the science and theory behind the concept of 'wellbeing'?

🍏 No understanding 🍏 Basic 🍏 Average 🍏 Good 🍏 Very good

4. How often do you talk to family, friends or other people you know about wellbeing? (outside of the workplace)

🍏 Never 🍏 Rarely 🍏 Sometimes 🍏 Often 🍏 Very often

5. If you are working (either in a paid or voluntary role), how often do you talk to colleagues or others (clients, service users, customers, etc.) about wellbeing?










Never Rarely Sometimes Often Very often

6. How would you rate your knowledge of what you can do to improve your own wellbeing?





No knowledge Basic Average Good Very good

During the DIY Happiness course, we introduced different actions that can help us to look after our 'wellbeing': being active and healthy eating (body); keep learning (mind); helping others and practicing gratitude (spirit); connecting (people); taking notice of your surroundings and spending time in green spaces (place); caring for the environment (planet).

7. How often do you think you engage in these different activities?

STATEMENTS	Rarely or never	Once a month	Once a week	Once a day	More than once a day
 Being Active: anything that gets our body moving around counts as being active (e.g., walking, dancing, doing housework, jogging)	1	2	3	4	5
 Healthy eating	1	2	3	4	5
 Keep Learning: this includes any type of learning (e.g., learning a recipe, a sport, doing a creative activity, , reading a book, attending a course, learning some words in another language, etc.)	1	2	3	4	5
 Give: Helping others in any way, which includes small acts of kindness	1	2	3	4	5
 Practicing Gratitude: This is about when we notice and appreciate what we are grateful for in life (e.g., this could be by writing it down, talking to someone else about it, or just thinking about it)	1	2	3	4	5
 Connecting with others (e.g., family, friends, neighbours, people in your local community, colleagues, etc.)	1	2	3	4	5
 Taking notice of your surroundings.	1	2	3	4	5
 Spending time in a green space (e.g., a garden, park, forest, countryside)	1	2	3	4	5
 Caring for the environment: any actions you are taking to look after the planet (e.g., recycling, using the same shopping bag, walking instead of driving, looking after a garden, etc.)	1	2	3	4	5

8. How happy are you about these different aspects of your life?

STATEMENTS	Very unhappy	Quite unhappy	Neither happy nor unhappy	Quite happy	Very happy
 Being Active: anything that gets our body moving around counts as being active (e.g., walking, dancing, doing housework, jogging)	1	2	3	4	5
 Healthy eating	1	2	3	4	5
 Keep Learning: this includes any type of learning (e.g., learning a recipe, a sport, doing a creative activity, , reading a book, attending a course, learning some words in another language, etc.)	1	2	3	4	5
 Give: Helping others in any way, which includes small acts of kindness	1	2	3	4	5
 Practicing Gratitude: This is about when we notice and appreciate what we are grateful for in life (e.g., this could be by writing it down, talking to someone else about it, or just thinking about it)	1	2	3	4	5
 Connecting with others (e.g., family, friends, neighbours, people in your local community, colleagues, etc.)	1	2	3	4	5
 Taking notice of your surroundings.	1	2	3	4	5
 Spending time in a green space (e.g., a garden, park, forest, countryside)	1	2	3	4	5
 Caring for the environment: any actions you are taking to look after the planet (e.g., recycling, using the same shopping bag, walking instead of driving, looking after a garden, etc.)	1	2	3	4	5
How happy are you about your life as a whole?	1	2	3	4	5

9. Did you enjoy the social aspect of this course (spending time with other participants)?

🍏 Not at all

🍏 Somewhat

🍏 Very much so

10. What was the name of the course you attended? _____

11. In which location (i.e., town/city) did you attend the course? _____

Appendix 1c – Post course survey (three to six months)

Dear DIY Happiness Participant, several months ago you completed a DIY Happiness course, we would like to ask you four brief questions about what you have done since the course finished. This survey should take no longer than five minutes to complete

1. What do you remember most about the course?

2. Have you used any of the information you learnt during the course, if so how?

3. Have you shared any of the information you learnt on the course with your family, friends or people you know in your local community? Please give more details about this, such as what you shared, how you did this and whether you think this has helped others in some way?

4. If you are working (either in a paid or voluntary role), have you shared any of the information you learnt on the course with your colleagues or others (clients, service users, customers, etc.)? Please give more details about this, such as what you shared, how you did this and whether you think this has helped others in some way?

Appendix 1d – Short course evaluation form

1. How would you rate your understanding of the science behind the concept of 'wellbeing'?



BEFORE 1 2 3 4 5 6 7 8 9 10

AFTER 1 2 3 4 5 6 7 8 9 10

2. How would you rate your knowledge of what you can do to improve your own wellbeing?



BEFORE 1 2 3 4 5 6 7 8 9 10

AFTER 1 2 3 4 5 6 7 8 9 10

3. How would you rate your knowledge of what you can do to improve wellbeing in your workplace? (Please ignore this question if you are not attending a course relating to workplace wellbeing)



BEFORE 1 2 3 4 5 6 7 8 9 10

AFTER 1 2 3 4 5 6 7 8 9 10

4. Do you have any other comments?

5. What is your age?

24 or under 25-34 35-49 50-64 65 or older Prefer not to say

6. What is your gender? _____

7. What is your ethnicity? _____

8. Do you identify as someone with a disability? Y N Prefer not to say

Please give more detail if you like: _____

9. Do you identify as someone with a mental health problem?

Y N Prefer not to say

Please give more detail if you like: _____

Appendix 2a – Sample consent form for data storage (GDPR compliant)

Instructions for use: *This consent form, or a variant with similar wording, should be gained from course participants at the beginning of the course. Please complete the blanks as appropriate.*

1. I am happy for my personal data (including my name and contact details) to be processed by [XXX organisation] for the following purposes:
 - a. To contact me about details of the course during the course itself
Yes No
 - b. To contact me up to three to six months after the DIY Happiness course has finished (in order to complete a feedback form about the course)
Yes No
 - c. To share my personal data with [XXX organisation], our partners in delivering DIY Happiness courses.
Yes No
 - d. To share my personal data with [XXX organisation]... for [XXX reason]
Yes No
2. I am happy to receive communications about other [XXX organisation's] events related to the DIY Happiness course.
Yes No

Appendix 2b – Sample consent form for care studies (GDPR compliant)

Instructions for use: *This consent form, or a variant with similar wording, should be gained from course participants during/after completion of the course, if wanting to follow up with them about giving a case study.*

1. I am happy for my personal data (including my name and contact details) to be processed by [XXX organisation] for the following purposes:
 - a. To contact me about providing a case study of my involvement in the DIY Happiness programme
Yes No
 - b. I wish to remain anonymous in any published case study
Yes No