A Qualitative Evaluation of the Personal, Academic & Professional Impact of a Choose Life Project Event on Students in Universities in England

Dr Karen Corteen, Dr Amy Hughes-Stanley and Georgia Marriott-Smith

Changing Hearts & Minds

Choose Life

The impact of choose life project events *in higher education*

FINAL REPORT

LIVERPOOL JOHN MOORES UNIVERSITY

CENTRE FOR THE STUDY OF CRIME, CRIMINALISATION AND SOCIAL EXCLUSION

WRITTEN BY
Dr Karen Corteen
Dr Amy Hughes-Stanley
Georgia Marriott-Smith
Department of Criminal Justice, Liverpool John Moores University

WE WOULD LIKE TO THANK
Steve Duffy and the volunteers from the Choose Life Project, the student participants and University staff

Acknowledgements

We owe a great deal of gratitude to Steve Duffy, Founder and Manager of the Choose Life Project. We are thankful for his invitation to evaluate the Choose Life Project and for the constant support he has provided us with during this process. We would also like to thank Dr Cassie Ogden from Liverpool John Moores University and Dr Michelle Jolley and Dr Sarah Nixon from the University of Winchester for being part of this collaborative evaluation process. We would like to thank the LJMU QR Policy Support Fund for the funding that supported part of this research and the Choose Life Project Steering Committee for funding the design of the Summary Report. . Also, thanks to Leslie Hughes for his creative input and for desiging the Summary Report.

We are also extremely thankful to all the volunteers who took part in the Choose Life Project events: Simon Brown, Billy Dowdall, Victoria Cooper, Rachael Edwards-Papesch, Gary Groves, John Hart, Denise Jones, John Swanick, and Olivia Woods[1]. Your presence, your powerful life stories and your experiential narratives were invaluable. We would like to acknowledge and thank all the University staff who hosted Choose Life Project events. We would also like to thank all the students who gave up their time to attend a Choose Life Project event and take part in the research. Without both, this research project could not have happened.

Dedication

At the heart of the Choose Life Project are the volunteers who are recovering from substance use and addiction and we dedicate this evaluation to them. We would especially like to dedicate this evaluation to Billy Dowdall and all the other people whose lives have been sadly lost as a result of substance use and addiction. Finally, we would also like to dedicate this to the family and friends who have been or who are impacted by substance use and addiction.

[1] Please note that volunteers have given consent for their names to be shared.

Contents

PART ONE
1.0 Author Details

Dr Karen Corteen
Principal Investigator
K.M.Corteen@ljmu.ac.uk

Department of Criminal Justice, School of Justice Studies, Liverpool John Moores University, UK: https://www.ljmu.ac.uk/about-us/staff-profiles/faculty-of-arts-professional-and-social-studies/school-of-justice-studies/karen-corteen

Karen is a Senior Lecturer in Criminal Justice, she is also a lead editor of and contributor to *Forensic Psychology, Crime and Policing: Key Concepts and Practical Debates* which brings together many issues that are relevant to this evaluation (2023, Policy Press). Karen is also an experienced researcher and she has experience of researching the impact of critical pedagogies on the lives and education of criminology students. From this research she has co-authored a refereed academic article on this subject in the *Journal of Criminal Justice Education.*

Dr Amy Hughes-Stanley
Co-Investigator
A.E.HughesStanley@ljmu.ac.uk

Department of Criminal Justice, School of Justice Studies, Liverpool John Moores University, UK: https://www.ljmu.ac.uk/about-us/staff-profiles/faculty-of-arts-professional-and-social-studies/school-of-justice-studies/amy-hughes-stanley

Amy is a Lecturer in Criminal Justice and specialises in qualitative research. Amy has previously researched policy and practice in relation to women's imprisonment and has broader interests in alcohol and drug recovery, imprisonment, and violence against women.

Georgia Marriott-Smith
Research Assistant
G.MarriottSmith@ljmu.ac.uk

School of Justice Studies / Public Health Institute, Liverpool John Moores University, UK.

Georgia is a current PhD student within the Public Health Institute and is a Research Assistant within the School of Justice Studies. Georgia has previously conducted research in the following areas: peer-mentoring with at risk of crime young people, drug rehabilitation treatment effectiveness, COVID-19, and its impact on the criminal justice system. Georgia has a profound interest in prison settings, gender differences within criminal justice and vulnerable populations.

The Department of Criminal Justice, School of Justice Studies, Liverpool John Moores University: https://www.ljmu.ac.uk/about-us/faculties/faculty-of-arts-professional-and-social-studies/school-of-justice-studies/about-the-school/criminal-justice

The Centre for the Study of Crime, Criminalisation and Social Exclusion, School of Justice Studies, Liverpool John Moores University: https://www.ljmu.ac.uk/research/centres-and-institutes/the-centre-for-the-study-of-crime-criminalisation-and-social-exclusion

1.1 About the Research and the Final Report

This research is part of an inter-related three-fold research project, details of which can be found later in the report. It entailed a qualitative, online, open-ended question survey with 31 students in five universities in England. The students were studying criminal justice and/or criminal justice-related programmes. It aimed to evaluate the personal, academic, and professional impact of a Choose Life Project event on students. The research also entailed an ethnographic element in which the researchers observed and interacted with the study's participants and volunteers at the Choose Life Project events. The findings of which are conveyed in a preliminary report published in March 2023 (Corteen and Hughes-Stanley, 2023) and in this final report.

The Choose Life Universities Evaluation Project – Preliminary Report can be accessed here: https://researchonline.ljmu.ac.uk/id/eprint/19546/

A summary of this report is also available and can be accessed here: https://researchonline.ljmu.ac.uk/id/eprint/22096/

This research began at the request of practitioner Steve Duffy, the Choose Life Project Founder and Manager. Steve asked for an evidence-based evaluation of the Choose Life Project (hereafter CLP) in order to explore its impacts and the extent to which it makes a difference to the students who experience it. The CLP provides substance use and addiction education for young people, students and professionals and it has done so in the community for over 15 years.

In a nutshell, the CLP is concerned with educating about drugs and alcohol, however it is far more than this and it is different to any other drugs and alcohol education. CLP events educate about addiction, how addiction happens, the harms of addiction, the pains and tribulations of recovery, and desistance from harmful behaviour. In this respect it is unique.

Since 2008, the CLP has educated over 50,000 young people in schools, Youth Offending Teams and pupil referral units. The project has educated over 5,000 police recruits in Merseyside, Lancashire, Cheshire, North Wales and Greater Manchester. They have also trained people from diverse fields including Criminal Justice, Job Centre Plus, Park Wardens, Probation, Psychology, Social Work and national and regional charities.

Steve's request for an evaluation was timely as it coincided with Dame Carol Black's independent review which focused on drugs, drug use, prevention, treatment and recovery (Black, 2021). Black's review highlighted that there are evidence gaps, including what works to deter people taking drugs. It recommended more research into interventions regarding the prevention of and responses to drug use. In this report we have referred to drug use as substance use and this includes alcohol use. We also preferred to discuss 'people who use substances' rather than 'substance users'. Importantly, the Black (2021) review also highlighted the role of education in preventative interventions, and it recommended that staff working with people with drug dependence be appropriately trained. In addition, it recommended bringing researchers and practitioners together. This research project, therefore, addressed some of the issues raised in the Black (2021) review including its recommendations. As such, the report is an evaluation of the impact of a community intervention concerned with addiction education, substance use prevention and recovery and desistance from substance use.

This final report is made up of three parts. Part One provides an executive summary and the key findings and recommendations. Part Two is more detailed and provides the evidence on which Part One is based. It outlines a more detailed introduction to the CLP and it describes the content of the CLP events which student participants attended. The aims and methods of the research are presented together with an in-depth discussion and thematic analysis of the findings. This includes giving a voice to the students who participated in the research. The thematic analysis engages with the key literature related to each of the themes. The seven key themes that emerged from the research are: awareness of substance use; a changing of perceptions/attitudes; informed insight; impact; personal experience; recovery from substance use; creative pedagogical methods.

[2] In the open-ended survey students were asked about 'substance misuse'. Substance misuse is a term that is commonly used to convey the harmful use of drugs, including alcohol, and it is a term that students participants would understand and be familiar with. When discussing student participants responses, the original terminology will be used. However, in the rest of this report we are taking a more nuanced, person-centred approach by using the term substance use and by using the language of 'people who use substances'. This puts the person first and aims to be non-judgmental.

The United Kingdom (UK) government have acknowledged that within the UK there is a problem with excess alcohol consumption (Orme and Coghill, 2023) and widespread drug use (Office for National Statistics, (ONS) 2023). This is especially the case regarding young people (Smith, 2018; ONS, 2022). This has also been recognised as an issue for universities in the UK. Therefore, Part Three of this report provides a comprehensive review of the relevant literature in this respect. There is an overview of how the literature review was systematically conducted and the areas that are reviewed. These are: university students' substance use; university responses to substance use; addiction education; creative methods in education and finally, public perceptions of individuals who use substances. To complete the report, five recommended readings, a conclusion and a full reference list are provided.

1.2 Executive Summary

This Choose Life Universities Evaluation Project (hereafter the evaluation) contains the findings from research into the personal, academic and professional impacts of a Choose Life Project (CLP) event on students studying criminal justice and/or criminal justice-related programmes, conducted by researchers at Liverpool John Moores University. The CLP provides substance use and addiction education for young people, students and professionals and it has done so in the community for over 15 years. It also educates about the recovery journey and the desistance process. The research explored the impacts of a CLP event and the extent to which it made a difference to students that experienced it.

This evaluation also coincided with Dame Carol Black's independent review which focussed on drugs, drug use, prevention, treatment and recovery (Black, 2021). Black's (2021) review highlighted that there are evidence gaps, including what works to deter people from taking drugs. It recommended more research into interventions regarding the prevention of and responses to drug use. This evaluation was an attempt to begin to address the evidence gaps in relation to the impact of substance use and addiction education, as well as education about recovery and desistance.

The evidence base for this evaluation comprised a thematic analysis of 31 qualitative, online open-ended surveys completed by university students in five universities in England, together with ethnographic observations at CLP events. The first CLP event and data collection began on Monday 14th February 2022. The final CLP event and data collection process took place on Friday 28th October 2022.

A preliminary analysis of the data gathered from the CLP events was conducted and this was published in March 2023 in a preliminary report. To summarise the findings of the preliminary report, the research demonstrated that creative pedagogical methods in substance use education, such as role play and the sharing of experiential narratives, had positive impacts on those who participated in CLP events. The research highlighted that students' awareness of attitudes towards and responses to substance use, addiction and people dependent on substances can positively change personally, academically and professionally as a result of attending a CLP event. CLP events provide a powerful opportunity to increase understandings of substance use, addiction, recovery and desistance and therefore, these events should be rolled out locally and nationally for schools, universities, and professional bodies. Those who influence policy in this area and people who come into contact with people who use substances as part of their practice or profession should also attend a CLP event. The research also found that attendance at a CLP event can be validating for individuals trying to support someone dependent on or addicted to substances and it also offers them hope. In consideration of these findings, we recommend that in the roll out of CLP events that sufficient time be dedicated to these events, and that they are not a one-off occassion but the start of or part of education and training that focuses on substance use and addiction education, prevention, early help, harm reduction and recovery.

1.3 Key Findings and Recommendations

The data collected through the course of the research was thematically analysed (Braun and Clarke, 2022). The key findings and recommendations are laid out below. These findings are discussed in more depth in Part Two.

[F1] Finding

Student participants' thoughts about substance misuse before attending a CLP event were mixed and they were dependent on their existing level of awareness of substance misuse and their lived experiences.

[R1] Recommendation

The level of awareness of substance use amongst attendees to CLP events should not be assumed by the CLP and by the facilitators of a CLP event. The CLP event provides a powerful impactful opportunity to raise an awareness of substance use, addiction recovery and desistance. It also provides the opportunity to validate the lived experiences of members of the audience who have experienced, or who are experiencing substance use and addiction either directly or indirectly.

[F2] Finding

CLP events gave student participants a fuller and more empathetic understanding of why people use substances and people's journeys to recovery.

[R2] Recommendation

Policy makers and influencers should attend a CLP event themselves to experience and witness its impact. The CLP events should be rolled out widely to individuals who come into contact with people who use substances in an educational, practical, non-professional and professional capacity. The CLP event should not be a one-off event and facilitators should think about where in their education, programme or training a CLP event fits, and what other follow up sessions with or in addition to the CLP event are required.

[F3] Finding

The CLP event impacted on student participants' beliefs about substance misuse and people who use substances. In this way, the event opened student participants eyes to the realities of substance misuse and it positively changed and challenged their negative beliefs about people who use substances. In addition, the event impacted on student participants perspectives of their interpersonal relationships and substance use and their own substance use.

[R3] Recommendation

The CLP event does positively challenge and change negatives beliefs regarding substance use and people who use substances. In doing so, it raises awareness and increases an understanding of these issues. Therefore, CLP events should be delivered locally and nationally to those who come into contact with people who use substances and those who may do so in their future career. When doing so, consideration should be given to attendees who may be impacted by substance use personally and/or interpersonally.

[F4] Finding

As a result of attending a CLP event, student participants gained new knowledge and perspectives on a range of drug, alcohol and addiction related issues, including the negative impact of substance use on people. This resulted in an overwhelmingly more humanistic response to people who use substances, why they use substances, the recovery and desistance journey and what should be done about it.

[R4] Recommendation:

CLP events are needed locally and nationally in order to disseminate knowledge and understanding of the real-life experiences of substance use, the realities of recovery and desistance and to encourage a more humanistic and realistic way of responding to people who use substances. For professionals the more humanistic and realistic understanding gained from an event could be followed up with the opportunity to develop practice skills.

[F5] Finding

Student participants made connections between the issues raised in the CLP event and their studies and it impacted on how they would approach this area in their studies and in their post-university life. This included finding alternatives to punishing and imprisoning people who use substances.

[R5] Recommendation

Due to the positive attitudes of student participants regarding their academic studies and post-university life as a result of attending a CLP event, it is recommended that a CLP event or training be integrated into any education or training that deals with addiction, drug and alcohol education, prevention, early help, harm reduction and recovery.

[F6] Finding

The volunteer experiential narratives, life stories and the role play were especially impactful on the student participants. The experience of a CLP event goes beyond educating about substance use, it extends to participant self-reflection and self-identification with the work of the CLP and its volunteers.

[R6] Recommendation

The creative pedagogical tools employed in the CLP event should be recognised as powerful and impactful on attendees and should be extended to local and national substance use and addiction education and training courses and programmes. Support for attendees should be considered.

[F7] Finding

For the majority of student participants there was nothing about the CLP event that they did not like. Some students commented positively on what they liked about the event and three important issues were raised: the role play, family and friends, and triggering.

[R7] Recommendation

The CLP event is impactful and should continue and be expanded locally and nationally. Greater attention needs to be paid to the debriefing of the 'drug dealer' role play, to the inclusion of the impact of substance use and addiction on families and friends, and to the potential of triggering. The facilitator and the CLP should make known the immediate and ongoing wrap around support and services following an event.

[F8] Finding

Approximately half of the student participants did not comment on how a CLP event could be improved. Some student participants offered useful suggestions on how to improve an event. These are grouped as: more information, comments on volunteers and the role play and the impact on families. The CLP would benefit from each event having more time dedicated to it.

[R8] Recommendation

In the closing of a CLP event the audience should be informed of what the aim of the event was and what it aimed to achieve. Where possible, the CLP Manager should continue to include volunteers with different characteristics and different experiences of substance use and time in recovery. The duration of a CLP event should be extended to increase the participant experience.

[F9] Finding

The student participants' experience of the CLP event is overwhelmingly positive, and students demonstrated a great appreciation of the event and of the volunteers' experiential narratives and life stories.

[R9] Recommendation

The CLP event should evolve and expand and should be rolled out locally and nationally. Sufficient time should be provided for CLP events, and they should be followed up with one or more sessions focusing on substance use, addiction, people who use substances, and sources of immediate and ongoing support.

The student participants were asked to provide three to five key words that describe their thoughts about substance misuse before and after the CLP event. The impact of the event can be seen in the words provided by the students:

PART TWO
2.0 An introduction to the Choose Life Project

The CLP began in the mid-1990s in HMP Liverpool and in 2008 the CLP was established in the community as a charity. Steve Duffy is the Founder and Manager of the CLP and he is a former prison officer. Since 2008, the CLP has provided substance use and addiction education for young people, students and professionals. Whilst working in prison, Steve noticed that a vast majority of people in prison had problems with substance use and addiction and that nothing was being done to address this issue. However, at this time, there was no education in the prison about substance use and addiction, "there wasn't even a poster on the wall or any form of support for the inmates" (Choose Life, 2020a). Subsequently Steve introduced the novel idea of using drama and experiential knowledge to try and address the growing issue of substance dependence and addiction amongst people in prison.

When the CLP was founded over 25 years ago, not only was education on substance use and addiction non-existent in HMP Liverpool, but more generally substance use and addiction education and training was very poor. To some extent little has changed in this respect (Black, 2021). In addition, professionals were (and arguably many still are) not equipped to deal with these issues. This included professionals such as the police and prison officers who regularly worked with people who use substances. The CLP believes that "there is no-one better to educate and inform about the danger of drug and alcohol abuse than someone who has been there and experienced it all for themselves" (Choose Life, 2020a). In addition, "hearing about their often harrowing and emotional pasts, and the sequence of events that led to their growing addiction, instils a raw and forceful warning [to the audience] that simply cannot be acquired from another means" (Choose Life, 2020a).

Many people believe that individuals simply choose to engage in substance use, and this lack of understanding can result in a lack of empathy for people who are in the grips of drugs and alcohol use. The CLP aims to dispel the myths surrounding substance use, addiction, recovery and those that are impacted by it. They do this through collaboration and employing a range of creative techniques (see Section 2 below). The CLP uses "the first-hand knowledge and experiences" of people in recovery from alcohol and drug use to educate pupils, students, and professionals about substance use and addiction (Choose Life, 2020a). It goes into schools with volunteers who are in recovery from substance use to "teach the pupils about the pitfalls of substance abuse, with the addict's own experiences offering a powerful and cautionary voice about the risks that lie on the road to addiction" (Choose Life, 2020).

The Choose Life Project and Desistance

The theory, policy and practice regarding the concept and process of desistance is a relatively new area inside and outside of academia. For the purpose of this report desistance is the process of stopping unwanted patterns of behaviour such as substance use and/or crime. The relationship between substance use and crime and the need to simultaneously study desistance from both types of behaviour has been recognised (Nixon, 2023). It has also been acknowledged that desistance is not an identifiable one-off event, it is a process (Burke and Gosling, 2023; Kewley and Burke, 2023). The process of desistance "is also not linear, people 'zig and zag' in and out of [unwanted patterns of behaviour] for periods of time, often long before permanent cessation occurs" (Kewley and Burke, 2023, p.55), if it occurs at all. Audiences at CLP events gained important insights into desistance – in terms of what this entails and how difficult the desistance journey is. Importantly, being a volunteer in the CLP is a crucial part of volunteers desistance journeys. For some volunteers this is not only part of their recovery, rehabilitation and desistance from substance use it is also about their departure and desistance from the commission of crime. For many of the volunteers, their cycle of substance use resulted in a life of crime, for some it resulted in imprisonment. Some female volunteers have worked in the sex industry and many male and female volunteers went through the care system. When the volunteers share their powerful personal testimonies not only are they doing so to aid the audiences understanding of and empathy towards the complexity of substance use and desistance, they are also giving something back to the community. Wanting to give something back is an important aspect of the desistance journey (Maruna, 2001) whether it is desistance from substance use and/or crime. The following comments from volunteers on the Choose Life (2020b) website captures both the importance of this project for the volunteers and the audience:

Being involved with the Choose Life Project has been a great experience. Telling my life story to large groups of people, including students and new police recruits, has really boosted my confidence. As volunteers, we always get positive feedback from the audience, which lets us know we're doing something worthwhile.

I have volunteered for Choose Life on many occasions. Why I do it is so that young people can hear first-hand what the horror on life addicted to Class A drugs is like and hopefully will educate them not to go down that route. I also get so much from this Project.

The CLP has more than 600 volunteers, many of whom have been part of the project for over ten years. The volunteers are "at the heart of the project" and "their shared stories are the essence of Choose Life" (Choose Life, 2020b). Each volunteer is in recovery and they have "a unique and powerful story to tell …. Their experiences inspire and empower others to walk a path that leads away from substance misuse" (Choose Life, 2020b).

The CLP is based in Merseyside, going forward Steve Duffy would like the CLP to be expanded nationally with volunteers and attendees across Britain being able to be involved in and benefit from local events. In order to do this, an evaluation of its impact was required.

2.1 An Overview the Choose Life Project Event

This section provides an overview of the Choose Life Project (CLP) event experienced by the researchers and participants of this research. More detail can be found on the Choose Life website: https://www.chooselifeproject.org/addiction-education-for-professionals Also, the researchers observation and experience during and after the event is noted in this section.

Introduction to the CLP Event

A CLP event typically begins with a talk by Steve Duffy about his experience of substance use and addiction in prisons. This was followed by an overview of how the CLP came about and how it went from being delivered in prison to being delivered in the community. The researchers observed the immediate engagement of the students at the outset of the talk.

Role Play: The Life Testimony of a Drug Dealer

After the introduction, Steve introduced two or three volunteers. One of whom plays the role of an 'upper level' drug dealer. In order for the 'drug dealer' to tell their story Steve asked the 'drug dealer' some really hard questions about why they deal drugs, who they deal them too, how they recruit young vulnerable people to deal their drugs, the measures they go to make sure that they will never get caught, and how they tampered with drugs to make more profit. The researchers experienced the evocation of quite strong emotions of dislike towards the 'drug dealer' on the part of the students. Tension in the room was also observed.

Student Question and Answer Time and Revelation of the Role Play

The students were invited to ask questions and the researchers observed that the student's also asked many hard questions to the 'drug dealer'. Steve then explained that the volunteer is not a drug dealer but a person in recovery from substance use. Steve explained that most of the drug dealers in prison are low level players and that drug dealers who are at 'the top' making the most profit rarely go to prison. He also told the students that the answers that the volunteer gave in their role as a drug dealer are based on conversations that Steve has had with 'upper-level' drug dealers in prison. The researchers witnessed and experienced a mixture of emotions and reactions to the revelation of the role play, they varied from surprised, relieved, amused and feeling a little deceived.

PowerPoint Presentation: From Afghanistan to Anfield – Drug Dealing in Our Communities

Steve then went through a PowerPoint presentation that demonstrated the drug dealing hierarchy, how drug trafficking works, and how drugs get into communities. In so doing, issues such as the devastating consequences

for communities, the manipulation of young and vulnerable people and county lines are covered. The students listened to this attentively and many made notes.

Volunteer Life Testimony

The life testimony of a volunteer in recovery is described on the Choose Life website as "one of the most powerful sessions we offer" (Choose Life, 2020c). This is when the audience, in this case students, had the privilege of hearing a volunteer's life story. This offered the students "a memorable insight into a world very few people know about" and even though Steve has heard over 600 life stories during his time with the CLP "he is still routinely shocked by some of the ones he hears" (Choose Life, 2020c).

Each volunteer's life testimony is highly personal and unique. However, from the researcher's observations there were some shared themes. Each volunteer was in recovery from substance use and addiction in the form of drugs and/or alcohol. Some volunteers had a happy and safe childhood, but many did not, and many had a variety of adverse childhood experiences (ACEs). ACEs included being in care, being bullied, and being abused (psychologically, emotionally, physically, sexually). Some volunteers also had shared experiences as adults such as being exploited, engaging in sex work, being homeless, having no familial ties or having family ties severed, having their children taken into care, and being prevented from seeing their children and grandchildren. Many volunteers also entered into a cycle of crime as a result of their substance use and addiction, some of whom ended up in and out of prison.

The majority of volunteers talked about how their desistance journey included relapses along the way. Listening to volunteers talk about their lives, including their shame, embarrassment and guilt, provided an understanding that may not be acquired any other way. From discussions with students after the CLP event, a powerful aspect of bearing witness to such personal testimonies and experiential narratives and knowledge, was hearing about, and seeing how, the volunteers have survived and how they found the resilience to desist, recover and build safe and happier lives. The researchers, Steve and the volunteers experienced through discussions with students following the event how students had been or were currently impacted on by substance use in their lives. This was as a result of their own engagement with substances, because of substance use on the part of their living family members or friends, or due to their loss of a parent, relative or friend through substance use. Students commented on how the CLP event enabled them to have hope and imagine the possibility of better futures for themselves or their family and friends who were struggling with substance use. The researchers also observed and heard that for students who had lost someone to substance use or addiction, that the CLP event was at the same time moving, upsetting, validating and life affirming.

Video: Rat Park

After the first volunteer testimony the students were shown a short video called Rat Park. The video format is that of a cartoon. The video described an experiment undertaken by Bruce Alexander, a psychologist in the 1970s. The crux of the video conveyed that addiction to drugs is not about being addicted to the drugs themselves, but about the environment in which an individual takes drugs. It showed that rats raised in an isolated and desolate environment are more likely to habitually drink drug laced water than those raised in an enriched and stimulating environment. Although the video was concerned with the behaviour of rats, a key message is that chemical addiction is not the only factor in substance use, dependence on substances and addiction. The experiment provided evidence that in order to understand substance use and addiction, there needs to be an understanding of the environment and circumstances in which a substance or substances are consumed. Therefore, the emphasis in drugs law and responses to substance use should not be to blame the individual who is using substances but to recognise, account for and address other factors such as social problems[3]. After the event, when mixing with students, the researchers heard how the video was thought provoking and how it provided a different perspective on substance use and addiction.

Video: Morph

Next the students were shown another short video, this one was based on real individuals – previous volunteers. It showed volunteers morphing from their identities in active addiction into their desistance identities. The students seemed to be moved and happy to see individuals showing a positive change in the individuals'

[3] For more information on the rat park experiment, follow-up studies, replication attempts and contemporary studies and an evaluation of the Rat Park programme of research, see Gage and Sumnall (2018).

appearance as they morphed from looking very unkempt, unwell and unhappy, to looking extremely healthy, well kempt and happy.

Video: Julie's Poem

The students were shown a final short reality video which featured Julie, a former sex worker, reading a poem out about her life. The poem depicted a problematic and abusive childhood, and it described how Julie entered a cycle of substance use and how she became a street-based sex worker who sold sex on the streets in order to pay for this. In all of the CLP events that the researchers observed, the students were attentive during the poem and they appeared very moved by it.

Volunteer Life Testimony

The students then heard one or two more life testimonies from the volunteers (see section 2.5 above).

Volunteer-led Question and Answer Session

The volunteer-led question and answer section was the final part of the CLP event and the researchers observed it to be a very interactive session. The researchers witnessed this happening in two ways depending on the size of the audience and also depending on the venue. If the audience was small e.g. less than 10 students, students were invited to put their hand up and ask questions to any member of the CLP. If the audience was large and the venue did not lend itself into students getting into smaller groups, then the questions were opened out to the students in the same way that they would be to a small group of students. If the audience was large e.g. more than 10 students and the venue enabled students to go into smaller groups, then this is what happened. Using a carousel learning strategy students moved from one volunteer to another, spending 5-10 minutes with each of them. They asked questions, got answers and discussed and reflected together on the responses. We observed this activity as especially interactive, with students asking lots of different questions.

One to One and Group Support

The researchers observed that it was the norm for students to approach the volunteers and/or Steve for a one-to-one discussion, or for a discussion in a small friendship group. The researchers witnessed this at the events they attended and students also came up to the Principal Investigator (PI) one at a time or in small groups of two to four. They usually thanked the PI for the event, commented on the research, asked a question about the research, or they told the PI a little bit about their own life story and how the CLP event had resonated with them in some way. Steve and the volunteers are trained in offering support and directing attendees to relevant services if necessary. They always stayed behind at the end of the event to for one-to-one or small friendship group questions, discussions, and support. The students and university staff appreciated this.

2.2 Background to the Evidence-Based Qualitative Evaluation of the Choose Life Project

Introduction

This study is part of a comprehensive, inter-related three-fold project. This comprises, one, an evaluation of the impact of a CLP event on university student's personal, academic and professional understanding of substance use. This research was conducted by the authors of this evaluation, Dr Karen Corteen, Dr Amy Hughes-Stanley and a Research Assistant, Georgia Marriott-Smith, who are members of the School of Justice Studies, at Liverpool John Moores University (LJMU).

The second element of the three-fold project is an evaluation of the impact of a CLP event on pupils in secondary schools. This evaluation was conducted by Dr Cassie Ogden also based at LJMU in the Department of Sociology. *The Choose Life Schools Evaluation Project – Preliminary Report* can be accessed here: https://researchonline.ljmu.ac.uk/id/eprint/23396/

The third element of the three-fold project was an evaluation of the impact of being part of the CLP on volunteers. This evaluation was carried out by Dr Michelle Jolley and Dr Sarah Nixon who are both based in the Department of Applied Social Sciences at the University of Winchester. The volunteers evaluation titled, 'I wouldn't be where I am now if it wasn't for Choose Life': An Evaluation of Volunteers' Perspectives on How Choose Life Supports Recovery and Desistance can be accessed here: 10.13140/RG.2.2.29003.57127

The researchers have collaborated to independently evaluate the impacts of the CLP on university students, school pupils and CLP volunteers. This was with the intention of using this evidence-based research to build on existent good practice within CLP and to identify where improvements can be made. It is also hoped that evidence-based policy and practice change will be made beyond the CLP's operations.

This research project was concerned with exploring the impact of a Choose Life Project (CLP) event on students in five universities in England. The evaluation is made up of two elements. One, it is a process evaluation in that how students engaged with the CLP event was ethnographically observed. Two, it is an outcome evaluation as it specifically examined the personal, academic and professional impact on student participants after they had experienced a CLP event. In terms of the personal impact, the researchers wanted to assess the extent, if any, student participants' personal beliefs and thoughts about substance misuse and people who use substances had changed as a result of experiencing a CLP event. The researchers also wanted to find out how, if at all, the CLP event impacted on student participants academically, for example, how they thought about their academic studies or what they would like to study in the future. Finally, the researchers wanted to explore if the CLP event had impacted on them professionally. For example, had the event made the student participants consider or think differently about what they wanted to do professionally when they leave university.

The Impact of Desistance Narratives

Desistance is a relatively new but important field of inquiry in criminology and in criminal justice theory, policy and practice. Defining desistance "is not without debate" (Kewley and Burke, 2023, p.55) and "it has been much contested" (Barr, 2019, p.2). One definition provided by Nixon (2020a, p.1) is that "Desistance is the study of pathways out of offending and desistance narratives are expressions of 'going straight'". Given that the work of the CLP reaches beyond addressing desistance from just crime and offending behaviour, for the purpose of this report we define desistance as the process of stopping unwanted patterns of behaviour such as substance use and/or crime.

The researchers are aware that in the desistance literature and in desistance studies "women's experiences were largely side-lined, marginalised and incorporated within the male-focused exploration of desistance" (Barr, 2019, p.1). However, despite this gap in relation to women, understandings of desistance are beginning to influence evidence-based practice, especially in probation (McNeil and Weaver, 2010; Maruna and Mann, 2019)[4]. For Kewley and Burke (2023) understanding the desistance process is vital, as effective desistance impacts on everyone involved in the criminal justice system. Furthermore, "not only does it help break the offending cycle" and reduce recidivism, desistance from crime and from substance use can "prevent future harm, ... (re) build relationships, provide reparation, and help desisters develop the strengths and resources needed to live a life free from crime" (Kewley and Burke, 2023, p.55), and a life free from substance use. It is therefore crucial that students, who may become professionals and practitioners in the field of criminal justice and/or substance use understand the process of desistance, its complexities and challenges.

At present there is very little research which examines the impact of desistance narratives on students in Higher Education. Drawing on research concerned with bringing academic knowledge to life through experiential learning (Payne et. al., 2003; Ancrum, 2015; Marsh and Maruna, 2017; Belisle et. al., 2019; Nixon, 2020a), it was the intention of this research to explore the impact of desistance narratives and experiential knowledge on students personal, academic and professional development. Literature based on qualitative research with undergraduate criminology students demonstrates that real-life desistance narratives have a positive impact on the student's understanding of desistance theory and its application, and of themselves as potential future criminal justice practitioners (Nixon, 2020a). This included having a positive impact on 68% of students regarding their perception of people who have offended, including humanising people who have offended and people in prison (Nixon, 2020a). It also inspired some students to want to work with people who have committed offences (Nixon, 2020a). For Roth (2016, in Nixon, 2020a, p 4) bringing in guest speakers and using real life case studies in lecture delivery "can open student's eyes to offender's capacity for change". The use of real-life desistance narratives based on volunteers' experiential knowledge can be used to challenge "the spate of prison documentaries in the UK" which disseminate "very negative and damaging portrayal of prisoners" (Nixon, 2020a, p.1). Also, Knight (2014) argues that in order to

[4] See Burke and Gosling (2023) and Kewley and Burke (2023) for more detail on desistance and theories of desistance.

be able to work with people in the criminal justice system, criminal justice practitioners need emotional literacy, and guest speakers with criminal justice backgrounds can impact on the development of the emotional intelligence required to work effectively with diverse groups of people who have had contact with the criminal justice system (Belisle et al., 2019).

It is hoped that the desistance narratives of the CLP volunteers will contribute to the critical pedagogical approach utilised in criminal justice and criminal justice-related programmes[5]. Within this critical pedagogical approach, it is important to explore the role of experiential learning and the creative and innovative experiential knowledge, desistance narratives and drama on students personal, academic and professional understanding of substance use, addiction and the desistance process. This was central to this research project via the experiential knowledge and desistance narratives of the volunteers and of a former prison officer and CLP Founder and Manager. Together they are disseminated at a CLP event in a creative and interactive manner (see Section 2 above). Ex-criminal justice practitioners have a unique insider perspective and experiential knowledge of the criminal justice system (Earle, 2014; Nixon, 2020a). During CLP events Steve Duffy used his experiential knowledge of being a long-term prison officer and CLP Founder and Manager to bring to life the realities of substance use and addiction and the desistance and recovery process. So too did the volunteer's life stories. Nixon (2020a, p.14) found that "student perceptions can be positively influenced or consolidated through (ex) practitioner delivery, and the authenticity of first-hand desistance narratives". This study aimed to explore and capture the impact of a CLP event which entailed both these methods of delivery on students personally, academically and professionally using qualitative and exploratory research. It also aimed to use the findings to bring about positive policy change locally and nationally with regard to education aimed at raising an awareness and understanding of drugs, alcohol, addiction, and recovery and desistance.

2.3 University Evaluation Aims and Methods

Summary of the Research

The 31 participants in this study were students studying criminal justice and/or criminal justice-related programmes in five universities in England. The research entailed distributing a Participation Information Sheet and a link to a Qualtrics anonymous open-ended survey to students before they had attended a CLP event. After the event students were asked to complete the suvey via the Qualtrics link that they had been provided. At each university very few students completed the survey at the end of the event and most students completed the survey away from the event in their own time. The survey contained questions that asked about their experience of the event and the ways it impacted on them personally, academically and professionally. The research also entailed an ethnographic element in that the researchers attended and observed the events and students' reactions to the event and their participation in them (see Section 2). It also comprised informal one-to-one and small friendship group discussions with the student participants at the end of CLP events.

Name of the Student Participants Programme	Number of Student Participants
Criminal Justice	4
Criminology	3
Criminology and Counselling Skills	1
Criminology and Criminal Justice	2
Forensic Investigation	2
Forensic Psychology and Criminal Justice	5
Law and Criminal Justice	6
Policing and Criminal Investigations	6
Professional Policing	2
Total Student Participants	31

[5] For more information on a critical pedagogical approach see Barton, et. al., 2010; Kershaw, 2012; Lin, 2014 and Gosling, Burke and MacLennan, (2020).

The start date for arranging the implementation of the research was the 1st November 2021. The first CLP event and data collection began on Monday 14th February 2022. The final CLP event and data collection process took place on Friday 28th October 2022.

Ethics and Ethical Approval

The Liverpool John Moores University (LJMU) Research Ethics Application Form was completed and submitted to the University Research Ethics Committee (UREC) in July 2021. The research project gained LJMU Research Governance Approval on Thursday 5th August 2021. The UREC Reference is: 21/LAW/006.

Key Aims of the Research

The research entailed six key aims:

- To evaluate the personal impact of a Choose Life Project event on student attendees.
- To evaluate the academic impact of a Choose Life Project event on student attendees and to capture how students may apply what they have experienced to their academic studies.
- To evaluate how a Choose Life Project event may impact on student attendees' future professional aspirations.
- To build on good practice within the Choose Life Project and to identify areas of improvement.
- To provide key findings and future recommendations in relation to education aimed at raising an awareness and understanding of drugs, alcohol, addiction, and recovery and desistance.
- To disseminate the findings and recommendations and to track and record impact.

2.4 A Thematic Analysis of the Research Findings

The below section provides a thematic analysis of the seven key themes (Braun and Clarke, 2022) of open-ended surveys completed by 31 student participants. The findings are rooted in and supported by the student participants' voices. The key themes that emerged from the research were: awareness of substance use; a changing of perceptions/attitudes; informed insight; impact; personal experience; recovery from substance use; and creative pedagogical methods.

Awareness of Substance Misuse

The United Kingdom (UK) government have acknowledged that within the UK there is a problem with excess alcohol consumption (Orme and Coghill, 2023) and widespread drug use (Office for National Statistics, (ONS) 2023). Despite this finding from the UK Government, participants' awareness of substance misuse varied significantly prior to the event, with some participants having no awareness of substance misuse, little awareness, or being very aware of substance misuse and its impacts. Regardless of the level of awareness a participant held prior to the event, after the event this awareness increased for all participants, with participants gaining a more informed insight into substance misuse. This theme explores participants' levels of awareness prior to the event and focusses on participants' levels of awareness after the event.

Awareness of Substance Misuse Prior to the Event

Participants' awareness of substance misuse prior to the event varied considerably, with some participants having limited awareness, claiming they were restricted in their knowledge on the area, whilst some participants appeared to know a considerable amount about substance misuse and its impacts. Participant 18 admitted that they "didn't know too much about substance abuse", whilst others reported knowing some, albeit limited, general information. Participants stated for example, "I knew it was an addiction but didn't fully understand why and how it happened" (Participant 12) and "I knew it was an issue but I didn't know that much about it" (Participant 14). Other participants alluded to the idea that they were not knowledgeable on the effects of substance misuse, as such, Participant 23 stated that they were "...not as well educated on the effects of life on who becomes an addict". This demonstrates that not all participants had significant awareness of substance misuse prior to the event.

For most participants however, at least minimal awareness was present, with the majority of participants appearing to have substantial knowledge of substance misuse.

Participant 7 simply stated that they were "quite knowledgeable" on substance misuse, however other participants had a more specific understanding of the issue. For example, Participant 13 mentioned knowing that it is "a big problem outside prison and happens a lot". Two participants highlighted their awareness of substance misuse, to this Participant 19 noted "I knew the effects this can have on people and their lives" and Participant 16 stated "I've seen a few friends and family friends go through substance addiction so I've always felt as though I have somewhat of an awareness of how bad it can get".

This comment from Participant 16 highlights that substance misuse is a part of many individuals' lives, either directly or indirectly. A study conducted in four Nordic capitals (Melberg et al., 2017) revealed that more than half of the 3092 respondents had known or worried about the drug use of somebody they knew personally. This reveals how common it is for individuals to be impacted indirectly by substance use, as in Participant 16's case. Another participant highlighted their awareness of substance misuse gained through personal research. They said:

> ***"From my own research, I consider substance misuse more a medical issue than an individual/moral issue and that the criminalisation of drugs has exacerbated the problem. Community and structure would help prevent relapse, harm reduction centres could allow people a safer place to use and allow individuals to have a central place to access support. Addiction is individual and so is their recovery" (Participant 5).***

Participant 5's awareness of substance misuse covers a wide variety of areas and ideas, highlighting their nuanced and in-depth understanding of the issue. Participant 5's understanding of substance misuse being a medical issue is held by other participants who used words such as 'disease' and 'illness' to describe substance misuse. To this, two participants also mentioned the idea that substance misuse can be thought of as an illness, they stated, "I knew that substance misuse was an illness" (Participant 27), and "I knew that it was an illness and that it was debilitating" (Participant 26). Other participants mentioned the idea that substance misuse can be seen as a disease, supporting the view of the participants above, "I understood that it was a disease and not something that can necessarily be cured and it instead needs to be treated" (Participant 20) and "I always understood the fact that addiction is a disease and so hard to stop" (Participant 19). These comments again allude to the idea that substance misuse should be viewed from a medical perspective and should be treated as an addiction. These views of participants surrounding substance misuse as a disease, supports the Brain Disease Model of Addiction (Volkow et al., 2016). This model suggests that addiction is a chronic disease brought about by changes in the brain systems (Goldstein and Volkow, 2002; Volkow et al., 2016). This model therefore refutes the idea that addiction is a choice and instead places addiction in the medical field. The mention of substance use being hard to stop, was a notion supported by another participant when they noted "how easy it is to access drugs and how difficult it can be to come off them" (Participant 18). This reveals an awareness of the reality of substance misuse and highlights how participants were aware of the difficulties in the journey to desistance from substances.

Awareness was also shown by participants regarding the complexity of substance misuse. For example, Participant 30 highlighted their knowledge that "substance misuse more than likely in most cases, stems from trauma, one addiction can lead to the other". This comment highlights how substance misuse cannot be viewed alone; it needs to be viewed in conjunction with other factors to provide a more holistic view of addiction. This was supported by Participant 31 who stated that substance misuse "is a complex issue which involves multiple factors such as mental health, socio-economic factors, access to resources and gender inequality". Participants thus showed an understanding of the multiplicity of factors that influence substance use.

When reflecting on their thoughts on substance misuse before attending the event, five participants simply stated the word 'choice'. Other participants also emphasised 'choice', stating for example "I believe it is their choice" (Participant 17), "thought it was a choice" (Participant 21), "it's a personal choice" (Participant 24), "substances are people's personal choice" (Participant 28) and "people choose to do drugs, drink etc." (Participant 3). These comments highlight how participants viewed substance misuse as being a decision of individuals and a personal choice. This was a view held by a lot of participants prior to the event, being one of the most commonly used terms within the participant responses. This belief is consistent with the Moral Model of Addiction which states that drug use is a choice

and therefore people are responsible for their own actions (Pickard, 2017). This responsibility is attached to blame, meaning that individuals who use substances are to blame for the consequences of their actions. This is a common model and commonly held view, in wider society as well as with many of the participants in this research in their responses regarding their thoughts on substance misuse before the event.

Awareness of Substance Misuse After the Event

Following the event, participants showed a greater awareness of substance misuse and even began to question whether they truly had an awareness of substance misuse prior to the event, for example, Participant 21 said of the event: "it made me feel like I had no clue about what addiction or substance abuse was actually like". The inference of this comment is that the event portrayed the reality of substance misuse, which the participant was not aware of prior. The mention of the event showcasing reality was highlighted by Participant 4 also, who expressed that the event "has been educational as to the real life and unfiltered side of substance abuse". Both comments highlight how the event made participants aware of the reality of substance use, challenging their preconceived ideas of the subject matter.

Participants reported becoming a lot more aware of how prevalent substance misuse is within society following the event, with the term 'common' being used by four participants to describe their thoughts on substance misuse after the event. Participants admitted that they "didn't think it was something that was as prevalent as it was" (Participant 21) highlighting how the event had made them mindful of the incidence of substance misuse. In June 2022, the Office for National Statistics published that approximately 1 in 11 adults aged 16-59 years (approximately 3 million adults) and approximately 1 in 5 adults aged 16-24 years (approximately 1.1 million adults) reported drug use within the last year (Office for National Statistics, 2022). This highlights how prevalent substance use is. Regarding numbers of individuals for whom substance use becomes problematic, the Office for Health Improvement & Disparities published that between April 2021 and May 2022, 289,215 individuals were in contact with drug and alcohol services. Although this is only the number of individuals who are seeking treatment, it provides a rough idea of how widespread the issue is and how many individuals are impacted by substance use. Following the event, this newfound awareness of the prevalence of substance misuse was surprising to participants, with Participant 25 commenting that "more people have a problem than is expected". This was also expressed by Participant 14 who stated that the event made them "more aware of how much of an issue it is for so many people". These comments demonstrate how the event provided participants with a greater awareness of the magnitude of those experiencing substance misuse.

Although mentioned by several participants when asked about their thoughts on substance misuse prior to the event, the event helped raise awareness of substance misuse as an "illness", with more participants using this term following the event. Participant 28 following the event claimed that "addiction is an illness", which was not a view they held prior to the event. Participant 30, although previously holding this view, stated that the event "reinforced my belief that addiction is an illness and it's something that a lot of people battle with each day". This shows how the event helped to both change participants' opinions regarding substance misuse, and also reinforce views participants may have previously held.

The event also prompted some participants to change their views regarding whether taking drugs is a choice or not. Almost all participants who previously stated that they thought substance misuse was a choice now disagreed with their original statement, claiming that it is "not a choice" (Participant 10). One participant however, did not change their mind on this belief stating that "I still believe that a person cannot be completely free of blame just because they get addicted to a drug they choose to try in the first place" (Participant 17). This demonstrates that the event may not shift every participants' perspective on substance misuse, or specific aspects of substance use such as the notion of 'choice'. Despite this, Participant 17 did state that the event gave them new perspectives on drugs and addiction.

A Changing of Perceptions/ Attitudes

Substance addiction is one of the most scrutinised and stigmatised conditions in society (Corrigan et al., 2009; Schomerus et al., 2011), with the public expressing negative views towards people who use substances (Crisp et al., 2000; Pescosolido et al., 2010). The Choose Life event had a profound effect on how participants view individuals who misuse substances and how substance misuse in general is perceived. The views of participants changed drastically on both areas after experiencing the event. Creative methods of teaching such as those used in the event, have been found to change students'

attitudes on the focused topic in a number of studies (Shapiro and Hunt, 2003; Rosenbaum et al., 2005), providing support to this notion that the event generated a change in perception/attitude for the participants.

Perceptions/Attitudes Towards Substance Misuse

Following the event, participants described a change in how they thought of substance misuse, for example, Participant 21 said "it's completely changed the way that I thought about substance misuse, and substance misuse within the prison system". Participants more readily described substance misuse as causing harmful impacts to the individual using the substances, as shown by the following comments which described substance misuse as being "life consuming" (Participant 1), "painful" (Participant 20), "debilitating" (Participant 26) and "dehumanising" (Participant 22). These terms used are in reference to individuals who misuse substances, highlighting how the event had made participants think about the person first, rather than just the act of taking substances. Reinforcing this, Participant 26 stated "it's all about the person and not the drug itself" and Participant 22 commented that "we need to be looking more at the person themselves". This development of a person-centred perspective on substance misuse, as demonstrated by participants' testimonies, highlights the event's impact upon their understanding of substance misuse and addiction, with participants showing an awareness that personal circumstances that led to substance use is important to understand. When taken alongside shifts in attitudes towards the notion of 'choice' in relation to substance misuse, this is a particularly powerful shift in participants' understanding of those who use substances and their pathways to desistance. The capacity for a change in attitude regarding substance use following education has been evidenced by other researchers (Landy et al., 2009; Koyi et al., 2017; Trejbalová et al., 2022). This shows how vital education regarding substance use is, as it has the potential to lead to attitude changes that can have a long-term impact on those who receive the education.

Perceptions/Attitudes Towards Individuals Who Misuse Substances

Prior to the event, participants admitted to holding negative views of people who misuse(d) substances, with words such as "dirty" (Participant 18), "messy" (Participant 6), "disgusting" (Participant 17) and "dangerous" (Participant 14, 15) being used to describe those who misuse(d) substances. This belief that individuals who misuse(d) substances were dangerous, supports the findings of Corrigan et al. (2009), Racine et al. (2015) and Sattler et al. (2017) who all found that these views were prominent amongst the wider public. Multiple participants referred to crime when asked to describe this population, with words such as "criminal" (Participant 15), "dealer" (Participant 12), "violence" (Participant 20), "gangs" (Participant 12) and "manipulation and exploitation" (Participant 12) being used. Other negative views held about people who misuse substances included the view that "people were weak who became addicted to drugs" (Participant 29); most hard-hitting is a description provided by Participant 17 who described individuals who misuse substances as being "a waste of life and selfish". Participant 6 and 15 also utilised the word 'selfish'. These words and phrases highlight how negatively participants viewed people who misuse(d) substances and how strongly some participants felt towards this population. Not all participants held such negative views prior to the event, however, the overwhelming majority presented similar feelings and preconceptions. This finding is representative of wider society, who also hold stigmatising and negative attitudes towards individuals who use substances. This view is common among the general public, in addition to non-specialist professionals (Lloyd, 2013).

Following the event, the words used to describe individuals who misuse substances shifted significantly, with participants now adopting a more empathetic perception of this population. For example, words used to describe individuals who misuse substances following the event included, "vulnerable" (Participant 31), "broken" (Participant 6), "suffering" (Participant 27), "sad" (Participant 29) and "misunderstood" (Participant 6). These words used following the event highlight how the participants' perceptions had changed as a result of the event, with participants now viewing individuals who misuse substances in a different, more empathetic way. This finding replicates that of Richmond and Foster (2003) who reported that elements of university courses can contribute to positively changing attitudes towards people who use substances. Although this was not part of a university course, the same premise applies. Both findings therefore support the argument of Watten et al. (2013) that addiction education programmes can effectively address negative attitudes, stigmas, and biases in students at university level.

The participants were able to reflect on their attitudes following the event, with Participant

6 stating that prior to the event, they were "very judgemental and subconsciously turn my nose up at people that used drugs", with Participant 10 having a similar revelation that the event "made me realise that I can be quite judgemental at times". By reflecting on previous ways of thinking or reasons for why they may hold negative views towards people who misuse substances, the participants revealed they are learning lessons from the event and are learning to grow, with their attitudes being challenged. The suggestion from these quotes is that the event helped to change the opinions of participants. This suggestion is supported by Participant 12, who commented "it definitely changed it, I think more of the people than I did before". The event can therefore be credited for helping to change attitudes towards individuals who use substances, by allowing participants to spend time with individuals in recovery and therefore understand them more. This reasoning is evidenced by Participant 8 who proclaimed, "it allowed me to have more of an insight to people with addictions and it allowed me to see them in a different way". Participant 6 furthered this point by stating that "the honesty of the volunteers made the project, it made me open my eyes and understand the person, the fact it was face to face made me feel a connection and understand their struggles and pain".

By providing an insight into the lives of people affected by substance use, Choose Life allows participants to see people who use substances in a more humanising way, with powerful positive comments being captured following the event:

> ***"It has helped me realise that they are just people too"* (Participant 22).**

> ***"It's taught me that not all drug users are bad people"* (Participant 12).**

> ***"These individuals are people before they are addicts"* (Participant 5).**

Informed Insight

The Choose Life Project event enhanced participants' insight of substance misuse, particularly into the areas of: understanding why people misuse substances, how addictions are formed, how addiction does not discriminate and the role of the Criminal Justice System in people who misuse substances' lives. Each will be explored within this theme.

An Understanding of Why People Misuse Substances

> ***"I have always had a negative view on drug users as could never understand myself as to why you would take drugs, but after hearing the stories of how people get there it does really make you think and almost understand as to why it happens"* (Participant 18).**

This remark from Participant 18 summarises the views of the majority of participants who attended the event, who admitted to holding negative views towards individuals who misuse substances as they did not understand, nor consider, the circumstances which led to substance misuse. Highlighting a lack of awareness around why people use substances, Participant 11 claimed they "never thought too much into peoples stories for why they misuse drugs". Participants' views changed dramatically after experiencing the event, with Participant 24 noting that the event "changed my view as to the range of circumstances at which a person becomes addicted". Statements such as "my eyes have been opened more" (Participant 19), "it changed the way I look at people that I see on a daily basis" (Participant 26) and "I learned to think of the struggles of the people before judging them" (Participant 12) all show how the event impacted the participants in regard to understanding why people misuse substances. The word 'learned' is very important to emphasise as it showcases how the event is a powerful educational tool. Participant 19 also referenced this term when they stated "I learnt that it is not the substances always, it is often the people, what people are going through and the lengths they are going to go just to feel a little better", in addition to Participant 27 who said "the event educated me on how it impacts individuals daily and how that one time daily use turns into a lifetime of regret".

Although different lessons were learned by the participants, participant testimony demonstrates that the event resulted in participants gaining new knowledge, which impacted their perceptions, attitudes, and overall understanding of why people misuse substances. Possible reasonings for the use of substances include: family history, an individuals' environment, mental disorders, peer pressure, relationship issues and money issues, to

name only a few (Kumar et al., 2019). Participants were made aware of these possible reasons within the event. The reason most commonly noted by participants for why individuals turned to substances following the event, revolved around the notions of "struggle" (Participant 15 and 18) and "suffering", with Participant 15 claiming that "when people suffer they turn to substances". These notions demonstrate how participants have learnt that substance misuse is person-centred, and the individual often resorts to substances as a "way to cope" (Participant 10). This idea of suffering can be linked to addiction in two ways, states Wiklund et al. (2006), who believe that addiction can create suffering, but also that prior suffering can result in addiction. The concept of suffering is therefore intrinsically linked to substance use and addiction. Through the event, participants learnt of this reality and noted becoming "more aware of the hardships that people go through" (Participant 7). This highlights how participants showed an awareness that to understand substance misuse, it is vital to understand the person first. As such, Participant 20 commented that "everyone has a different story that leads them to addiction, each one is different but very real". Taken together, these participant testimonies suggest that after the event, participants have a greater awareness of the broad range of circumstances in which people can become addicted to substances.

Other reasons for individuals misusing substances which numerous participants highlighted following the event was "abuse, upbringing, trauma" (Participant 26). This is supported by Dube et al's (2003) and Valtonen at al's (2009) research. For example, Participant 22 stated that people who misuse substances "are just people too who have unfortunately gone down a path of abusing substances, usually because of a traumatic upbringing". Similarly, Participant 29 noted life circumstances as a motivational factor for substance misuse when they said, "often their life is so hectic and awful that it is the only thing they feel can help distract them from their emotions". Following the event, the majority of participants suggested that substance misuse could be related to factors outside of an individual's control, and often related to past experiences and circumstances. Participants commented that society should "focus on the circumstances not the drugs" (Participant 26), as substance misuse is "situational, sometimes it is not their fault" (Participant 24). Akin to this, Participant 4 stated that "there are a lot more circumstances which lead to substance abuse, for example, social factors and personal experiences" which it is vital that society understands before judging an individual. These potential factors are noted in research by Kumar et al. (2019) as having a significant impact on whether a person experiences addiction or not. This notion of 'life circumstances' was thus a very common theme within participant responses, for example, Participant 18 said that they are "a firm believer in people act the way they do due to their lives and the situations they have found themselves". This awareness and insight into 'life circumstances' was also demonstrated in Participant 3's statement:

> ***"The cards you are dealt with in life can affect how you react to taking drugs, for example those surrounded with love, good friendships, partners etc. are less likely to than those with no support, bad relationships or even those who suffer traumatic events in their lives. You could be a happy person than one day age 40 a tragic event happens, and grief and pain can cause you to need a helping hand i.e. drink, drugs etc."***

These testimonies reveal the deep insight participants gained from the event, in particular a broader sense of understanding and empathy towards why people misuse substances.

Addiction

Addiction is defined by the National Health Service (NHS) as "not having control over doing, taking or using something to the point where it could be harmful to you" (NHS, 2021). Participants spoke about becoming more informed on the process of addiction as a result of the event, where Participant 20 stated that the event "helped me understand and learn more about how addiction starts once they start taking the drugs". Additionally, Participant 23 commented that they "have a much more clear understanding of how addictions occur, how much life and family have an effect on substance misuse". Authors note that experiencing traumatic life events, or having a negative home life, can impact upon a person experiencing substance addiction later in life (Dube et al., 2003; Valtonen et al., 2009). Participant 23 thus shows an understanding of the formation of an addiction, and the role in which family life can play.

Another aspect of addiction which participants demonstrated a greater insight into was the notion that anyone can become addicted to substances at any time. This is shown through participants'

comments such as "anyone can be effected" (Participant 1) and "it made me realise anyone can suffer" (Participant 13). These comments highlight how participants became aware through the event that addiction does not discriminate, and anyone could form an addiction at any point. This point is emphasised by Participant 9 who stated that having an addiction is "very unfortunate, could happen to anyone over anything". This comment that addiction could happen "to anyone over anything" is important to emphasise, as it demonstrates that participants have a greater understanding that addiction can be caused by a wide range of factors, which can be different from person to person. This point is also alluded to by Participant 6 who stated, "that addiction can take hold of anyone and it doesn't matter how you were brought up it can all affect you", which emphasises participants' understanding that addiction does not discriminate and can affect people from many different backgrounds.

Similarly, participants also demonstrated an informed insight into addiction and referenced "how easy it is to fall victim to addiction" (Participant 1) in a variety of ways. Participant 3 advanced this insight and noted how they related to what was discussed in the event, to which they stated that they "could understand how me myself could be in the same situation as those people". They continued:

> ***"I have a young child and if something tragic was to happen to them or my partner, I feel the grief would be too much to handle and could see how turning to drink, drugs to get out of realism could be a choice"*** **(Participant 3).**

This reveals how the event informed the participants of the reality of substance misuse and addiction, rather than them basing their views on sensationalist media coverage which creates damaging stereotypes (Fraser et al., 2017). Becoming aware to the reality of addiction has helped participants to see that they are not too far removed from the possibility of becoming an individual who is addicted to substances. This informed insight has removed the feelings of detachment that participants expressed prior to the event, and has replaced them with feelings of attachment, whereby participants feel they can not only relate to people who misuse substances but can understand their actions also.

Criminal Justice System

Interestingly, participants referenced a wider informed insight on the criminal justice system and the role that this plays with regard to substance misuse and addiction. Participant 22 believed that the event had given "me more of an understanding of those within the criminal justice system who have been effected by substance misuse and who are stuck in the cycle of addiction". This comment suggests that participants are aware that a large number of individuals involved with the criminal justice system also experience substance misuse and addiction, but more importantly that there is a "cycle of addiction" that the criminal justice system does not break but rather exacerbates. This is supported by a number of scholars worldwide (Chandler et al., 2009; Kopak, 2015; Mazhnaya et al., 2016), which illustrates that this is not only an issue specific to the UK criminal justice system. This informed insight is important for participants to have, especially considering that they may be future criminal justice practitioners.

Particular aspects of the criminal justice system were mentioned by participants, in particular prison, to which Participant 30 said that the event "helped me to understand why prison doesn't reform it rather hinders and a lot of people end up in prison when really they should be helped not punished". This comment highlights how participants have been made aware that the criminal justice system can be an obstacle for individuals who misuse substances in terms of their recovery. This view is supported by Tiger (2013) who emphasises how individuals struggling with addiction need to be treated and supported rather than punished through the system. This view was also presented by another participant who highlighted that those who use substances "carousel throughout the custodial setting" in a "vicious cycle", whereas "an alternative needs to be made to make a positive impact to those in need" (Participant 27).

Where participants have noted the damaging impacts of the criminal justice system for those with addictions and the need for alternatives, this illustrates their awareness that the criminal justice system may not be a suitable arena in which to address substance misuse and addiction. As such, participants expressed a desire for the criminal justice system and its resources to be used differently, and drew on principles such as peer mentoring:

> ***"The effectiveness of peer mentoring...it strengthened my belief in how we should utilise people in the CJS as resources. Their lived experiences can and will contribute to helping others struggling with the same things and give them a***

***community they can look to that truly understands their experiences first-hand*" (Participant 31).**

Taken together, participant testimonies highlight how the event invoked participant reflection about the relationship between the criminal justice system, substance misuse and addiction. To this, participants critically questioned the role of the criminal justice system and suggested alternative approaches to supporting those with addictions.

Impact

Participants described being impacted by the event in a range of different ways. These impacts can be categorised into three main areas of: personal emotional impact, academic impact, and professional impact. The personal impact of the Choose Life event has been documented above in relation to participants' assumptions, perceptions and understandings of substance misuse, those who misuse substances, why people misuse substances, as well as the impacts of and responses to substance misuse. Below the personal emotional impacts of the Choose Life event are discussed.

Personal Emotional Impact

A number of participants (5) commented on how witnessing the Choose Life event had impacted them emotionally, to which with Participant 3 stated: "I found it very emotional", and Participant 31 said "the strength it takes to break free from these cycles really touched me". This finding supports Leavy's (2015) argument that creative methods of education can evoke emotions, promote reflection, and transform the way people think. This emotional impact of the event was profound, with feelings of sadness being a common theme within responses, as highlighted by a number of participants when they said: "it made me feel sad for him" (Participant 18), "I really empathised with what they had experienced in their lives" (Participant 15), "it is heartbreaking to see" (Participant 12 and 19). 'Heartbreaking' is a strong, emotive word, conveying the impact of the event on participants. For a number of participants, this emotional impact was a result of hearing the personal stories told by volunteers during the event, for example, Participant 21 said, "the persons stories impacted me and I thought they were thought provoking and emotional".

By being able to emotionally connect with the volunteers, participants described the stories as feeling more significant and relevant to them personally: "the real-life stories give an emotional impact, making the issues more relatable" (Participant 24). Knight (2014) argued that in order to be able to work with people in the criminal justice system, criminal justice practitioners need emotional literacy, which Belisle et al. (2019) argued can be aided by guest speakers with criminal justice backgrounds, as they instill this emotional intelligence into students who listen to their experiences. The findings from this research support Belisle et al.'s (2019) assertions, demonstrating that participants reported feeling more emotionally informed and intelligent following the event.

Another way the Choose life event personally impacted participants was by prompting them to reflect on their own experiences, upbringing, and relationship to substance misuse and addiction. For example, Participant 3 stated that the event "opened my eyes up completely to even just my own life. I'm lucky to be around a good support team and have a wonderful family and it's sad that there are people who don't have this". Participant 25 described that the event "impacted my current struggles and those around me to get help" whilst Participant 19 claimed that the event "has shown me the major impact alcohol has had and made me more wary to ensure my friends are drinking it safely, and not becoming reliant". These comments demonstrate the profound effect of the event upon participants, illustrating that the event can prompt participants to consider their own substance use and that of those around them. The event therefore not only educates individuals who participate in the event but may also have a wider impact on participants' interpersonal relationships.

Academic Impact

Participants expressed that the event had an academic impact on them, in the sense that it has helped them to develop more of an interest in the subject. Participant 10 said the event "gave me a bit more interest in the area", while Participant 8 commented that the event "has made me want to explore it more". Similarly, Participant 14 stated that as a result of the event, they will be exploring the area of addiction within their academic studies more closely: "substance misuse is very applicable to criminal justice studies and has encouraged me to explore this area more in academic research on addiction".

Hodder et al. (2012) found that the younger the age of initiation of substance use, the greater the likelihood of ongoing use, addiction, and harm later in life. Participant 31 described how the event helped them to realise just how young children can be when they are exposed to drugs, helping the participant to realise the impact of age on

substance misuse and the consequences this can result in:

> ***"As someone who is particularly interested in young people's perception and experience with substance abuse, crime and media representation. I found it made me broaden the ages I perceive for children to be exposed to the reality of drugs".***

These testimonies highlight that the main academic impact for participants was the development of knowledge, which can potentially impact participants' academic journey and influence how they perceive topics of interest in relation to substance use and addiction in the future.

Professional Impact

A significant impact of the Choose Life event was the professional impact on participants. This impact refers to participants' future/aspired professions, in addition to skills learnt which can assist them in any professional capacity. Firstly, in a general sense, the event helped participants acquire skills which will be beneficial to them in any career, not solely those linked to addiction or criminal justice. Comments include: "it made me think before making assumptions" (Participant 10), "I think it's helped me be more understanding and to think in a more open-minded manner" (Participant 3) and "it influences the way I look at certain situations, with more compassion and understanding" (Participant 5). These comments highlight how the event is not solely beneficial to those considering a profession in the field, but is useful to all future potential employees, as it helps individuals to develop skills such as understanding, empathy and compassion, which are relevant to all careers. The comment by Participant 5 supports previous research by Shapiro and Hunt (2003), Rosenbaum et al. (2005) and Perry et al. (2011), who all found that creative methods of education helped provide a useful insight into possible real-life scenarios/situations and helped individuals prepare for these situations by showing them how they should be responded to. The comment by Participant 5 highlights how they will approach situations differently as a result of the event, providing support to this previous research.

Regarding future careers, many participants shared that the event helped them understand the reality of the role and made them realise the links between their future role and substance misuse. Participant 18 for example stated, "I am hoping to go into probation and this did make me realise how many people I will be working with who suffer with an addiction with drug and alcohol". Participant 21 also referenced the probation service when they said that the event was "impactful with probation and how to deal with the prison system". Policing was another profession mentioned, for example, Participant 11 stated that the event "definitely fits into policing and knowing what to expect a bit better". In more general career terms, participants believed the event had been a great help in providing an insight into what it may be like working with people who misuse(d) substances, "it has given me a good insight into what it might be like to work with people with substance misuse problems" (Participant 22). These comments highlight how much of an impact on participants' future professions the event had.

The Choose Life event also helped solidify participants' career paths. Participants' claims of feeling more secure in their choice of future career was commonplace within the survey responses. Participants highlighted how the event had made them want to commit to their future profession even more than they already did: "it made me more certain on my future career of clinical psychology" (Participant 29), "it has confirmed to me that I would love to work in the justice system in order to contribute to the ever growing helplines for those who entered the wrong path" (Participant 27). In a similar vein Participant 16 stated, "for a while I've had an interest in working in a therapeutic community that works with people with substance addiction, but now it's made me want to work in that area even more" and Participant 25 confirmed, "I want to be a solicitor much like I always have, but I want to be a solicitor who helps people and doesn't judge them however they come to me".

In addition to helping cement participants' job aspirations, the event also helped participants to consider job roles which they may not have previously. To this, Participant 16 highlighted that "the event...has made me think of going into an area of the CJS where I would work more closely with those individuals". Participant 6 mirrored this where they stated "...it's made me want to look into other routes to support people with addiction".

The final professional impact that the Choose Life Event had on the participants was the generation of a desire for participants' future professions to involve an element of supporting others. For some

participants, this desire to support others was focused on individuals who misuse substances, for example, Participant 17 said that "seeing the two volunteers, especially the woman's story has solidified my ambition to help those affected by substance abuse, especially children". Participant 31 echoed Participant 17's sentiment when they said, "I'd like to work with people to help them to overcome addictions, take a broad approach to health[6]". For other participants, the aspiration for their future career to involve helping others was more generalised, for example Participant 8 considered a career "possibly helping people in the future" and Participant 26 said of the event: "it's made me think a lot about how to help people who don't have people to speak up for them". These comments show how the Choose Life Event has instilled a desire to support others, demonstrating the events capacity to foster compassion amongst participants, which is much needed in a variety of professional roles (Bartlett et al., 2013; Burton and Martin, 2020).

Personal Experience

Some participants who attended the event reported that they had a personal connection to substance misuse. For example, Participant 30 noted that they were in recovery from addiction themselves, and Participant 17 stated that their mother experienced drug addiction which negatively impacted their family. Drug use amongst friends was also raised by participants as a result of the event. To this, Participant 19 said that: "being in a student accommodation where everybody around me uses drugs, I have found this difficult to be around, witnessing the first time people try cocaine, for example". Overall, there was variance in relation to how the event linked to participants' own lived experiences, with some participants claiming that the event helped them understand their personal experiences, whilst others believed the event was not considerate of some people's personal experiences. These themes will be drawn out in the following discussion.

Positives for Participants with Lived Experience

For the majority of participants with some form of lived experience of or personal connection to substance misuse, the event helped them to understand substance misuse in greater depth, and generated a desire to provide help to others who misuse substances or seek support themselves. This finding is consistent with existing research which found that peer-mentoring and peer-learning within substance use education is beneficial to both peer-learners and peer-educators (Tracy and Wallace, 2016; Collins et al., 2019; Nixon, 2020). By directly involving and centring those with lived experience in the delivery of the event, the participants of who have/had experience with substance misuse, are reported as benefitting greatly from this interaction, which illustrates the impact of this method of peer-learning. For participant 25, the event inspired them to take the next step in their recovery journey and they said that the event "...has impacted my current struggles and those around me to get help and support others". Although not all participants who have experience of using substances experienced this same impact, participants with lived experience reported feeling more closely connected to the volunteers and therefore able to understand the event and its lessons more. For example, Participant 30 said "I felt empathy, and a great deal of understanding having recovered from addiction myself to alcohol".

For participants with family members who misuse(d) substances, the majority found the event beneficial in helping them to understand their family members' actions, and how best they could respond. For Participant 16, the event "helped me understand it better and allowed me to empathise with my family member even more". For Participant 1, the event has helped them to "better understand of how as family I can support recovery". The role of the family in recovery is classified as one of the most important factors to success (England Kennedy and Horton, 2011; Duffy and Baldwin, 2013; Dekkers et al., 2020). It is therefore of significance that the event has resulted in participants gaining a fuller understanding of their relationship to family members with addictions, which could aid in recovery.

Points of Improvement for Participants with Lived Experience

Not all participants who had a personal connection to substance misuse viewed the event as entirely positive, with some participants expressing the view that they found the event to be inconsiderate of people who may have personal experience of substance misuse. Participant 17 noted for example:

> ***"The lack of information about how this also affects families and close friends... it felt very one-sided and felt like they were trying to build sympathy for addicts, or recovering addicts without***

[6] A braided approach to health entails an integrative approach which can include Indigenous Healing models, Dialectical Behaviur Therapy and Child and Youth Care.

giving the whole story. Not all substance misusers are as regretful and apologetic as the two volunteers and I think it gave the picture that all addicts want to recover and are willing to recover, which in my experience sometimes you can give and help until you are blue in the face and sometimes they are never coming off of that ledge".

For this participant, they felt that the event gave a skewed picture of addiction, and only showcased those who wished to recover. The participant emphasised that they felt the event would benefit from drawing attention to the reality that not all those who experience addiction wish to recover or take steps to recovery. Furthermore, Participant 17 also highlighted that the event did not do enough to highlight the impact of substance misuse on the families of those with addictions, and the role of the family more broadly. A suggestion for the future is therefore to incorporate the views of family/friends into the events, to ensure that those with lived experience of supporting those with addictions are represented.

Akin to Participant 17, Participant 31 drew attention to those with addiction's 'willingness to be rehabilitated' when asked about how the event impacted on them as a person and their personal beliefs. They said:

"As someone who has a parent that struggles with substance abuse, it did make me feel frustrated in some ways – because willingness to be rehabilitated seems to be the most important factor. Some may find their children and family to be their primary motivation, but it does make me want to dig deeper into why there are people such as my own parent who do not see family nor children as enough of a reason to quit."

Participant 31 raises the question of what other primary motivations an individual may have and why sometimes family is not enough of a motivation to desist from substance misuse. A key takeaway from Participant 31's comment is therefore that perhaps more thought could be given during the event to addressing the breadth of motivations for desistance, and to highlight that motivations for desistance vary significantly from person to person.

Further discussing relationships, Participant 17 expressed upset at particular comments within the event:

"It was a kick in the teeth for the project director to speak about how 'connections' are key to substance abusers' recovery but this point is very polarising and in my opinion not always the case and the point could have been put across better, i.e. not suggesting that lonely, depressed people are the only people who take and misuse drugs/ alcohol."

Participant 17's comment therefore suggests that the event coordinators must remain mindful that there may be participants in the audience with a range of lived experiences of addiction and substance misuse, and that the Choose Life Project should endeavour to represent a broad range of experiences. Taken together, comments from participants from this subsection show the diverse range of lived experiences that event participants may have, which should be taken into consideration in the development and deployment of future events.

Recovery from Substance Misuse

Following the event, participants showed an understanding of recovery and the challenges that those in their desistance journey face. Participants also expressed the need for more support to be provided to people who misuse(d) substances, as participants believed that they are not supported enough to allow for successful recovery.

Views of Recovery

Before the event, the words 'forever' (Participant 20) and 'life-ruining' (Participant 13) were used when participants were asked to describe substance misuse. When asked to describe substance misuse after the event, the language used by participants shifted significantly. Participants spoke about substance misuse being "preventable and curable" (Participant 24) and stated that "people can get better" (Participant 1). These words are a stark contrast to the words used prior to the event, drawing attention to the strong impact which the event has had on participants' views. Recovery is also mentioned by Participant 15 who claimed that individuals

"can recover and improve their lives". Roth (2016) believes that bringing in guest speakers and using real life case studies in lecture delivery can open students' eyes to people's capacity for change. This is highlighted through the difference in words used prior to and after the event, whereby it appears that participants recognise an individual's ability to change.

Participants appear to have gained a greater insight into recovery, with participants showing an understanding that recovery is not a straightforward process, but often a long journey. This is shown through comments such as "I learnt that recovery takes a very long time" (Participant 15) and "recovery is a long road" (Participant 30). This is supported by Burke and Gosling (2023) and Kewley and Burke (2023) who state in their desistance literature that desistance is not an identifiable one-off event, but instead a process. To this, participants also demonstrated an understanding of the notion that recovery can be a zig-zag process which may include stumbles along the way, this is evidenced by Participant 15's comment that "relapses are to be expected". Kewley and Burke (2023) also suggest this, stating that this process is not linear, and people can travel in and out of unwanted patterns of behaviour for periods of time, often long before permanent cessation occurs. Taken together, participant testimony regarding addiction, desistance and recovery demonstrates the impact of the event upon participant perspectives on substance misuse.

Supporting Recovery

After the event, participants reported learning "about the process of drug rehabilitation and the different programmes and people involved in this area of criminal justice" (Participant 14). Participants were introduced to the idea that often for recovery to be successful, support from others is required. The presence of other people can take the form of family members/loved ones or more professional bodies such as drug rehabilitation workers or healthcare providers (Muhrer, 2010; De Ruysscher and Vanderplasschen, 2020). Participants did however highlight that there is not one single way to approach recovery, and a method that has worked for one person, may not work for another. As such Participant 20 commented that "rehab doesn't work for everyone and doesn't magically cure someone's addiction", and Participant 5 stated "addiction is individual and so is their recovery". Both statements highlight the deeply individual and personal nature of addiction and recovery. Participants also expressed an understanding that in order for recovery to be successful, the individual must have a personal drive to recovery:

> ***"People will not give up until they're ready, you can't force people to snap out of addiction, they don't enjoy being addicted themselves it's difficult and lots of healing is involved in order to keep going forward" (Participant 30).***

Taken together, these participant testimonies demonstrate nuanced understanding of the complexities of addiction, desistance and recovery, and the difficulties that come with supporting those experiencing addiction. In supporting recovery, participants were also critical of the way that those with addictions, both inside and outside of the criminal justice system, are treated. Participant 13 for example, stated that the event allowed them "to understand that offenders may actually need substance misuse treatment as well as their punishment". This acknowledgement that a punitive approach may not be best suited to supporting people in the criminal justice system with addictions is particularly of note. Participant 25 also contributed to this idea by stating that "those with addictions shouldn't be shunned but helped and looked after". The sentiment expressed by participants therefore supports the argument presented by Tiger (2013) that individuals who use substances require help and support, rather than punishment.

Participants also expressed a desire for individuals to be better assisted in their recovery by being provided with more help and support. Participants articulated that currently "there is not enough support for people suffering from drugs and alcohol abuse" (Participant 13), with Participant 5 supporting this when they stated that they also believe there is a "lack of support". Participant 3 asserted that this lack of help and support is not solely missing regarding rehabilitation for substance abuse, but goes beyond this:

> ***"I learnt that there is not much support out there at all not just for those coming out of substance abuse but for trauma counselling etc. to help those people before they relapse or turn to drinks, drugs, etc."***

Similarly to Participant 3, Participant 30 also suggested that the time in which support is made available is also important, they said that "more support is needed, perhaps earlier on instead of

when people have hit the depths of despair". This suggestion is imperative as it is known that identification of early risk can enable targeted, preventative interventions for substance use disorder to prevent dependence (Jordan and Andersen, 2017). Further to this, several other participants also acknowledged the need for more support in relation to substance misuse, as such, Participant 9 said that "more help should be given", and Participant 12 stated that the "right help is definitely needed". Participant 3 poignantly summarised why this help and assistance is so crucial:

> ***"I've always been a compassionate person, I've volunteered in young offender prisons helping to create get out programmes, housing, jobs etc. and I just think everyone needs someone who supports them and has their back, that someone believes in them and want to listen."***

A significant lesson learned from the event, as articulated by participants, is recovery is not a linear process, pathways to recovery are diverse, however more support is needed to assist people on this journey.

Creative Pedagogical Methods

Over the last twenty years, there has been an increased interest in adopting creative methods in education and creative pedagogies (Banaj et al., 2010). Creative pedagogical methods can be incorporated into education in a variety of formats such as creating, performing, observing, using, and reflecting (Hunter and Frawley, 2022). Therefore, the student does not have to participate in the creative process themselves but can simply observe (ibid). The Choose Life event adopts creative methods of education to teach event participants about the reality of substance use. These creative methods of teaching were appreciated by the participants within this evaluation, with experiential narratives and role play being commented on multiple times within participants' responses.

Experiential Narratives

The inclusion of volunteers sharing their personal stories during the event was extremely impactful, where participants described how they valued hearing this first-hand. The Choose Life Project believes that "there is no-one better to educate and inform about the danger of drug and alcohol abuse than someone who has been there and experienced it all for themselves" (Choose Life, 2020a). Five participants echoed this point (Participant 1, 4, 10, 16, 17) in a variety of ways, with one participant commenting that "having people who have been through this as a personal life experience is good to hear from" (Participant 4). Similarly, Participant 17 stated:

> ***"I thought it was great to hear from those who are recovering as it allows us to actually hear it from someone who has been through it and not just someone from the side lines. It was quite eye-opening and difficult to hear the volunteers talk about how they were self-aware and are self-aware of how their actions have affected their family/ close friends."***

Adding to this, participants further emphasised the value of hearing experiential narratives when they said that it "was really nice to hear the story from the other side" (Participant 10) and that "it was quite nice to hear people talk openly and candidly about how substance misuse has affected them" (Participant 16). Participants not only valued the openness and authenticity of volunteer's stories to helping them understand the lived experience of addiction and recovery, but they also had a significant emotional impact on participants. As such, Participant 24 said that "the real life stories give an emotional impact making the issues more relatable". Other participants mentioned this emotional impact: "the talks from the volunteers were really moving and eye-opening" (Participant 14), "the testimonies were really sad to hear...I really empathised with what they had experienced in their lives" (Participant 15).

These statements reveal how the participants felt connected to the volunteers through their stories and began to understand their situations and feel empathy towards them and their past. This is shown by Participant 18 who asserts that "after hearing the stories of how people get there, it does really make you think and almost understand why it happens". This understanding is in relation to an individuals' current situation or past, which led to them using substances. Hearing these reasonings allowed participants to understand people who misuse substances and show more understanding towards their experiences, "it has helped me to realise that they are just people too who have unfortunately gone down a path of abusing substances usually because of a traumatic upbringing" (Participant 22). These participant

testimonies support Nixon's (2020, p.14) findings in which she notes that "student perceptions can be positively influenced or consolidated by the authenticity of first-hand desistance narratives".

This newfound understanding resulted in participants expressing a wish to personally support individuals experiencing substance misuse. Participant 17 for example stated, "the woman's story has solidified my ambition to help those affected by substance abuse, especially children". This highlights how the project has helped participants find a passion which they previously may not have had, or has solidified a participant's future ambitions/career path. Overall, participants really valued this method of education, with Participant 6 summarising the views of the participants: "I would like more life stories as that was the best part, I love hearing why they did drugs, it made me really understand the illness".

Role Play

Unlike the experiential narrative method, the participants were divided on their views of the creative method of role play utilised by the project. Some participants reported positive views of the method of education: "The drug dealer role play was phenomenal" (Participant 17), "I especially liked the role playing that they did as it prompted some really interesting questions" (Participant 14). Whilst other participants held more negative views on the method:

> ***"I did not like the role play with the male speaker, I didn't think it was true anyway and it made the room feel very hostile and not a safe space to have a discussion about something as important as drug and alcohol abuse"* (Participant 13).**

> ***"I understand why the role play was a part of the event; however, I do not think it would have been fully required. The man doing the role play could have explained it in his own words and I think it would have been just as effective, if not more"* (Participant 4).**

These differing viewpoints reveal how participants learn differently and appreciate different pedagogical methods. Constructive criticisms were provided by participants and involved potentially making the involvement of role play clearer. Participant 29 mentioned this by stating that "they didn't make it clear that some bits were role play so it was sometimes confusing". The suggestion from this comment is that the project could place more emphasis on the use of role play and ensure this is clearly stated throughout the event. Another suggestion was provided by Participant 14 when they commented that "the role-playing was really interesting, perhaps in future, it could be a bit more interactive with the audience".

Whilst there were some criticisms of the role play, this method was still reported as having a significant impact on the participants' learning. Participant 17 stated that "the drug dealer role play really struck a chord with me, I had never looked at it from that perspective that a lot of people are preyed upon because they are vulnerable". This shows how the role play resonated with the participant and allowed them to view the reality of substance misuse from a new perspective that they had not previously considered. Participants also expressed learning through experiencing shock during the event: "the role play was shocking, I could not believe the attitude towards drugs and people with addictions coming from the pretend ex-dealer" (Participant 15). Dunsmoor et al. (2015) state that experiencing shock can help an individual to retain information, with memory of the object/event being enhanced when paired with shock. This highlights how it is a good learning tool, as long as the shock does not impact the participants negatively. Akin to this, one participant did note that the role play invoked some anxiety, they said that "the role-playing scenarios the volunteers did were really interesting, but it did make me feel a bit anxious as it created some tension in the room" (Participant 14). This referral to anxiety supports an early suggestion about making the role play clearer. Whilst the participant did praise the role play as being interesting, further consideration must be given to how the atmosphere of the event was impacted by the role play. Perhaps making the use of role-play clearer may prevent this atmosphere from being generated. The project should consider this for their future events.

Summary of Analysis

From the data extracted from the surveys, multiple themes were generated. As demonstrated throughout the analysis, significant themes which reoccurred were the impact of the event in relation to participants, their personal perspectives, their academic studies and their professional aspirations.

Participants described a journey of becoming aware of the realities of substance use as a result of the event, which resulted in a change in their understanding and perception of substances and people who use substances. Through the course of the events, participants were educated on a range of topics, to which participants expressed an understanding of issues such as: why people use substances, how addictions occur and how the criminal justice system plays a role in the cycle of substance misuse/addiction. A change in attitudes were experienced by all participants, who following the event, stated that they viewed substance misuse and people who use substances differently. Broadly, the attitudes of participants shifted from expressing negative, pessimistic views, to an increasingly understanding, compassionate and empathetic perspective on substances and those who use them. A change in attitudes regarding recovery was also evidenced through the findings. To this, participants stated that that more support is needed for people who misuse substances, and that punitive approaches to substance misuse should be limited, favouring a more holistic, person centred approach.

In terms of participants with lived experience of the subject matter conveyed during the event, participants held some differing perspectives on the content and delivery of the event. For example, for some participants, the event helped them to gain a greater understanding of their own, or their family member's, substance use. However, for one participant with lived experience, there were improvements to the event that could be made in relation to the representation of substance use and its impact on friends and family. Although some mixed responses were gathered by participants who had lived experience, all participants reported being positively impacted by the event in some way.

In relation to the personal, academic, and professional impact of the event, participants reported being personally impacted by the event in relation to the emotional resonance of the event, and also in relation to their personal understanding of substances and substance misuse. For some participants, this included reflecting on their own relationship to substance use, as well as their family and friends substance use. Academically, participants described having more of an interest in the subject area and a desire to learn more about the topic through the course of their degrees. Professionally, participants not only conveyed that the event had opened their eyes to professions they previously had not considered, it also made some participants surer of their job aspirations. Moreover, participants also reported that the event had allowed them to gain skills which could be transferable to any future job role, such as being more empathetic and understanding.

Crucially, the impact of the event was underpinned by the creative methods that the Choose Life Project adopted, including the use of role play and experiential narratives. Despite the role play causing some confusion, as a whole it was positively received by the participants who liked this method of presentation. More significantly, the experiential narratives presented within the event had a profound impact on participants who all stated that they appreciated this method of learning. Participants described the narratives provided by the volunteers as being the most impactful element of the event, and all provided positive remarks regarding the narratives themselves and the delivery of this.

The analysis ultimately reveals how important events such as the Choose Life Project are in educating university students about substance use and the reality of substance misuse and addiction and the journey to recovery. By hearing first-hand the experiences of volunteers, student participants were able to develop an understanding of substance use and view it in a more empathetic manner, moreover, the event had a personal, academic, and professional impact on all participants.

2.5 Three Participant Case Studies

Below we have provided three participant case studies – Participant 3 (P3), Participant 6 (P6) and Participant 17 (P17). The case studies capture the experience of a Choose Life Project event for three students, and they exemplify the impact that the event had on them personally, academically and professionally.

Participant 3

Participant 3 (P3) was a student on a Forensic Investigation Programme. They attended the Choose Life event (CLE) as part of a programme event during their student enhancement period. The key words P3 chose to describe their thoughts about substance misuse before the event were, "choice", "abuse", "misuse", "homeless", "bad" and "upbringing". When asked what their thoughts were regarding substance misuse before the CLE, P3 said "that people choose to do drugs, drink etc". When asked what their thoughts were about

substance misuse after the CLE, P3's perspective however appeared to have shifted away from their original belief that "choice" was a key factor in substance misuse, and they instead focussed on events outside of an individual's control as a factor that impacts on substance misuse. To this, P3 said "the cards you are dealt with in life can affect how you react to taking drugs, for example those surrounded with love, good friendships, partners etc. are less likely to than those with no support, bad relationships or even those who suffer traumatic events in their lives. You could be a happy person than one day age 40 a tragic event happens, and grief and pain can cause you to need a helping hand i.e. drink, drugs etc.".

In terms of how the CLE impacted P3 as a person and upon their personal beliefs, P3 expressed that the event was "very emotional". Furthermore, it made P3 reflect on themselves, to which they said that the event "opened my eyes completely to even just my own life. I'm lucky to be around a good support team and to have a wonderful family and it's sad that there are people who don't have this". This reflection allowed P3 to imagine how they would cope with serious adversity and how they may respond if something tragic happened to them, such as the loss of their child or partner. In the event of such a tragedy, P3 said "I also could understand how me myself could be in the same situation as those people... the grief would be too much to handle and could see how turning to drink, drugs to get out of realism could be a choice". This prompted P3 to consider how people who use substances are understood more broadly, and they emphasised that "I think we are quick to judge people with substance abuse, but we need to look at the bigger picture look at them as an individual and why they took that substance in the first place". Reflecting on what they learned from the CLE, P3 highlighted that the event has made them aware that there is "not much support out there" for people desisting from drug use, but also in terms of preventative measures before people "turn to" substances or relapse.

Regarding the professional impact that the CLE had on P3, they highlighted that they have "always been a compassionate person" and had previously volunteered in prisons for Young Offenders. Crucially though, P3 believes that "everyone needs someone who supports them and has their back, that someone believes in them and want to listen". Furthermore, reflecting on how the CLE event fits in with their academic studies, P3 commented that the event has given them more understanding and allowed them to think more open-mindedly.

Volunteer testimonies had a great impact on P3. When asked which aspect of the CLE impacted them the most, they noted "...life is sadly not perfect and the people who spoke had all experienced some form of tragic event and life can hit anyone like that any day". The final remark of P3 was that "...everyone was so brave and thank you for sharing your stories", illustrating the impact of real-life testimonies during a CLE. Overall, the only aspect of the CLE that P3 did not like was "that is was not long enough I could have listened to it for hours", again, demonstrating the power of the event and the centrality of volunteers to the work of the CLE. P3's experience of a CLE demonstrates that such events foster empathy within participants and open a critical space for reflection on their personal perceptions of substance misuse and people who use substances. P3's testimony also illustrates that the inclusion of volunteer life narratives are also a crucial, impactful element of Choose Life events, which create a rich experience and act as a valuable educative tool.

Participant 6

Participant 6 (P6) was a student on a Policing and Criminal Investigation Programme. They attended the Choose Life event (CLE) as part of a programme event during their student enhancement period. The key words that P6 chose to describe their thoughts on substance misuse before the CLE were, "selfish", "dependant", "unreliable", "messy", "problematic". They also remarked that before the CLE that they were "very judgemental and subconsciously turn [their] nose up at people that used drugs". After the CLE, the keywords that they chose to describe their thoughts on substance misuse changed markedly to "broken", "misunderstood", "lonely", "hurting", and "helpless".

P6 expressed that the event has impacted them academically as they will now "take a different approach when starting [their] career in the police". When considering their future professional career, P6 in fact stated that the CLE had "made [them] want to look into other routes to support people with addiction". As well as fostering academic and professional impact on P6, the event also enabled P6 to consider their own personal beliefs about substance misuse, to this they said that the event "made [them] open [their] eyes to drug abuse". As well as this, P6 also said that they learned that "addiction can take hold of anyone and it doesn't matter how you were brought up it can all affect you".

The real-life narratives of the volunteers were particularly impactful for P6. When asked if there was anything that could have been improved about the CLE or if there was anything they would like to hear more about they said that they particularly enjoyed hearing the "life stories" of the volunteers as this helped them to "understand the illness". Similarly, the impact of the volunteers to the CLE was also emphasised by P6 when they said "the honesty of the volunteers made the project, it made me open my eyes and understand the person, the fact it was face to face made me feel a connection and understand their struggles and pain".

Overall, when asked if there was anything that they didn't like about the event, P6 said "nothing, I thought it was amazing". P6's narrative was chosen as a case study as it shows the power of a CLE to change the way participants view substance misuse and those who use substances. P6 initially said that before the event that they turned their nose up at people who use drugs, however, after the event, they expressed personal empathy with people who use substances, and in fact stated that this experience has caused them to reconsider their future career.

Participant 17

Participant 17 (P17) was a student on a Law and Criminal Justice Programme. They attended the Choose Life event (CLE) as part of their module. The words that P17 provided to describe their thoughts about substance misuse before the CLE were, "disgusting", "a waste of life" and "selfish". The key words that P17 provided after the CLE were, "difficult", "sad" and "unaware of consequences". Before experiencing the CLE P17 explained that they had "been exposed from a young age to people who were substance abusers" including their "Mother". P17 continued to state that they "knew" that substance abuse was a "disease" however they did not "have any sympathy for those [who] abused alcohol and drugs" as it was "their choice". After the CLE P17 asserted, "I still believe that a person cannot be completely free from blame just because they get addicted to a drug they choose to try in the first place but the event helped me broaden my mind to understand how it actually affects a person's way of thinking and how their rationalisation switches when misusing substances".

P17 commented that they "enjoyed the event" and that the "drug dealer role play was phenomenal". The drug dealer role play "really struck a chord" with P17, because they had never looked at the issues from a drug dealers perspective and it made them realise that individuals who deal drugs may actually be vulnerable, and because of such vulnerability they may be "preyed upon." It also made them "see how easy it is for a person to take advantage of someone's vulnerabilities and how unconscionable" people can be. They also thought it was "great" to hear the experiential narratives from the volunteers who were in recovery, as this was real people telling real stories about what they had been through. Because of their own lived experience of substance abuse P17 found it "eye-opening" and "difficult" to hear how self-aware the volunteers were of the impact of their actions on their family and close friends. P17 stated that drugs had ruined and were still ruining their family and that the discussion of the importance of 'connections' had upset them. The discussion of 'connections' stressed the importance of people who use substances being connected to the community and/or family or friends. The discussion about connections was upsetting for P17 as they contended that people who are connected can also take and misuse drugs/alcohol. P17 wanted to emphasise that it is not just "lonely, depressed people" that take and misuse drugs. The event had also enabled P17 to see how once a person is addicted their reason for using changes.

Although, P17 thought that the CLE was "great", "very emotive" and "a brilliant eye-opener" they did feel that it was "very one-sided" in that it did not give "the whole story". They commented that whilst they "thought everything was good" there was a "lack of information about how this also affects families and close friends". In P17's experience "not all substance misusers are as regretful and apologetic as the two volunteers" as they personally had given "help until [they were] blue in the face" but sometimes people addicted to drugs are never going to stop. They felt the CLE could be improved if the event organisers had brought along a family member with lived experience of the difficulties of trying to help someone with an addiction. This would enable the "hurt" to relationships and even how relationships can be "completely severed", to be shown. P17 stated that "addicts aren't bad people but a lot of them do bad things and sometimes these things are unforgivable" and therefore including the family in a CLE would further improve it as "drugs and substance abuse doesn't just affect the person who is addicted".
With regard to their academic studies and professional aspirations P17 stated that they thought the event "fits great" in "any and every

course as education about substance abuse and rehabilitation is vital to the problem". They went on to say how the two volunteer's stories "solidified" their "ambition to help those affected by substance abuse, especially children" as they did not "want anyone to have to go through what [they] went through as a child". Hearing the volunteers stories made them realise that there are still people in society who are so heavily relied on by family members with an addiction, which made them want to help people in this situation more.

For P17 the CLE was positive however, they identified aspects of it that was negative for them. This case study was chosen on this basis. It is clear from this case study that P17 had lived experience of living with and supporting people struggling with addiction, including their Mother. That experience had also clearly been painful and damaging to relationships and rightly P17 would like to see this reflected in future CLEs. The CLE allowed P17 to see substance use and addiction from new perspectives and this enabled them to be more knowledgeable, understanding and empathetic to individuals struggling with substance use and addiction. In addition, it was important to their academic studies and moreover, it consolidated their ambition to work in this area and make a positive difference.

PART THREE

3.0 How the Literature Review was Conducted

The literature review was conducted systematically, it explored the existing literature on the following subject areas: university students' substance use, university responses to substance use, addiction education, creative methods in education and public perceptions of individuals who use substances. Each subject was explored individually to allow for the relevant literature to be studied in-depth. Each subject area is focused on within the literature review, with each area being awarded its own heading.
A literature search was undertaken of literature published between 2008-2023 on three databases (EBSCO Host, Sage Journals, ProQuest Central). These databases were chosen as all are full-text databases which when studied collectively, provide access to a vast range of sources including: journal articles, reports, book chapters, newspapers relevant web-articles. All databases cover the relevant subject areas of Criminal Justice and Education, which were both considered essential areas for the literature search and review. Databases including newspaper articles were included to ensure any new updates regarding policy or good practice within universities were uncovered. As this area is fairly new, we also had to conduct generic Google searches regarding university responses to ensure all sources had been reviewed.

Key words/phrases searched on the databases included:

- Addiction England and Wales
- Addiction Students England and Wales
- Drug Addiction England and Wales
- Alcohol Addiction England and Wales
- Addiction Education England and Wales
- Education on Preventing Addiction England and Wales
- Addiction Education
- Drug and Alcohol Education England and Wales
- University Drug and Alcohol Use and Responses England and Wales
- Creative Methods in University England and Wales
- Creative Pedagogy Addiction Education
- Public Perceptions of Individuals with Addiction
- Media Representation of Individuals with Addiction
- Inclusion criteria included England and Wales solely, which highlighted the requirement for this to be stated in most searches.

As databases sort searches by relevance, we decided that reviewing the first 10 pages of the listed relevant sources would enable the most appropriate sources to be selected for data collection. This was repeated for each search item above. The total number of sources from the searches was 200 and this included academic sources (e.g. academic books and journal articles) and scholarly sources (e.g. official and campaign reports and newspapers). Sources were then collected based on title alone initially, with this resulting in 105 sources being collected from ProQuest Central, 54 sources being collected from Sage Journals, and 67 sources being collected from EBSCO Host. If sources were duplicated, they were not collected more than once. Following this, all abstracts from the sources were checked to ensure the sources were relevant. If abstracts were relevant, the source's full text was explored. This elimination process resulted in 56 sources being read in full-text from ProQuest central, 32

sources being read from Sage Journals and 31 sources full text being read from EBSCO Host. Of these 119 sources, only 95 were considered useful in some form, with not all being included in the finalised literature review. In addition to this process, a 'snowball' search method was adopted to ensure all relevant sources had been explored. This review enabled a thorough search of the literature, with all avenues explored and reported.

3.1 The Literature Review

The United Kingdom government has acknowledged that there is a problem with excess alcohol consumption (Orme and Coghill, 2013), in addition to there being a widespread problem with drug use within England and Wales (Office for National Statistics (ONS), 2022). Regarding drugs, the Crime Survey for England and Wales revealed that approximately one in eleven adults aged 16-59 years (9.2%) reported the use of drugs for the year ending June 2022, with 2.6% of adults of this age bracket being classified as frequent drug users (ONS, 2022). The most concerning finding from the Crime Survey was that one in five individuals aged between 16-24 (18.6%) reported drug use in the year 2022, with 4.7% of this age category reporting use of Class A drugs (ONS, 2022). This highlighted how there is an issue with drug use amongst young people especially, with young people also showcasing problematic excessive alcohol consumption (Orme and Coghill, 2013). Young people are the most likely to drink heavily in a single sitting and 68% of those aged 16-24 drink above the recommended levels (Smith, 2018). This poses an area for concern as alcohol consumption is implicated in over a quarter of male deaths and a seventh of female deaths among 16-24 year olds in the UK (Smith, 2018). In terms of drug use, for the year ending June 2022, the proportion of adults reporting any drug use in the last year was highest among those aged 20 to 24 years (23.3%) (ONS, 2022). This revealed that in both alcohol and drug consumption, young people are a particular cause for concern.

University Students' Substance Use

Within the subgroup of young people, those studying at university in the UK are at particular risk of hazardous alcohol consumption (Heather et al., 2011). UK students have been found to engage in alcohol use typified by excessive alcohol consumption in a single drinking episode (binge drinking) (Szmigin et al., 2008; Norman, Conner and Stride, 2012). University students worldwide are shown to drink excessively, however students studying in the UK consume alcohol at levels which exceed those of their student counterparts in countries such as the United States of America (Gill, 2002), France, Romania and South Africa (Dantzer et al., 2006). The research within the review thus focuses on UK students alone.

El Ansari, Sebena and Stock (2013) conducted a cross-sectional study of 3,706 students enrolled at seven universities in England, Wales and Northern Ireland to assess alcohol consumption measures. They found that 76% of male students and 65% of female students surveyed had engaged in heavy episodic drinking behaviour within the last two weeks. More recently, Tarrant et al.'s (2019) research engaged 421 students from one UK university, where participants completed a survey at three time points across a single academic year. They found that around half of the participants were in one of the three higher risk categories for alcohol consumption (moderate, high or hazardous drinking) and found that excessive alcohol consumption was regarded by participants as largely normative. Davoren et al. (2016) conducted a systematic review of existing research regarding university students and dangerous alcohol consumption. The review found that the proportion of university students classifying as hazardous consumers ranged between 63% and 84%, with over 20% exceeding sensible limits each week. These studies when presented collectively show how irrefutable the evidence is that UK university students present patterns of problematic alcohol use which requires attention to prevent further escalation. The studies support the notion that perhaps not surprisingly, hazardous alcohol consumption continues to be the most prevalent public health concern on university campuses in the UK (Davoren et al., 2016).

Another prevalent public health concern on UK university campuses is drug use, which has consistently been shown to be widespread (Patton, 2018). Drug use on university campuses is widespread in terms of the types and patterns of drug use (Bennett and Holloway, 2014). Research on substance use among university students has found that a notable proportion take illegal drugs (Bennett and Holloway, 2018), however, the type and range of drugs consumed changes frequently, with recent years seeing an expansion of drugs to include new psychoactive substances, study drugs and prescription drugs (Patton, 2018). Existing literature regarding student drug use is lacking, with the majority of substance use research amongst students being focused on alcohol (Ansari, Vallentin-Holbech and Stock, 2015). Furthermore, the research that does exist has mostly been conducted in the United States, meaning some of the most fundamental facts

about drug use among university students in the UK remain unknown (Bennett and Holloway, 2014).

Of the UK based literature that is available, it is apparent that university students do present problematic drug taking behaviours. A study from Bennett and Holloway (2014) , based on an email survey of all first-and second-year students registered as undergraduates at a university in South Wales, reported that over 40% of the 2182 students who participated admitted consuming one or more illicit drug at some time in their lives, and almost a quarter reported having done so in the last 12 months. This finding is supported by NUS & Release (2018) who through a Students' Drug Survey found that of 2810 students, 39% reported using drugs, with a further 17% having done so in the past. Therefore, just over half (56%) of all respondents had used drugs. Both studies highlight how prevalent drug use is for university students within the UK. Whilst NUS & Release (2018) found that most respondents reported using drugs only occasionally (23%), 10% of students reported using drugs regularly, with 6% stating they use them on most days. Although 6% is a relatively low figure, it highlights how a portion of university students could be considered to be addicted/dependent on drugs. This finding emphasises how important it is to conduct studies relating to university students' drug use, to allow for problematic patterns to be revealed.

Problematic drug use does not solely concern illicit substances, prescription drugs are also an issue with university students. Holloway and Bennett (2012) recruited 1614 students at a large university in Wales and asked them to complete an online survey regarding non-medical use of prescription drugs. They found that one third of students reported lifetime use of prescription drugs not prescribed to them. Although this study is only representative of one university, it is supported by a study conducted by the student magazine Varsity (Holloway and Bennett, 2012) who found that one in ten Cambridge students reported taking prescription drugs. More research is therefore needed to investigate university students use of illicit prescription drugs.

University Responses to Substance Use

Although consuming alcohol and drugs are described as an action of autonomy and a ritual of maturing (Larsen et al., 2016), the levels of alcohol and drug consumption on university campuses have reached alarming levels and require action to be taken. Universities within the UK are at a disadvantage when attempting to respond to the drug and alcohol use of students however, as students compose a large percentage of the night-time economy and therefore many businesses within student dominating cities may oppose university attempts to reduce this usage. The night-time economy concerns economic activity between the hours of 6pm and 6am (Ashton et al., 2018). In recent years, there has been a dramatic growth of night-time economies, which supports the local and national economy through job creation and increasing revenue (Roberts and Gornostaeva, 2007). Students contribute to this increase in revenue greatly by being the main consumers within the night-time economy. An example is Kingston Upon Thames in South-West London which supports the third largest night-time economy in the capital (Gant and Terry, 2017), with the town centre providing permitted drinking spaces for around fourteen thousand people and homing twenty-three licensed premises, including five nightclubs (Ibid). In 2014/15, the university students from Kingston University were responsible for putting an estimated £71 million into the local economy, creating 1,471 jobs (Ibid). During the last reported night-out in Kingston town centre, students were reported as spending a total of £15,547 (Ibid). This confirmed that Kingston University students contribute greatly to the economy of the town centre, with these findings being replicable across most universities and cities across the UK.

The issue with students being the largest consumers of the night-time economy, is that the night-time economy is strongly correlated with substance use (Ashton et al., 2018). The accessibility of alcohol within the night-time economy means that often students drink in excess and to dangerous levels (Ibid). Increasing levels of alcohol consumption prior to entering the night-time economy (known as pre-loading) has contributed to higher levels of intoxication and increased risk of substance use within the student population (Hughes et al., 2008; Quigg et al., 2015). Universities are responsible for guiding students to act responsibly in the night-time economy (Gant and Terry, 2017) and should work with industry partners to control and mange this aspect of the economy to ensure the health of the student population is prioritised (Ashton et al., 2015). It is suggested that education for those who use the night-time economy is the way to ensure safety (Ibid).

University responses do not solely focus on education as suggested by Ashton et al., (2015) with NUS & Release (2018) reporting that a wide variety of responses are adopted

by universities within the UK. NUS & Release (2018) are responsible for having conducted the largest analysis of policy responses of UK higher/further education institutions relating to drug use. The data was collected through freedom of information requests sent to 151 universities/colleges, with an independent assessment of their policies being conducted via a content analysis. The analysis found that when a student is caught in possession of a controlled drug, educational institutions adopt a wide range of disciplinary outcomes. Outcomes included: no further action (77 institutions), a formal warning (115 institutions), temporary exclusion (113 institutions), permanent expulsion (107 institutions), reporting the student's misconduct to the police (104 institutions) and eviction from student accommodation (93 institutions) (Ibid). This reveals how for the majority of universities in the UK, institutional response to drug use is a formal and punitive response. Students do not agree with the punitive responses taken by universities, with 47% of student respondents stating that universities should not punish students, whereas only 27% disagreed (NUS & Release, 2018). Furthermore, 40% of respondents answered that they would not feel confident in disclosing information about their drug use to their university without fear of punishment (Ibid). This suggests that a less punitive approach would remove barriers to students seeking support around drug use, should they need it.

Support provided by universities appears to be targeted to students who have problems with their drug use, rather than being provided to all students as a form of prevention and harm reduction (NUS & Release, 2018). A small number of universities reported requiring students to engage with mandatory support relating to their drug use, with submitting drug tests being included within this mandatory support (Ibid). Other examples included: compulsory attendance at an external drug and alcohol charity, drugs counselling and evidence of meeting treatment goals from a GP (Ibid). This mandatory support could be detrimental to students' wellbeing and trust in the university, suggesting it is a poor response to drug use. Instead, support offered should be in the form of signposting students to a range of services and information to allow them to make their own choices when they are ready (Ibid).

Orme and Coghill (2013) collected survey data from twelve universities across the South-West of England relating to what information they provide regarding sensible drinking. The researchers in addition to administering a questionnaire, conducted an electronic search of all twelve universities' websites for relevant materials and policies. The website searches revealed that nine out of the twelve universities had accessible information relating to alcohol. These included: links to external organisations and public health campaigns providing advice on alcohol consumption, internal counselling facilities, the promotion of alcohol-free events, and references to student handbooks and policies relating to alcohol consumption. Six universities reported having a policy specifically related to alcohol, with a further three documenting procedures for dealing with excess consumption of alcohol amongst their students. The universities included in the study also adopted a range of initiatives to promote sensible drinking, including promotional material mailed out to all new university students, alcohol-free events, working with security to ensure night-time safety after drinking events, and training on-campus bar staff regarding responsible retailing of alcohol. The universities involved in the study used a number of approaches and initiatives to promote sensible drinking, which all contributed towards encouraging a culture of safer drinking amongst university students. Although only relating to twelve universities, the universities in question are adopting good practice and showcase how it is possible for universities to respond in a positive and less punitive manner to alcohol and drug use.

Through signposting students to advice and information, the universities would be adopting a harm reduction approach, which is suggested as the most beneficial response to student substance use (NUS & Release, 2018). Harm reduction approaches are becoming more popular with universities regarding addressing the issue of substance use. The University of Leeds, the University of Keele , and the University of West England, alongside their student unions, in particular have been recognised for their harm reduction approach to student substance use (Burton, 2022). SOS-UK launched the Drug and Alcohol Impact in 2020; the accreditation programme supports universities to move to a harm reduction approach whereby support and safety of students is emphasised over a zero-tolerance approach (Ibid). The programme consisted of the universities developing drug and alcohol policies orientated towards harm reduction and student support, improving the provision of support for students, and providing harm reduction advice. For example, the University of West England Wellbeing Service introduced an in-house Senior Drug and Alcohol Practitioner who supports students using substances, and consults

with and trains university staff. As well as this, the University of West England also built a new module for new and returning students which included information on alcohol consumption, social norms and drugs and also redeveloping disciplinary procedures to increase support for students (Ibid).

This approach has been praised by Universities UK for helping to advance best practice regarding the response to substance use across the student population. Universities in Ireland have adopted a similar approach through their REACT (Responding to Excessive Alcohol Consumption in Third-level) programme which provides a range of measures that higher education institutions nationally can implement (Davoren et al., 2018). The programme was launched in 2016 and consists of both mandatory and optional action points for institutions to implement. Mandatory action points include setting up a dedicated steering committee (which includes staff, students, local police, the council, a drugs taskforce representative) and developing alcohol policy in line with national framework (Ibid). Optional action points include providing alcohol-free housing and social spaces, providing late-night transport to students, providing training on alcohol-related safety information, and establishing a visible and accessible referral pathway for alcohol services for students (Ibid). This programme acknowledges the need to not only provide individual-oriented measures but to target the wider issue of excessive alcohol consumption. This is another example of a harm reduction approach that universities have adopted to address student substance use.

The most recent university response to student substance use has been the announcement from Universities UK that there will be a drugs taskforce created to help combat the issue of drug use, drug supply and the harms caused by drug taking (Universities UK, 2022). This taskforce is a partnership between Universities UK, Unite Students, Guild HE and Independent HE, which is committed to a harm reduction approach. The taskforce will bring together government departments, sector agencies, the NUS, accommodation providers, public health bodies, charities and police to ensure a multi-agency approach that targets the broad spectrum of student substance use. The work will produce evidence-led sector guidance, create a better understanding of supply, demand and use of drugs in the UK student population, survey current approaches, highlight best practices and make student drug use visible as a health issue (Ibid).

As noted earlier in the evaluation, Professor Dame Carol Black conducted an Independent Review of Drugs in 2021, which highlighted the rise in recreational drug use and associated harms among young adults, with evidence gaps in 'what works' with young people especially relating to taking drugs, drug policy and practice (Black, 2021). Professor Dame Carol Black is a member of the drugs taskforce initiative developed by Universities UK, and states that she welcomes the emphasis on better understanding student drug use and what works to address it (Universities UK, 2022).

The UK Drug Strategy for 2017 recognised that universities and other education providers have a key role to play in addressing substance use as they work with young people at a critical transition period in their lives (HM Government, 2017). Although good practice is being shown by many universities in recent years, a student in Calnan and Davoren's (2021) research stated that by the time a student gets to university this is too late, therefore there needs to be earlier interventions. The student emphasises how these university responses are a reaction to an already existing problem, and that education of young people and adults is the way to prevent and reduce problematic use (Ibid).

Addiction Education

Addiction is defined by the National Health Service (NHS) as "not having control over doing, taking or using something to the point where it could be harmful to you" (NHS, 2021). The most common addictions are drug and alcohol addictions (NHS, 2021), which schools and higher education institutions try to combat through the use of education. It has been found that the younger the age of initiation of substance use, the greater the likelihood of ongoing use, addiction and harm later in life (Hodder et al., 2012). It is therefore essential that age-appropriate education regarding drugs/alcohol is continuous in a young person's life and begins as early as permissible (Robinson, 2019). For this reason, schools are often seen as a vital environment for health and addiction education (Macdonald and Nehammer, 2003), with schools being able to provide education surrounding drug issues in a safe and appropriate setting (Ibid). The government have enforced this point in their 10-year drug plan by placing focus on young people, with their ambition being to provide high quality education on health and relationships to help prevent the use of drugs (GOV.UK, 2022). The government envision that their plan will bring about a generational shift in the use of drugs across society so that, within 10 years,

fewer people take drugs, allowing children and young people to grow up in a safer society (Ibid). The government believe this plan will be more successful than previous attempts as the evidence base for how to prevent drug use among young people is now more developed.

A focus on risk and resilience factors has been highlighted by research as being most effective in preventing drug use in young people (Ibid); good outcomes can therefore be achieved by building resilience through skills-based education and multi-component programmes. Multi-component programmes are a necessity for young people regarding substance addiction education, as the factors placing young people at risk of substance use are complex and inter-related (Ibid). This highlights the need for the education provided to young people to target multiple factors and risks collectively, which requires both a multi-component programme, in addition to multi-agency working. Delivering school-based prevention and early intervention is the key to tackling the issues surrounding drug use. As a result, the government have set out a clear expectation that all pupils will learn about the dangers of drugs and alcohol during their time at school as part of mandatory health education (Ibid). This education will be evaluated continuously to ensure the quality and consistency is of the highest standard (Ibid). Teachers in both secondary and primary schools therefore have a role to play in delivering addiction education, even if some people, such as parents and school governors, are opposed to tackling sensitive issues in primary school education (Ibid). Higher education institutions such as universities are also viewed as important settings for providing addiction education as universities are able to explore how sensible substance use patterns (mostly alcohol) can be facilitated and embedded in students' current lifestyles (Orme and Coghill, 2013).

Despite appearing to be a prime setting for the delivery of addiction education, systematic review evidence suggests that past interventions in school settings have demonstrated limited effectiveness in preventing alcohol and other drug use (Hodder et al., 2012). Alcohol education more generally has been shown, with rare exceptions, to have little or no positive effects on drinking habits or alcohol-related problems (Orme and Coghill, 2013). A potential reason for this lack of success in schools, was that young people felt that the alcohol education delivered was patronising and preaching (de Visser et al., 2013). This could help to explain why education attempts have also been unsuccessful in higher education settings (Martineau et al., 2013), with only short-term behaviour change being evidenced on the rare occasion that success is experienced (Moreira, Oskrochi and Foxcroft, 2012; Henson, Pearson and Carey, 2015).

An example of a successful alcohol education programme is the 'Climate Schools Programme' which was trialled in two UK secondary schools (Newton et al., 2014). The programme was first found to be effective in a randomised controlled trial in ten secondary schools in Australia, whereby students' alcohol knowledge increased, and alcohol consumption decreased (Ibid). Newton et al. (2014) conducted a pilot study of the programme with two year nine classes in London to establish the feasibility of delivering the programme in schools within the UK. The programme was based on the harm-prevention approach and used cartoon storylines to engage and maintain student interest. The programme consisted of two modules (each with six lessons) delivered six months apart. The first part of the lesson was a twenty-minute internet-based component where students followed a cartoon storyline of teenagers experiencing real-life situations and harms associated with alcohol use. The second part of the lesson was an optional activity delivered by the teacher to reinforce the information learnt. Two hundred and twenty two students and eleven teachers evaluated the programme, which resulted in very positive findings. 85% of students said the information was easy to understand, 84% said it was easy to learn and 80% enjoyed the cartoon-based format. All teachers said the students were able to recall the information taught and 82% of teachers said they would use the programme again. The programme appeared to be a success with young people being able to recall information and 73% of teachers rating it as better than other programmes (Ibid). Although only based on two schools, the study highlighted the potential for this programme to help educate young people on the dangers of alcohol, with UK students hopefully replicating the longer-term results found with Australian students.

Focusing on drug addiction education in particular, again schools appear to have been unsuccessful in delivering effective education, with attempts having made little or no discernible impact upon drug-use (Slym, Day and McCambridge, 2007). The most famous drug education attempt in schools was the Drug Abuse Resistance Education (D.A.R.E.) in the United States of America, however this education programme was also

revealed as having little to no effect on alcohol and drug behaviour in students (Pan and Bai, 2009). Drug education in schools has not only been unsuccessful in deterring students from using drugs, but in some cases has appeared to stimulate drug use amongst young people (Hodder et al., 2012). It has been reported that drug education has led to students experimenting with drugs and becoming more curious as a result of the education (Cahill, 2007). It is therefore essential that drug education programmes created in the future are not seen to glorify or promote drug-taking. The preferred form of education from schools and higher education institutions in recent years has been centred around normative education, affective education and the teaching of life-skills (Paxton et al., 1998; Cahill, 2007; Brown, 2012; Hodder et al., 2012; Bennett, 2014).

Within a normative education approach, myths such as 'everyone uses drugs in a risky manner' are dismissed, with the main intention of the education to be realistic and not rely on scare-tactics that have been proven to not work (Cahill, 2007). Reviews of the evidence-base suggest that when drug education programmes included a combination of knowledge, social and life skills, normative approaches and negotiation skills, they could produce significant reductions in drug use (Paxton et al., 1998; Cahill, 2007). Within an affective education approach, personal and interpersonal development of students is the focus, with education seeking to reduce drug use by enhancing student self-esteem, improving decision-making skills and helping students to clarify their values (Bennett, 2014). The hope of this approach is that by teaching young people the appropriate skills to make good decisions, they will be prevented from using or will reduce their usage of drugs (Hodder et al., 2012). There are limitations to what the research can tell us (Brown, 2012), suggesting further work needs to be conducted to improve this research area, particularly relating to the UK.

Addiction, alcohol and drug education is covered in England by personal, social, health and economic (PSHE) education, which is considered an important and necessary part of all students' education (Department for Education (DfE), 2021). All schools are asked to teach PSHE, which means that all students in England should receive education regarding drugs, alcohol and addiction within their school curriculum. This was enforced by PSHE becoming a statutory subject in September 2020 (DfE, 2021). PSHE is taught in schools but does not include higher education institutions such as universities. In 2010, Ofsted reported on PSHE education and found that none of the schools they inspected were delivering outstanding drug education (Brown, 2012). This implies a need for improvement, which may be achieved through research evaluations on the subject. There has been little research conducted on the effect of PSHE, in particular on students' substance use and attitudes in the long-term, until last year when Scott and Oliver (2022) conducted interviews with students from a university in the North of England. Although only engaging five interviewees, the study provided a different insight into an area of study which has been largely neglected. Despite being at the core of the government's Drug Strategy (HM Government, 2017), as PSHE was not a statutory subject in schools until 2020, this meant that it had not been held to the same standards as other subjects, with the drug education schools deliver varying between schools and areas (Davies and Matley, 2020).

Contrary to this, the five students who participated within Scott and Oliver's (2022) research, all reported similar experiences of PSHE drug education. Students reported the lack of harm reduction strategies within the education, expressing how drugs were only presented in a negative light. Participants suggested PSHE relied too heavily on scare tactics, with abstinence being the focus. They felt this was unrealistic and believed the positive effects of drugs should also have been covered. PSHE was seen as failing to acknowledge that some young people will still use drugs even after being taught the risks (Ibid). Students felt that harm reduction methods could have helped to mitigate harms young people may have endured after experimenting with drugs, such as accidental deaths. It was also revealed by participants that PSHE education did not focus a lot on drug education, instead focusing on other areas such as sex education. Participants expressed the need for more time to be spent on drug education, with more knowledge on different drugs and the effects (both short and long term) being taught (Ibid). The findings of this research by Scott and Oliver (2022) suggested that PSHE fails to acknowledge the social context in which drug taking occurs in young adults' lives and potentially university campuses, which Schwartz and Petrova (2019) believe is necessary to consider if drug education is to be effective. As substance use has become normalised in society and within the student population in particular, education should focus on teaching young people how to stay as safe as possible to reduce the likelihood of severe harm, such as addiction or death (Scott and Oliver, 2022). Coggan (2006) argued that school-based

education, such as PSHE, does not prevent drug use, it simply delays the onset from school to university. Similarly, participants within Scott and Oliver's (2022) research supported this by stating that the education was useful at the time, but it does not act as a deterrent now. This therefore implies a need for methods of deterrence to be incorporated into universities to continue the education beyond schoolyears.

Deterrence is described as the process whereby an individual will weigh the potential gains and losses of engaging in illegal activity and will be discouraged from engaging in this activity when the loss is greater than the gain (Abramovaite et al., 2022). Not engaging in this activity is thought to mainly be due to punishments being severe, which prevents the individual from desiring this consequence, therefore choosing the alternative action (Ibid). The suggestion of this is that the tougher the punishment, the more the individual will be deterred from committing a crime (Ibid). This deterrence can either be general, whereby the threat of punishment is enough to deter an individual from committing a crime, or specific, whereby the individual learns from experiencing punishment to not reoffend (Nagin, 2013). Methods of deterrence are usually centred around getting tough on crime; however this has been found to make people worse, with most methods of deterrence failing in their attempts (Latessa, Johnson and Koetzle, 2020). The main deterrence method adopted is the 'scared straight' method, whereby fear is instilled into individuals to prevent them from committing crimes in a variety of ways (Ibid). This method has been proven to cause more harm than doing nothing (Petrosino, Turpin-Petrosino and Buehler, 2004), with it being found that methods which focus on fear of punishment, increase re-offending rates rather than decrease them (Latessa, Johnson and Koetzle, 2020). This reveals how methods of deterrence are found to not work and therefore the suggestion that these methods need to be incorporated into universities needs to be revisited, to ensure this is the best course of action to achieve success with students.

There is an absence of research on the education provided to university students regarding substance use and addiction, with a review of the literature of campus-based drug prevention and education, conducted by Polymerou (2007), only resulting in two examples of evaluations of programmes operating in the UK (Polymerou, 2007). One drug education programme was called "Study Safely" which was aimed at university students in London and adopted a harm-reduction approach (Ibid). The other drug education programme was a joint initiative between the UK Home Office and the Department of Health, aimed at student welfare officers, which taught them about the risks of drug misuse in universities (Ibid). The programmes included information on drugs and alcohol and advice on raising awareness among students. Neither of the evaluations focused on behavioural change (Ibid), meaning this is an under-researched area. This lack of research suggests that university students have been overlooked in addiction education, with school-aged children generating the most focus. Whilst interventions with school aged children are prioritised within the limited amount of existing research on addiction education, addiction education on the whole, still represents a very under-researched area. This suggests that more research is necessary within the field of addiction education and the methods of delivering this education.

Creative Methods in Education

Over the last twenty years, there has been an increased interest in adopting creative methods in education and creative pedagogies (Banaji, Burn and Buckingham, 2010). Creative pedagogy is the science and art of creative teaching (Aleinikov, 2013), with Dezuanni and Jetnikoff (2011) asserting that it involves imaginative and innovative ways to teach children to help develop their creativity. Creative education methods have been valued for numerous years, with the 1999 report from the National Advisory Committee on Creative and Cultural Education (NACCCE), titled 'All our futures', calling for a national UK-wide strategy to enable young people up to the age of 16 to engage in creative education (NACCCE, 1999). More recently, the Welsh government has re-emphasised the need for creative education methods to be adopted within their school curriculum. This is as a result of the Donaldson (2015) report 'Successful Futures', which suggested a new school curriculum, whereby expressive arts were one of the main six areas of learning and experience. The Welsh Government and Art Council of Wales consequently created the 'Creative learning through the arts action plan' to enable creative methods to be a main focus within education (Southern, 2019). This plan advocated both learning through and learning about the arts (Ibid). Examples of creative education methods include adopting activities such as: learning through audio and visual media, board games, role play, drama, writing, storytelling,[7] music and dance (Culton and Muñoz, 2016; Cremin and Chappell, 2019; Moula, 2021).

[7] Storytelling when in the context of addiction education, refers to individuals with lived experiences sharing their experiential narratives and educating people through their choices and mistakes. Information on lived experience in this context can be found in: Bove and Tryon (2018); Nixon (2020a); Buck, Ryan and Ryan (2022).

Despite the apparent desire for creative methods to be adopted into education, not all institutions appear to be in support of this form of teaching, with universities still appearing to favour a traditional pedagogical approach whereby students simply sit and listen to lecturers (Turner, 2021). UK academics have supported this choice by universities to maintain traditional methods, as they have acknowledged that creative pedagogies might not be an easy fit in higher education (Moula, 2021). Wals and Corcoran (2006) however, have described higher education institutions as stubborn and unwilling to change their traditional ways, even though traditional classroom learning methods have been viewed by certain scholars as failing (Saeheng, 2017). These traditional methods have been viewed as failing because it has been reported that as learners, individuals only retain approximately 20% of what is told to them (Latessa, Johnson and Koetzle, 2020). Therefore, simply speaking at students will not result in high retention of information. Traditional classroom pedagogies also do not provide students with any opportunities to develop skill sets, particularly problem-solving skills in relation to real-life scenarios (Bhattacharjee, 2014), however creative pedagogies do. Creative forms of education are viewed as integral to learning in order to educate the senses and nurture the imagination (Rieger and Chernomas, 2013). The success of this form of education has been documented by a vast number of scholars (Marshall, 2014; Leavy, 2015; Rieger et al., 2015; Wehbi, 2015; Meltzer and Schwencke, 2019) and can be incorporated into education in a variety of formats such as: creating, performing, observing, using and reflecting (Hunter and Frawley, 2022). Therefore, the student does not have to participate in the creative process themselves but can opt to simply observe or reflect instead (Ibid). This suggests that observation can be as powerful as participation.

Although a minority, there are some universities across the UK which have begun to implement creative methods into their forms of teaching. An example is Liverpool John Moore's University who have implemented creative methods into their teaching through adopting boardgames as part of their education. Jackson, Murray and Hayes (2020) used a boardgame titled 'Probationary' to explore the ways in which knowledge exchange, through creative methods, could change an individual's perspective on lived experience of the criminal justice system. Leavy (2015) believes that creative methods of education can evoke emotions, promote reflection and transform the way people think. This statement and belief formed the basis of the use of the creative education method as Leavy (2015) expressed the desire for a similar outcome. The use of games in education can be traced back to Abt (1970) who believed games could have an educational purpose and did not have to be played for amusement only. This use of games in education has developed over recent years, having been adopted by a range of domains such as health care to educate on Alzheimer's care provision (Arambarri et al., 2014) and environmental sciences to educate on climate change policy (Castronova and Knowles, 2015).

The board game 'Probationary' used by Jackson, Murray and Hayes (2020) produced positive findings with individuals expressing how they felt more aware of the challenges of licence and felt better informed about the probation experience as a whole. In addition, players of the boardgame reported feeling emotionally impacted by the game, with individuals expressing how they were emotionally invested in the characters and felt upset when a character had to start again (Ibid). This highlighted how the game was successful in generating empathy and allowing individuals to feel more emotionally linked to individuals experiencing probation. Reflecting on their experience of playing the game, one participant commented about the system feeling unpredictable and choices feeling out of their control (Ibid), which again implies a newfound sense of understanding to the experience of probation, and a changed perception regarding individuals living the experience. The boardgame is presented as a success, highlighting how the use of creative methods of education should be adopted more widely.

Nottingham Trent University have also adopted creative methods in education, trialling three different forms of teaching within their Youth Studies undergraduate student cohort (Howard, 2021). Storytelling through music, documentary style filmmaking, and creating and playing boardgames were all pedagogies adopted to help advance the students' learning. The trial produced positive findings with students reporting that they felt the more creative tasks helped them to apply their learning to the real world, enabling them to have a deeper understanding of real-life problems (Ibid). This consequence can impact on both students' personal and professional identities, highlighting the importance of creative methods of education (Ibid). Another example is provided by Hunter and Frawley (2022) who studied students in their second year of a sociological theory course. The researcher's findings were based on data collected from surveys given to students in 2009 and 2020 regarding arts-based pedagogies.

The pedagogies used within the course included film, art and music. Findings revealed that these forms of pedagogies helped students to sustain an interest in the course material, retain information better, engage in a higher level of thinking, feel more confident in their abilities, and link the teachings to the real world. A student commented on how incorporating creative methods into education provided an opportunity for students to pause and really consider what they were being taught rather than simply listening and trying to understand (Ibid). This ability to pause allowed for more associations to be made within the teachings which helped the students to remember the information and thus develop their understanding (Ibid).

Performing arts-based methods of education are favoured by some university courses, with role play often utilised to help teach students. Undergraduate medical students are often subject to watching the performing arts as part of their curriculum as it is thought to provide a useful insight into possible real-life scenarios and help prepare the students (Perry et al., 2011). By observing this creative pedagogy, it is hoped students' attitudes will be altered and they will develop empathy towards potential future situations. Studies which have utilised this method all reported a positive impact on students' attitudes (Shapiro and Hunt, 2003; Shapiro and Ruckner, 2003; Rosenbaum, Ferguson and Herwaldt, 2005), with students' understandings of possible situations and how they should be responded to also improving (Ibid). This insight into the complexities of real-life scenarios and being able to experience these problems through role play is a benefit to the pedagogy and generates numerous benefits for the students (Backman et al., 2019), including increasing their level of conscious thought (Leung, Mok and Wong, 2008).

Performing arts-based methods of education are not only used in university courses but are also adopted by drug and alcohol educators to teach students about addiction through the form of drama, theatre and role play. An example is 'Wings to Fly', a play which highlighted critical issues surrounding illegal drug use, in addition to, dealing with and reacting to peer pressure, the notion of choice, and other health behaviours (MacDonald and Nehammer, 2003). The play was written and acted by a 'local theatre in education' group in south Wales and has been performed to 10–12-year-olds in primary schools for over ten years. A total of 133 children answered a survey regarding the play and were generally positive about it, reporting how they identified with the main characters and were able to identify some of the illicit drugs named in the play (Ibid). Researchers voiced disappointment in children only thinking two or three drugs were mentioned in the play, as there were eight drugs mentioned (Ibid), however the retention of any drug names should be considered a success. Six teachers were also questioned and produced positive comments surrounding the play. A similar project named 'Feeling Low…Feeling High' was delivered in Surrey in 1999 with the same age-group of children. This age group were targeted as they were about to transition into secondary school, where they may have been presented with choices such as whether to take illegal drugs or not (Nelson, 1999 cited in MacDonald and Nehammer, 2003 p.84). Collins and McWhirter (1998, cited in MacDonald and Nehammer, 2003 p.84) evaluated the project and reported that the play was still vivid in the minds of the children six months after the performance. Both examples highlight how the use of performing arts-based methods of education have been successful in educating young people about the issue of drug use. The same findings were reported when similar methods were adopted in secondary schools (Hobbs, 1999 cited in MacDonald and Nehammer, 2003 p.84).

The studies mentioned above are over twenty years old, suggesting they may be outdated, however, there are little to no examples of evaluations of projects of this nature when conducting literature searches, therefore the examples above must be relied upon to demonstrate the effectiveness of this form of education. There is a need for more research in this area to be conducted to allow for more recent findings to either support or refute the argument presented above. Additionally, evaluations of this form of education regarding drugs and addiction should be conducted within the university setting, as this is an area which is yet to be explored. Creative methods of teaching drug and addiction education in universities should be prioritised, as if scholars such as Shapiro and Hunt (2003) and Rosenbaum, Ferguson and Herwaldt (2005) are correct, then this form of education can change students' attitudes.

Public Perceptions of Individuals Who Use Substances

Substance addiction is one of the most scrutinised and stigmatised conditions in society (Corrigan, Larson and Rüsch, 2009; Schomerus et al., 2011), with the public expressing negative views towards people who use substances (Crisp et al., 2000; Pescosolido et al., 2010). These negative views

can result in social exclusion of people who use substances (Livingston and Boyd, 2010), with others choosing to distance themselves from those who use substances, in what is termed social distancing (Marie and Miles, 2008).

Stigmatisation is defined as an "overall stereotypical and prejudicial social process" (Corrigan and Wassel, 2008, p.43) which results in an individual or group being labelled and discriminated against (Link and Phelan, 2001). Whole communities can stigmatise individuals/ groups, with the same negative attitudes being expressed by all (Berryessa and Krenzer, 2020). Regarding substance use, it has been found that the public view people who use substances in a negative way,[8] viewing such individuals as more blameworthy and dangerous than people who do not use (Corrigan, Kuwabara, O'Shaughnessy, 2009; Racine et al., 2015; Sattler et al., 2017). For these reasons, the public are reported as being unwilling to affiliate with people who use substances (Lang and Rosenberg, 2017). The UK Drug Policy Commission (UKDPC) (2010) conducted a survey with three thousand adults living in the UK, which questioned their views on affiliating with individuals who previously used substances. The survey found that 43% of respondents said they would not want to live next door to someone who had previously used substances, with more than 50% reporting that they would not trust someone who had previously used substances to be a babysitter. Additionally, one out of three respondents said anyone thinking about entering a serious relationship with someone who had previously used substances would be foolish. These results show how the public not only have a negative perception of people who use substances, they also retain a negative perception of those who previously used substances. Furthermore, they do not want to include substance users or previous substance users within their lives. The negative attitudes presented are particularly problematic as public attitudes are able to influence public services, meaning that people who use substances may also be stigmatised when they try to access services and support, in addition to when they are simply trying to live within society (Doyle, 2010). Moreover, individuals who previously used substances may also experience stigmatisation in their everyday lives.

Within the treatment sector for addiction, it has been evidenced that people who use substances who seek treatment, are viewed negatively by practitioners (Spaid and Squires, 2005; Adams and Madson, 2007; Lay and McGuire, 2008; Kelly and Westerhoff, 2010; Gilchrist et al., 2011), which impacts on the treatment provided to them (Kelly and Westerhoff, 2010). People seeking treatment for their substance use reported experiences of rejection and discrimination (Luoma et al., 2007) which could act as a barrier for the person seeking any future treatment (Angermeyer, 2003). If an individual seeks help and is treated unfairly and in a negative way, they are unlikely to return to treatment, suggesting that the person could continue with their substance use until it results in a dire consequence. This consequence could be avoided by treatment providers holding non-judgemental attitudes and helping people who use substances in any way possible.

Van Boekel et al., (2014) investigated the claim that treatment providers hold negative attitudes towards people who use substances by assessing and comparing stigmatising attitudes towards individuals who use substances across different groups of people in the Netherlands. These groups included general practitioners (GP's) (n=180), the general public (n=2,793), mental health and addiction specialists (n=167) and clients in treatment for substance use (n=186). Stigmatising attitudes were found across all groups, with stereotypical views such as addicts are aggressive and addicts are self-neglecting held by a large number of respondents. Although the differences were small, the public had the most negative views of people who used substances, followed by GP's, mental health and addiction specialists, with the least negative views held by clients within treatment. This same pattern was also reported for social distance from individuals who use substances. This study highlighted how those within healthcare roles such as GP's, or more importantly, mental health and addiction specialists, hold stigmatising and discriminatory views towards individuals who use substances, highlighting how there are little to no groups of people within society who are willing to be non-judgemental and provide help for individuals using substances. The research shows how isolated and excluded people who use substances are, demonstrating the need for attitudes within society to change to support this population. The government within their 'From harm to hope' 10-year plan aim to change negative attitudes held by society, with the plan striving to ensure there is no stigma attached to addiction and it is treated as a chronic health condition, with people who need it being provided long-term support (GOV.UK, 2022). Although an ambitious plan, it is welcoming to see the government beginning to tackle this issue to ensure an easier transition into recovery for those with addiction to substances.

[8] The language adopted within this review is 'individuals who use substances' however this can also refer to those who have previously used substances and are still fighting the stigma of society.

Changing attitudes towards individuals who use substances is thought to be possible through the medium of education. Richmond and Foster (2003) reported that elements of postgraduate courses can contribute to positively changing attitudes towards people who use substances whilst simultaneously increasing treatment optimism within addiction work. Watten et al., (2013) supported this notion by claiming that addiction education programmes can effectively address negative attitudes, stigmas and biases in students also at university level. Other scholars such as Fraser et al., (2017) argue against this notion that education can reduce stigma, as they say if this was to be true then educated individuals such as lawyers would not hold negative attitudes, however they do. Fraser et al's assertion is however flawed as there is a distinction between levels of education and the content of education. It is in poor judgement to assume that educated people have a better or more informed attitude towards people who use substances than 'less educated' people. Meurk et al. (2014) also disagree with the notion of education changing attitudes and perceptions, as they state that attempts to re-conceptualise addiction as a brain disease to the public has not produced any changes in stigmatising perceptions. This study by Meurk et al., highlighted how even when addiction is explained to the public as being a disease of which individuals are mostly unable to help or control themselves, negative attitudes are still held and discrimination is still present. The suggestion from this finding was that regardless of what education the public receive, negative attitudes can still persist.

The negative attitudes of the public surrounding individuals who use substances are considered by some scholars to be the result of negative media portrayals of this group (Fraser et al., 2017; Scheibe, 2017; Williams, 2020). Media coverage of addiction is often sensationalist, exaggerating the harms of drugs, which results in the public receiving misinformation, assisting in the creation of damaging stereotypes (Fraser et al., 2017). An individual who previously used substances in Fraser et al's (2017) study commented on how the media places every previous substance user into the same category of dangerous (this is supported by Goode, 2015), to be feared and having given up on changing. The participant stated how the media is not questioned and therefore inaccurate perceptions such as these are formed, with the negative stereotypical views dominating in the community. Goode (2015) notes that media platforms should be unbiased and only present information, yet this is not always the case (Ibid). The biased and opinion-based information shared through the media has been found to not only effect public perceptions but also to influence policy change, revealing how vital it is that the media does not report misinformation, nor attempt to persuade individuals to hold a certain view (ibid). The relationship between the media and the public is complicated as theories posit that it is society's views which determine the view of the media, with the media responding to events in a way which appears appealing to their audience (Williams, 2020). There is therefore confusion on whether the issue of stigmatisation and discrimination is a product of the public, or a product of the media, as both appear to be situated in a cycle of negativity, with there being no certainty on which causes the other.

Media in this context does not solely describe news outlets such as newspapers and news broadcasts, but can also encompass media in the form of TV shows, movies and media campaigns, for example. These forms of media are highly influential as they are part of popular culture, meaning they attract a large number of viewers. There are many examples of films and tv shows which depict individuals who use substances, including Christiane F., Requiem of a Dream, and Trainspotting (Scheibe, 2017), all of which depict the image of an individual addicted to drugs as dirty (Ibid). Individuals in these films are also portrayed as having poor morals, with the characters shown to be immoral, irresponsible, criminal and violent (Ibid). This visual portrayal of people who use substances stigmatises them as deviant and unhealthy, which results in the public adopting this viewpoint. This can lead to harmful consequences for people who use substances in regard to a lack of willingness by society to provide support or adopt harm-reduction methods and social exclusion.

Media campaigns are also responsible for generating negative perceptions of individuals who use substances, as they too utilise negative visual aids to portray a false image of a 'stereotypical addict'. Campaigns often show people who use substances to be underweight, dirty, unkempt and missing a lot of teeth (Scheibe, 2017). Campaigns such as these, in addition to films, have enabled stereotypical assumptions about people who use substances to thrive, presenting all individuals who use substances as bad people who are deviant and immoral (Ibid). Campaigns and films appear to have deliberately attempted to provoke feelings of disgust towards those who use substances, with the public able to condemn these individuals based on the media misinformation, which results in a social distance being created between the public and people

who use substances (Ibid). The public are able to detach themselves from individuals who use substances based on these stereotypical views and attitudes portrayed through the media, creating a power differentiation within society whereby the public view individuals who use substances as 'below them' (Ibid). The media can therefore be a deadly force to those who use substances, impacting them in multiple ways. The most serious consequence of the media, however, is that this social rejection of individuals who use substances from the public might discourage treatment seeking, decrease the completion of treatment and reduce social support for treatment (Brown, 2015). This could have profound effects on individuals who use substances who may not be able to access treatment due to negative views held by society, or may not want to access treatment as they do not see a purpose, due to social exclusion not appearing escapable. According to Goode (2015), the media should be held responsible for their actions and should be forced (through policy) to change their methods, in the hope that this would change public perceptions and enable individuals who use(d) substances to live without stigma. Education should also be utilised with the public, to attempt to change their views (Richmond and Foster, 2003), again with the hope that negative attitudes can be replaced with positive ones. Research is required in this area to establish the most effective method of changing public perceptions, and such methods must be implemented as early as possible to enable change within society.

Summary

Despite there being worrying levels of alcohol and drug use amongst young people aged 16-24 (Smith, 2018; ONS, 2022), the literature on university students regarding alcohol and drug use for the UK is relatively scarce, with evidence of the actions that universities are taking in response to this being even less available. The research which does exist, shows very clearly that university students show a problem with alcohol and drug taking (Heather et al., 2011; Bennett and Holloway, 2014; Davoren et al., 2016; Bennett and Holloway, 2018), however the literature is predominantly focused on alcohol, with studies surrounding student drug use lacking (Ansari, Vallentin-Holbech and Stock, 2015). Drugs still appear to be viewed as a taboo topic, which may help to explain why literature is not available linking university students to this act. It could be implied that universities choose to ignore this activity in the hope of maintaining their credibility as an institution, however this theory would require research to establish the validity of the claim.

Universities are required to respond to issues regarding substance use which have presented themselves within the institutions. In most institutions, responses are punitive in nature, involving formal warnings, temporary exclusion, expulsion and eviction from student accommodation (NUS & Release, 2018). There is a clear need for less punitive responses and more harm reduction measures and responses to be adopted by universities, to ensure that support and safety of students is emphasised. There have been some good examples of university practices in regard to drugs and alcohol, with the introduction of the drugs taskforce being the most positive response to date (Universities UK, 2022). In future, more proactive responses should be considered by universities to help combat the persisting issues with substance use amongst students.

A potential way of combatting substance use issues which exist, is through providing education to young people. This education should begin as early as possible, with education provided being age-appropriate and continuous (Robinson, 2019). Despite schools appearing the ideal environment to deliver this education, systematic review evidence has suggested that interventions in school settings have demonstrated limited effectiveness in preventing substance use (Hodder et al., 2012). Drug education in schools have not only been unsuccessful in deterring students from using drugs, but in some cases has appeared to stimulate drug use amongst young people, with students choosing to experiment with drugs and being more curious because of the education (Cahill, 2007). It is therefore essential that drug and alcohol education programmes or interventions delivered in the future are not seen to glorify or promote drug-taking.

Success has been found with harm reduction methods adopted by institutions in replacement of the scare-tactics which were previously used. As a result, there should be more focused methods on harm reduction and more implementation of interventions which focus on the individual themselves and their life skills to prevent them from turning to drug taking as a coping mechanism. These methods are most commonly adopted in creative forms such as role-play, boardgames, music, art or other forms of creative methods of teaching. Universities do not appear to be implementing creative methods in a hurry, with there only being a handful of examples of universities adopting this approach in regard to drug and alcohol education. Of those universities who have implemented these methods however, the results have been extremely positive and imply that these methods should be implemented

further in education, in particular higher education. Participating in or observing role-play is one method which has produced extremely positive results and should be trialled in higher education institutions. Universities need to be more open to trialling new innovative methods and need to establish the best way to tackle the alcohol and drug endemic which has grown within the student population.

As alluded to earlier in the section, it appears as though universities do not want to acknowledge that their students are using drugs. This may be due to the views of society regarding individuals who use substances, which are very negative (Brown et al., 2015). Society is known for holding very negative views on individuals who use substances, with a hierarchy being established, which places individuals who use substances at the bottom. This ability for society to separate themselves from individuals who use substances may stem from the media which is also known to highlight individuals who use substances in an extremely harmful way. The media is able to create a 'reality' of individuals who use substances, whereby they are presented as dangerous criminals who should be feared (Goode, 2015). This media portrayal and negative societal views result in those in need of treatment not seeking help as they are too afraid of the judgement they will be subject to (Brown et al., 2015). This could be true for university students also, who may fear the judgement from the university itself and the consequences which may result from enquiring about help. Universities need to ensure they are not promoting these negative views or do not appear to be holding these views to enable individuals to ask for help if they need it. Universities need to offer a supportive environment free from judgement if the issues of substance use are to ever cease.

It is evident from this review that research regarding drug and alcohol interventions within the university setting is severely lacking. Universities appear to be a forgotten institution within the literature, even though it could be argued that this is the environment which could result in the most positive consequences when delivering alcohol and drug education and interventions. The literature suggests a need for more research to be conducted within the university setting to establish what universities are doing well, and what they could do better to support students. This research could result in policy change, which may well result in more positive practice being adopted. Whilst substance use is so prominent within the student population, the focus should be on this group of individuals and establishing what works best for them. The need for further research is essential and should be promoted within the research area.

3.2 Five Recommended Readings

Black, C. (2021) Review of drugs part two: Prevention, treatment and recovery, 2nd August [online] Available at: https://www.gov.uk/government/publications/review-of-drugs-phase-two-report/review-of-drugs-part-two-prevention-treatment-and-recovery

GOV.UK (2022) From harm to hope: A 10-year drugs plan to cut crime and save lives [online] Available at: https://www.gov.uk/government/publications/from-harm-to-hope-a-10-year-drugs-plan-to-cut-crime-and-save-lives/from-harm-to-hope-a-10-year-drugs-plan-to-cut-crime-and-save-lives

NUS & Release (2018) Taking the Hit: Student Drug Use and How Institutions Respond [online] Available at: https://www.release.org.uk/sites/default/files/pdf/publications/Taking%20the%20Hit%20-%20Student%20drug%20use%20and%20how%20institutions%20respond%20-.pdf

SOS (2020-21) Student and Drugs Survey 2020-21 [online] Available at: https://uploads-ssl.webflow.com/6008334066c47be740656954/6086d5f97f53db34b0d826ab_20210426_SOS-UK%20Students%20and%20Drugs%20survey%202020-21_FINAL.pdf

Nixon S. (2020) Corrections: Using desistance narratives as a pedagogical resource in criminology teaching. Journal of Criminal Justice Education, 31(4), 1-19.

3.3 Conclusion

This final report has provided an executive summary and the key findings and recommendations in Part One. Part Two of the report outlined the work of the Choose Life Project (CLP) and the content of the CLP event which student participants attended. It also provided the aims and method of the research and a detailed discussion of the thematic data analysis of the findings. This included giving a voice to the students who participated in the research. Part Three has provided a literature review of the issues identified in the research. They are university students' substance use; university responses to substance use; addiction education; creative methods in education and finally, public perceptions of individuals who use substances. Five recommended readings have been identified and provided and a reference list completes the report.

3.4 References

Abramovaite, J., Bandyopadhyay, S., Bhattacharya, S., Cowen, N. (2012) Classical deterrence theory revisited: An empirical analysis of Police Force Areas in England and Wales. *European* Journal of Criminology [online] Available at: https://doi.org/10.1177/14773708211072415

Abt, C.C. (1970) *Serious Games.* New York: Viking Press.

Adams, J.B. and Madson, M.B. (2007) Reflection and outlook for the future of addictions treatment and training: An interview with William R. Miller. Journal of Teaching in the Addictions [online], 5(1), pp.95–109. Available at: https://doi.org/10.1300/J188v05n01_07

Addiction Peer Mentorship in the Hospital. Journal of General Internal Medicine [online], pp.1-8. Available at: https://doi.org/10.1007/s11606-019-05311-0

Aleinikov, A.G. (2013) Creative Pedagogy. In: Carayannis, E.G. (eds.) Encyclopedia of Creativity, Invention, Innovation and Entrepreneurship. New York: Springer, pp.326-339.

Ancrum, (2015) Knowing the dance: The advantages and downfalls of a 'criminal biography' in teaching criminology in higher education. Enhancing Learning in the Social Sciences [online], 3(3), pp.1–21. Available at: doi:10.11120/elss.2011.03030009

Angermeyer, M.C. (2003) The stigma of mental illness from the patient's view – An overview. Psychiatrische Praxis [online], 30(7), pp.358–366. Available at: https://doi.org/10.1055/s-2003-43243

Ansari, W., Vallentin-Holbech, L. and Stock, C. (2015) Predictors of illicit drug/s use among university students in Northern Ireland, Wales and England, Global Journal of Health Science [online], 7(4), pp.18-29. Available at: https://doi.org/10.5539/gjhs.v7n4p18

Arambarri, J., de la Torre, I., López-Coronado, M. and Álvarez, I. (2014) Investigating the potential market of a serious game for training of Alzheimer's caregivers in a Northern Spain region. International Journal of Serious Games [online], 1(4), pp.75-79. Available at: https://pdfs.semanticscholar.org/073b/e63858b68c5f749835c42ac123732b28b632.pdf

Ashton, K., Roderick, J., Williams, L.P. and Green, L. (2018) Developing a framework for managing the night-time economy in Wales: A Health Impact Assessment approach. Impact Assessment and Project Appraisal [online], 36(1), pp.81-89. Available at: https://doi.org/10.1080/14615517.2017.1364024

Backman, M., Pitt, H., Marsden, T., Mehmood, A. and Mathijs, E. (2019) Experiential approaches

to sustainability education: towards learning landscapes. International Journal of Sustainability in Higher Education [online], 20(1), pp.139-156. Available at: https://www.emerald.com/insight/content/doi/10.1108/IJSHE-06-2018-0109/full/html?casa_token=jF3ubhwhmgAAAAAA:BRMJpYxeYvluAfmNDjRq5RSBaKYHQC2cg1mFEhAYCRaMA9IW-7tn6MWY2gtnDJGbnSxXnnu4vskMsdyGNRcj_fe7UNyCLLOpg8dxlcrEswKQH5fggg0U

Banaji, S., Burn, A. and Buckingham, D. (2010) The Rhetorics of Creativity: A Review of the Literature. 2nd ed. London: Arts Council England.

Barr, U. (2019) Desisting Sisters: Gender, Power and Desistance in the Criminal (In)Justice System. Palgrave Macmillan.

Bartlett, R., Brown, L., Shattell, M., Wright, T. and Lewallen, L. (2013) Harm Reduction: Compassionate Care Of Persons with Addictions. Medsurg Nurs [online], 22(6), pp.349-358. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4070513/

Barton, A., Corteen, K., Davies, J. and Hobson, A. (2010) Reading the word and reading the world: The impact of a critical pedagogical approach to the teaching of criminology in higher education. The Journal of Criminal Justice Education [online], 21(1), pp.24-41. Available at: doi.org/10.1080/10511250903497917

Belisle, L., Breanna, B., Keen, J and Salisbury, E. J. (2019) Bringing course material to life through experiential learning: Impacts on students' learning and perceptions in a corrections course. Journal of Criminal Justice Education [online], 31(2), pp.1-17. Available at: doi.org/10.1080/10511253.2019.1684537

Bennett, C. (2014) School-based drug education: the shaping of subjectivities. History of Education Review [online], 43(1), pp.95-115. Available at: https://www.proquest.com/docview/1536366752/7E14F7CEF6AD4B81PQ/70?accountid=12118

Bennett, T.H. and Holloway, K.R. (2014) Drug Misuse Among University Students in the UK: Implications for Prevention. Substance Use & Misuse [online], 49(4), pp.448-455. Available at: https://doi.org/10.3109/10826084.2013.846378

Bennett, T.H. and Holloway, K.R. (2018) Drug and Alcohol-Related Crime Among University Students. International Journal of Offender Therapy and Comparative Criminology [online], 62(14), pp.4489-4509. Available at: https://doi.org/10.1177/0306624X18769601

Berridge, K.C. (2016) Is Addiction a Brain Disease? Neuroethics [online], 10, pp.29-33. Available at: https://doi.org/10.1007/s12152-016-9286-3

Berryessa, C.M. and Krenzer, W.L.D. (2020) The Stigma of Addiction and Effects on Community Perceptions of Procedural Justice in Drug Treatment Courts. Journal of Drug Issues [online], 50(3), pp.303-328. Available at: https://doi.org/10.1177/0022042620918950

Bhattacharjee, S. (2014) Effectiveness of Role-Playing as a Pedagogical Approach in Construction Education [online] Available at: http://ascpro0.ascweb.org/archives/cd/2014/paper/CERT199002014.pdf

Black, C. (2021) Review of drugs part two: Prevention, treatment and recovery, 2nd August [online] Available at: https://www.gov.uk/government/publications/review-of-drugs-phase-two-report

Blum, K., Bowirrat, A., Gomez, L.L., Downs, B.W., Bagchi, D., Barh, D., Modestino, E.J., Baron, D., McLaughlin, T., Thanos, P., Ceccanti, M., Elman, I., Badgaiyan, R.D., Dennen, C., Gupta, A., Braverman, E.R. and Gold, M.S. (2022) Why haven't we solved the addiction crisis? Journal of the Neurological Sciences [online], 442, pp.1-9. Available at: https://doi.org/10.1016/j.jns.2022.120404

Bove, A. and Tryon, R. (2018) The Power of Storytelling: The Experiences of Incarcerated Women Sharing Their Stories. International Journal of Offender Therapy and Comparative Criminology [online], 62(15), pp.4814-4833. Available at: https://doi.org/10.1177/0306624X18785100

Braun, V. and Clarke, V. (2022) Thematic Analysis: A Practical Guide. London: Sage.

Brown, A. (2012) Preventing drug and alcohol use by school children. Community Practitioner [online], 85(2), pp.38-40. Available at: https://www.proquest.com/docview/920210563/DA51EB36AAC5467FPQ/58?accountid=12118

Brown, S.A. (2015) Stigma towards Marijuana Users and Heroin Users. Journal of Psychoactive Drugs [online], 47(3), pp.213-220. Available at: https://doi.org/10.1080/02791072.2015.1056891

Buck, G., Ryan, K. and Ryan, N. (2022) Practicing Lived Experience Leadership with Love: Photovoice Reflections of a Community-Led Crime Prevention Project. The British Journal of Social Work [online], 53(2), pp.1117-1141. Available at: https://doi.org/10.1093/bjsw/bcac174

Burke, L. and Gosling, H. (2023) An Introduction to Penology: Punishment, Prisons and Probation. London: Sage.

Burton, J. (2022) Universities and students' unions adopt a harm reduction approach to student drug use [online] Available at: https://www.sos-uk.org/post/universities-and-students-unions-adopt-a-harm-reduction-approach-to-student-drug-use

Burton, W. and Martin, A. (2020) Opioid Overdose and Addiction Treatment: A Collaborative Model of Compassion, Patience, and Respect. Journal of Nursing Scholarship [online], 52(4), pp.344-351. Available at: https://doi.org/10.1111/jnu.12562

Cahill, H.W. (2007) Challenges in adopting evidence-based school drug education programmes. Drug and Alcohol Review [online], 26(6), pp.673-679. Available at: https://onlinelibrary.wiley.com/doi/epdf/10.1080/09595230701613593?saml_referrer

Calnan, S. and Davoren, M.P. (2021) College students' perspectives on an alcohol prevention programme and student drinking – A focus group study. Nordic Studies on Alcohol and Drugs [online], 39(3), pp.301-321. Available at: https://journals.sagepub.com/doi/full/10.1177/14550725211007078

Castronova, E. and Knowles, I. (2015) Modding board games into serious games: the case of climate policy. International Journal of Serious Games [online], 2(3), pp.41–62. Available at: https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=f2ac1f0b579e9b1467bff4c117227409d1ce9e32

Chandler, R.K., Fletcher, B.W. and Volkow, N.D. (2009) Treating Drug Abuse and Addiction in the Criminal Justice System: Improving Public Health and Safety. JAMA [online], 301(2), pp.183-190. Available at: https://doi.org/10.1001/jama.2008.976

Choose Life Project (2020a) Home [online] Available at: https://www.chooselifeproject.org/

Choose Life Project (2020b) Our volunteer, the essence of Choose Life [online] Available at: https://www.chooselifeproject.org/our-volunteers

Choose Life Project (2020c) Addiction education courses with Choose Life Project [online] Available at: https://www.chooselifeproject.org/addiction-education-for-professionals

Coggans, N. (2006) Drug education and prevention: has progress been made? Drugs: Education, Prevention and Policy [online], 13(5) pp.417-422. Available at: https://doi.org/10.1080/09687630600812882

Collins, D., Alla, J., Nicolaidis, C., Gregg, J., Gullickson, D.J., Patten, A. and Englander, H. (2019) "If It

Wasn't for Him, I Wouldn't Have Talked to Them": Qualitative Study of Addiction Peer Mentorship in the Hospital. Journal of General Internal Medicine [online], pp.1-8. Available at: https://doi.org/10.1007/s11606-019-05311-0

Corrigan, P.W. and Wassel, A. (2008) Understanding and influencing the stigma of mental illness. Journal of Psychosocial Nursing and Mental Health Services [online], 46(1), pp.42–48. Available at: https://doi.org/10.3928/02793695-20080101-04

Corrigan, P.W., Kuwabara, S.A. and O'Shaughnessy, J. (2009) The public stigma of mental illness and drug addiction: Findings from a stratified random sample. Journal of Social Work [online], 9(2), pp.139–147. Available at: https://doi.org/10.1177/1468017308101818

Corrigan, P.W., Larson, J.E., Rüsch, N. (2009) Self-stigma and the "why try" effect: Impact on life goals and evidence-based practices. World Psychiatry [online], 8(2), pp.75–81. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2694098/#

Corteen, K. and Hughes-Stanley, A. (2023) Choose Life Universities Evaluation Project – Preliminary Report [online], March, Liverpool John Moores University. Available at: : https://researchonline.ljmu.ac.uk/id/eprint/19546/

Corteen, K., Hughes-Stanley, A. and Marriot-Smith, G. (2023) Changing Hearts and Minds: The Impact of Choose Life Project Events in Higher Education – Summary Report [online], September, Liverpool John Moores University. Available at: https://researchonline.ljmu.ac.uk/id/eprint/22096/

Corteen, K., Hughes-Stanley, A., Marriot-Smith, G., and Ogden, C. (2024). Using Creative Method to Educate About Substance Use and Addiction. Erasmus Research, [online], Available at: https://erasmusresearch.com/using-creative-education-methods-to-educate-about-substance-use-and-addiction/

Corteen, K., Steele, R., Cross, and McManus, M. (eds) (2023) Forensic Psychology, Crime and Policing: Key Concepts and Practical Debates. Bristol: Policy Press.

Cremin, T. and Chappell, K. (2019) Creative pedagogies: a systematic review. Research Papers in Education [online], 36(3), pp.299-331. Available at: https://doi.org/10.1080/02671522.2019.1677757

Crisp, A.H., Gelder, M.G., Rix, S., Meltzer, H.I. and Rowlands, O.J. (2000) Stigmatisation of people with mental illnesses. The British Journal of Psychiatry [online], 177(1), pp.4-7. Available at: https://doi.org/10.1192/bjp.177.1.4

Culton, K. and Muñoz J.A. (2016) Lady Gaga Meets Ritzer: Using Music to Teach Sociological Theory. Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy [online], 3(1), pp.35–43. Available at: https://nur.nu.edu.kz/handle/123456789/6319

Dantzer, C., Wardle, J., Fuller, R., Pampalone, S.Z. and Steptoe, A. (2006) International study of heavy drinking: Attitudes and sociodemographic factors in university students. Journal of American College Health [online], 55(2), pp.83-90. Available at: https://doi.org/10.3200/jach.55.2.83-90

Davies, E. and Matley, F. (2020) Teachers and pupils under pressure: UK teachers' views on the content and format of personal, social, health and economic education, Pastoral Care in Education [online], 38(1), pp.4-22. Available at: https://doi.org/10.1080/02643944.2020.1713868

Davoren, M.P., Demant, J., Shiely, F. and Perry, I.J. (2016) Alcohol consumption among university students in Ireland and the United Kingdom from 2002 to 2014: A systematic review. BioMed Central Public Health [online], 16(173), pp.1-13. Available at: http://dx.doi.org/10.1186/s12889-016-2843-1

Davoren, M.P., Calnan, S., Mulcahy, J., Lynch, E., Perry, I. J. and Byrne, M. (2018). Responding to excessive alcohol consumption in third-level (REACT): A study protocol. BMC Health Services Research [online], 18(364), pp.1-8. Available at: https://doi.org/10.1186/s12913-018-3173-z

de Visser, R.O., Wheeler, Z., Abraham, C. and Smith, J.A. (2013) 'Drinking is our modern way of bonding': Young people's beliefs about interventions to encourage moderate drinking. Psychology & Health [online], 28(12), pp.1460-1480. Available at: https://doi.org/10.1080/08870446.2013.828293

Dekkers, A., De Ruysscher, C. and Vanderplasschen, W. (2020) Perspectives on addiction recovery: focus groups with individuals in recovery and family members. Addiction Research & Theory [online], 28(6), pp.526-536. Available at: https://doi.org/10.1080/16066359.2020.1714037

Department for Education (2021) Personal, social, health and economic (PSHE) education [online] Available at: https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education

Dezuanni, M. and Jetnikoff. A. (2011) Creative pedagogies and the contemporary school classroom. In: Sefton-Green, J., Thompson, P., Bresler, L. and Jones, K. (eds.) The Routledge International Handbook of Creative Learning. New York: Routledge, pp.264-272.

Donaldson G (2015) Successful futures: Independent review of curriculum and assessment arrangements [online] Available at: https://www.gov.wales/successful-futures-review-curriculum-and-assessment-arrangements

Doyle, J. (2010) Half of us don't want ex-addicts next door: 'Junkie' stigma is ruining their lives, says report. Daily Mail [online], 17th December 2010. Available at: https://www.proquest.com/docview/818394133/95E28A97B94240C8PQ/62?accountid=12118

Dube, S.R., Felitti, V.J., Dong, M., Chapman, D.P., Giles, W.H. and Anda, R.F. (2003) Childhood Abuse, Neglect, and Household Dysfunction and the Risk of Illicit Drug Use: The Adverse Childhood Experiences Study. Pediatrics [online], 111(3), pp.564-572. Available at: https://doi.org/10.1542/peds.111.3.564

Duffy, P. and Baldwin, H. (2013) Recovery post treatment: plans, barriers and motivators. Substance Abuse Treatment, Prevention, and Policy [online], 8(6), pp.1-12. Available at: https://doi.org/10.1186/1747-597X-8-6

Dunsmoor, J.E., Murty, V.P., Davachi, L. and Phelps, E.A. (2015) Emotional learning selectively and retroactively strengthens memories for related events. Nature [online], 520, pp.345-348. Available at: https://doi.org/10.1038/nature14106

Earle, R. (2014) Insider and out: Making send of a prison experience and a research experience. Qualitative Inquiry [online], 20(4), pp.429-438. Available at: doi.org/10.1177/1077800413515832

El Ansari, W., Sebena, R. and Stock, C. (2013) Socio-demographic correlates of six indicators of alcohol consumption: survey findings of students across seven universities in England, Wales and Northern Ireland. Archives of public health [online], 71(29), pp.1-13. Available at: https://doi.org/10.1186/2049-3258-71-29

EnglandKennedy, E.S. and Horton, S. (2011) "Everything that I thought that they would be, they weren't:" Family systems as support and impediment to recovery. Social Science & Medicine [online], 73(8), pp.1222-1229. Available at: https://doi.org/10.1016/j.socscimed.2011.07.006

Fraser, S., Pienaar, K., Dilkes-Frayne, E., Moore, D., Kokanovic, R., Treloar, C. and Dunlop, A. (2017) Addiction stigma and the biopolitics of liberal modernity: A qualitative analysis. International Journal of Drug Policy [online], 44, pp.192-201. Available at: https://doi.org/10.1016/j.drugpo.2017.02.005

Gage, S.H. and Sumnall, H.R. (2018) Rat Park: How a rat paradise changed the narrative of addiction. Addiction [online], 114, pp.917-922. Available at: doi.org/10.1111/add.14481

Gant, R. and Terry, P. (2017) Narrative of the night-out: Student engagement in the night-time economy of Kingston upon Thames. Local Economy: The Journal of the Local Economy Policy Unit [online], 32(5), pp.467-481. Available at: https://doi.org/10.1177/0269094217722336

Gilchrist, G., Moskalewicz, J., Slezakova, S., Okruhlica, L., Torrens, M., Vajd, R. and Baldacchino, A. (2011) Staff regard towards working with substance users: A European multi-centre study. Addiction [online], 106(6), pp.1114–1125. Available at: https://doi.org/10.1111/j.1360-0443.2011.03407.x

Gill, J.S. (2002) Reported levels of alcohol consumption and binge drinking within the UK undergraduate student population over the last 25 years. Alcohol and Alcoholism [online], 37(2), pp.109-120. Available at: https://doi.org/10.1093/alcalc/37.2.109

Goldstein, R.Z. and Volkow, N.D. (2002) Drug Addiction and Its Underlying Neurobiological Basis: Neuroimaging Evidence for the Involvement of the Frontal Cortex. The American Journal of Psychiatry [online], 159(10), pp.1642-1652. Available at: https://doi.org/10.1176/appi.ajp.159.10.1642

Goode, E. (2015). Drugs in American Society, 9th edition. New York: McGraw-Hill Education.

Gosling, H., Burke, L. and MacLennan, S. (2020) Developing a critical pedagogy to understand the university experience of non-traditional students. PRISM Journal [online], 3(1), pp.53-67. Available at: https://doi.org/10.24377/prism.ljmu.0301204

GOV.UK (2022) From harm to hope: A 10-year drugs plan to cut crime and save lives [online] Available at: https://www.gov.uk/government/publications/from-harm-to-hope-a-10-year-drugs-plan-to-cut-crime-and-save-lives/from-harm-to-hope-a-10-year-drugs-plan-to-cut-crime-and-save-lives

Heather, N., Partington, S., Partington, E., Longstaff, F., Allsop, S., Jankowski, M., Wareham, H. and St Clair Gibson, A. (2011) Alcohol use disorders and hazardous drinking among undergraduates at English universities. Alcohol and Alcoholism [online], 46(3), pp.270-277. Available at: https://doi.org/10.1093/alcalc/agr024

Henson, J.M., Pearson, M.R. and Carey, K.B. (2015) Defining and Characterizing Differences in College Alcohol Intervention Efficacy: A Growth Mixture Modeling Application. Journal of Consulting and Clinical Psychology [online], 83(2), pp.370-381. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4380636/

HM Government (2017) 2017 Drug Strategy [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628148/Drug_strategy_2017.PDF

Hodder, R.K., Freund, M., Bowman, J., Wolfenden, L., Campbell, E., Wye, P., Hazell, T., Gillham, K. and Wiggers, J. (2012) A cluster randomised trial of a school-based resilience intervention to decrease tobacco, alcohol and illicit drug use in secondary school students: study protocol. BMC Public Health [online], 12(1009) pp.1-8. Available at: https://www.proquest.com/docview/1283440337/7E14F7CEF6AD4B81PQ/19?accountid=12118

Howard, F. (2021) "It's Like Being Back in GCSE Art"—Engaging with Music, Film-Making and Boardgames. Creative Pedagogies within Youth Work Education. Education Sciences [online], 11(8), pp.1-11. Available at: https://files.eric.ed.gov/fulltext/EJ1307339.pdf

Hughes, K., Anderson, Z., Morleo, M. and Bellis, M.A. (2008) Alcohol, nightlife and violence: the relative contributions of drinking before and during nights out to negative health and criminal justice outcomes. Addiction [online], 103(1), pp.60-65. Available at: https://doi.org/10.1111/j.1360-0443.2007.02030.x

Hunter, L. and Frawley, E. (2022) Engaging students using an arts-based pedagogy: teaching and learning sociological theory through film, art, and music. Teaching Sociology [online], 51(1), pp.13-25. Available at: https://doi.org/10.1177/0092055X221096657

Jackson, W., Murray, E. and Hayes, A. (2020) Playing the game? A criminological account of the making and sharing of Probationary: The Game of Life on Licence. Probation Journal [online], 67(4), pp.375-392. Available at: https://doi.org/10.1177/0264550520939151

Jolly, M. and Nixon, S. (2023) 'I Wouldn't Be Where I Am Now if it Wasn't for Choose Life': An Evaluation of Volunteers' Perspectives on How Choose Life Supports Recovery and Desistance. University of Winchester. Available at: 10.13140/RG.2.2.29003.57127

Jordan, C.L. and Andersen, S.L. (2017) Sensitive periods of substance abuse: Early risk for the transition to dependence. Developmental Cognitive Neuroscience [online], 25, pp.29-44. Available at: https://doi.org/10.1016/j.dcn.2016.10.004

Kelly, J.F. and Westerhoff, C.M. (2010). Does it matter how we refer to individuals with substance-related conditions? A randomized study of two commonly used terms. International Journal of Drug Policy [online], 21(3), pp.202-207.
Available at: https://doi.org/10.1016/j.drugpo.2009.10.010

Kershaw, A. (2012) Critical pedagogy in criminal justice higher education: A liberative paradigm. Eastern Kentucky University Encompass [online]
Available at: https://encompass.eku.edu/cgi/viewcontent.cgi?article=1080&context=etd

Kewley, S. and Burke, L. (2023) Forensic psychology and desistance. In: Corteen, K., Steele, R., Cross, N. and McManus, M. (eds.) Forensic Psychology, Crime and Policing. Bristol: Policy Press, pp.55-58.

Knight, C. (2014) Emotional Literacy in Criminal Justice: Professional Practice with Offenders. Basingstoke: Palgrave MacMillan.

Kopak, A.M. (2015) Breaking the addictive cycle of the system: improving US criminal justice practices to address substance use disorders. International Journal of Prisoner Health [online], 11(1), pp.4-16. Available at: https://doi.org/10.1108/IJPH-07-2014-0023

Koyi, M.B., Nelliot, A., MacKinnon, D., Rastegar, D.A., Fingerhood, M., Alvanzo, A., Feldman, L. and Neufeld, K.J. (2017) Change in Medical Student Attitudes Toward Patients with Substance Use Disorders After Course Exposure. Academic Psychiatry [online], 42, pp.283-287. Available at: https://doi.org/10.1007/s40596-017-0702-8

Kumar, A., Dangi, I. and Pawar, R.S. (2019) Drug addiction: A big challenge for youth and children's. International Journal of Research in Pharmacy and Pharmaceutical Sciences [online], 4(1), pp.35-40. Available at: https://www.researchgate.net/publication/331299146_Drug_addiction_A_big_challenge_for_youth_and_children's

Landy, J., Hynes, J., Checinski, K. and Crome, I.B. (2005) Knowledge of and attitudes to substance misuse in undergraduate British medical students. Drugs: Education, Prevention and Policy [online], 12(2), pp.137-148. Available at: https://doi.org/10.1080/0968763042000303261

Lang, B. and Rosenberg, H. (2017) Public perceptions of behavioral and substance addictions. Psychology of Addictive Behaviors [online], 31(1), pp.79-84.
Available at: https://psycnet.apa.org/doi/10.1037/adb0000228

Larsen E. L., Smorawski G. A., Kragbak K. L. and Stock C. (2016) Students' drinking behavior and perceptions towards introducing alcohol policies on university campus in Denmark: A focus group study. Substance Abuse Treatment, Prevention and Policy [online], 11(17), pp.1-11. Available at: https://doi.org/10.1186/s13011-016-0060-7

Latessa, E.J., Johnson, S.L. and Koetzle, D. (2020) What Works (and Doesn't) in Reducing Recidivism. 2nd edition. London: Routledge.

Lay, K. and McGuire, L. (2008) Teaching students to deconstruct life experience with addictions: A structured reflection exercise. Journal of Teaching and Addictions [online], 7(2), pp.145-163. Available at: https://doi.org/10.1080/15332700802269227

Leavy, P. (2015) Method Meets Art: Arts-Based Research Practice. 2nd edition. New York: Guilford.

Leung, S.F., Mok, E, and Wong, D. (2008) The impact of assessment methods on the learning of nursing students. Nurse Education Today [online], 28(5) pp.711–719. Available at: https://doi.org/10.1016/j.nedt.2007.11.004

Lin, Y.-S. (2014) A third space for dialogues on creative pedagogy: Where hybridity becomes possible. Thinking Skills and Creativity [online], 13, pp.43-56. Available at: doi.org/10.1016/j.tsc.2014.03.001

Link, B.G. and Phelan, J.C. (2001) Conceptualizing stigma. Annual review of Sociology [online], 27(1), pp.363–385. Available at: https://doi.org/10.1146/annurev.soc.27.1.363

Livingston, J.D. and Boyd, J.E. (2010) Correlates and consequences of internalized stigma for people living with mental illness: A systematic review and meta-analysis. Social Science & Medicine [online], 71(12), pp.2150–2161 Available at: https://doi.org/10.1016/j.socscimed.2010.09.030

Lloyd, C. (2013) The stigmatization of problem drug users: A narrative literature review. Drugs: Education, Prevention and Policy [online], 20(2), pp.85-95. Available at: https://doi.org/10.3109/09687637.2012.743506

Luoma, J.B., Twohig, M.P., Waltz, T., Hayes, S.C., Roget, N., Padilla, M. and Fisher, G. (2007) An investigation of stigma in individuals receiving treatment for substance abuse. Addictive Behaviors [online], 32(7), pp.1331–1346. Available at: https://doi.org/10.1016/j.addbeh.2006.09.008

MacDonald, G. and Nehammer, S. (2003) An evaluation of a drug education play for schools in south Wales. Health Education [online], 103 (2), pp.83-87. Available at: https://doi.org/10.1108/09654280310467708

Marie, D. and Miles, B. (2008). Social distance and perceived dangerousness across four diagnostic categories of mental disorder. Australian & New Zealand Journal of Psychiatry [online], 42(2), pp.126–133. Available at: https://journals.sagepub.com/doi/pdf/10.1080/00048670701787545?casa_token=YFzUq3-QcFgAAAAA:teONBLqaXIZHFG5eF6PF-KS_Ce77sQfTeDOJN38lewIWK0Ua8G-Zf8V0VD4hIBmkoUSyPzjjeo6v9w

Marshall J. (2014) Transdisciplinarity and art integration: Toward a new understanding of art- based learning across the curriculum. Studies in Art Education [online], 55(2), pp.104-127. Available at: https://doi.org/10.1080/00393541.2014.11518922

Marsh, B. and Maruna, S. (2017) Desistance and restorative justice: Learning from success storis of Northern Ireland's Youth Justice Agency. Restorative Justice, [online], 4(3), pp.369-387. Available at : doi.org/10.1080/20504721.2016.1243855

Maruna, S. (2001) Making Good: How Ex-offenders Reform and Reclaim their Lives. Washington, DC: American Psychological Association.

Maruna, S. and Mann, R. (2019) Reconciling 'desistance' and 'what works'. HM Inspectorate of Probation Academic Insights 2019/1 [online] A vailable at: https://www.justiceinspectorates.gov.uk/hmiprobation/wp-content/uploads/sites/5/2019/02/Academic-Insights-Maruna-and-Mann-Feb-19-final.pdf

Martineau, F., Tyner, E., Lorenc, T., Petticrew, M. and Lock, K. (2013) Population-level interventions to reduce alcohol-related harm: An overview of systematic reviews. Preventive Medicine [online], 57(4), pp.278-296. Available at: https://doi.org/10.1016/j.ypmed.2013.06.019

Mazhnaya, A., Bojko, M.J., Marcus, R., Filippovych, S., Islam, Z., Dvoriak, S. and Altice, F.L. (2016) In their own voices: Breaking the vicious cycle of addiction, treatment and criminal justice among people who inject drugs in Ukraine. Drugs: Education, Prevention and Policy [online], 23(2), pp.163-175. Available at: https://doi.org/10.3109/09687637.2015.1127327

McNeill, F. and Weaver, B. (2010) Changing Lives? Desistance and Offender Management. SCCJR Project Report [online]
Available at: https://www.sccjr.ac.uk/publications/changing-lives-desistance-research-and-offender-management/

Melberg, H.O., Hakkarainen, P., Houborg, E., Jääskeläinen, M., Skretting, A., Ramstedt, M. and Rosenqvist, P. (2017) Measuring the Harm of Illicit Drug Use on Friends and Family. Nordic Studies on Alcohol and Drugs [online], 28(2), pp.105-121.
Available at: https://doi.org/10.2478/v10199-011-0012-5

Meltzer, C. and Schwencke, E. (2019) Arts-Based Learning in Vocational Education: Using Arts-Based Approaches to Enrich Vocational Pedagogy and Didactics and to Enhance Professional Competence and Identity. Journal of Adult and Continuing Education [online], 26(4), pp.1–19.
Available at: https://journals.sagepub.com/doi/pdf/10.1177/1477971419846640

Meurk, C., Carter, A., Partridge, B., Lucke, J. and Hall, W. (2014) How is acceptance of the brain disease model of addiction related to Australians' attitudes towards addicted individuals and treatments for addiction? BMC Psychiatry [online], 14, pp.1-10.
Available at: https://doi.org/10.1186/s12888-014-0373-x

Moreira, M.T., Oskrochi, R. and Foxcroft, D.R. (2012) Personalised normative feedback for preventing alcohol misuse in university students: Solomon three-group randomised controlled trial. PLoS One [online], 7(9), pp.1-18.
Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3440433/

Moula, Z. (2021) Academic perceptions of barriers and facilitators of creative pedagogies in higher education: A cross-cultural study between the UK and China. Thinking Skills and Creativity [online], 41, pp.1-11. Available at: https://doi.org/10.1016/j.tsc.2021.100923

Muhrer, J.C. (2010) Detecting and Dealing with Substance Abuse Disorders in Primary Care. The Journal for Nurse Practitioners [online], 6(8), pp.597-605.
Available at: https://doi.org/10.1016/j.nurpra.2010.01.022

Nagin, D.S. (2013) Deterrence in the Twenty-First Century. Crime and Justice [online], 42(1), pp.199-263. Available at: https://doi.org/10.1086/670398

National Advisory Committee on Creative and Cultural Education (NACCCE) (1999) All Our Futures: Creativity, Culture and Education [online]
Available at: http://old.creativityculturеeducation.org/all-our-futures-creativity-culture-and-education#:~:text=The%20National%20Advisory%20Committee%20on%20Creative%20and%20Cultural,a%20national%20strategy%20for%20creative%20and%20cultural%20education

Newton, N.C., Conrod, P.J., Rodriguez, D.M. and Teesson, M. (2014) A pilot study of an online universal school-based intervention to prevent alcohol and cannabis use in the UK. BMJ Open [online], 4 (5), pp.1-9. Available at: https://www.proquest.com/docview/1785300166/fulltext/5711291CEEE94004PQ/1?accountid=12118

NHS (2021) Addiction: what is it? [online]
Available at: https://www.nhs.uk/live-well/addiction-support/addiction-what-is-it/

Nixon, S. (2020a) Using desistance narratives as a pedagogical resource in criminology teaching. Journal of Criminal Justice Education [online], 31(4), pp.471-488.
Available at: https://doi.org/10.1080/10511253.2020.1802496

Nixon, S. (2020b) 'Giving back and getting on with my life': Peer mentoring, desistance and recovery of ex-offenders. Probation Journal, 67(1), pp.47-64. Available at: https://doi.org/10.1177/0264550519900249

Nixon, S. (2023) "I've never been arrested at a 12-step meeting": How structural and functional mechanisms of 12 step programmes might support criminal desistance. British Journal of Community Justice, [online], pp.1-18. doi.org/10.48411/0dtk-wg13

Norman, P., Conner, M.T. and Stride, C.B. (2012). Reasons for binge drinking among undergraduate students: An application of behavioural reasoning theory. British Journal of Health Psychology [online], 17(4), pp.682-698. Available at: https://doi.org/10.1111/j.2044-8287.2012.02065.x

NUS & Release (2018) Taking the Hit: Student Drug Use and How Institutions Respond [online] Available at: https://www.release.org.uk/sites/default/files/pdf/publications/Taking%20the%20Hit%20-%20Student%20drug%20use%20and%20how%20institutions%20respond%20-.pdf

Office for Health Improvement & Disparities (2022) Adult Substance Misuse Treatment Statistics 2021 to 2022: Report [online] Available at: https://www.gov.uk/government/statistics/substance-misuse-treatment-for-adults-statistics-2021-to-2022/adult-substance-misuse-treatment-statistics-2021-to-2022-report

Office for National Statistics (ONS) (2022) Drug misuse in England and Wales: year ending June 2022 [online] Available at: https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/drugmisuseinenglandandwales/yearendingjune2022

Ogden, C. (2024) Choose Life Schools Evaluation – Preliminary Report [online], Liverpool John Moores University. Available at: https://researchonline.ljmu.ac.uk/id/eprint/23396/

Orme, J. and Coghill, N. (2013) Wasted potential: The role of higher education institutions in supporting safe, sensible and social drinking among students. Health Education Journal [online], 73(2), pp.192-200. Available at: https://doi.org/10.1177/0017896912471041

Pan, W. and Bai, H. (2009) A multivariate approach to a meta-analytic review of the effectiveness of the D.A.R.E. programme. International Journal of Environmental Research and Public Health [online], 6(1), pp.267-277. Available at: https://doi.org/10.3390/ijerph6010267

Patrick, M. E., Wightman, P., Schoeni, R. F. and Schulenberg, J. E. (2012) Socioeconomic status and substance use among young adults: A comparison across constructs and drugs. Journal of studies on alcohol and drugs [online], 73(5), pp.772–782. Available at: doi.org/10.15288/jsad.2012.73.772

Patton, D. (2018) Navigating drugs at university: normalisation, differentiation and drift? Safer Communities [online], 17(4), pp.224-237. Available at: https://doi.org/10.1108/SC-01-2018-0002

Paxton, R., Finnigan, S., Haddow, M., Allott, R. and Leonard, R. (1998) Drug education in primary schools: Putting what we know into practice. Health Education Journal [online], 57(2), pp.117-128. Available at: https://doi.org/10.1177/001789699805700204

Payne, B.K., Sumter, M. and Sun I. (2003) Bringing the field into the criminal justice classroom: Field trips, ride-alongs, and guest speakers. Journal of Criminal Justice Education, 14(2), pp.327- 344. Available at: doi.org/10.1080/10511250300085821

Perry M., Maffulli N., Willson S. and Morrissey D. (2011) The Effectiveness of Arts-Based Interventions in Medical Education: A Literature Review. Medical Education [online], 45(2), pp.141–148. Available at: https://doi.org/10.1111/j.1365-2923.2010.03848.x.

Pescosolido, B.A., Martin, J.K., Scott-Long, J., Medina, T.R., Phelan, J.C. and Link, B.G. (2010) "A disease like any other"? A decade of change in public reactions to schizophrenia, depression, and alcohol dependence. The American Journal of Psychiatry [online], 167(11), pp.1321-1330. Available at: https://doi.org/10.1176/appi.ajp.2010.09121743

Pickard, H. (2017) Responsibility without Blame for Addiction. Neuroethics [online], 10, pp.169-180. Available at: https://doi.org/10.1007/s12152-016-9295-2

Polymerou, A. (2007) Alcohol and Drug Prevention in Colleges and Universities: A Review of the Literature [online] Available at: http://drugslibrary.wordpress.stir.ac.uk/files/2017/04/UK_Prevention_Colleges_and_Universities.pdf

Quigg, Z., Ford, K.J., Butler, N., Hardcastle, K.A. and Hughes, K. (2015) Evaluation of the South Wales Know The Score Intervention: Project Report [online] Available at: https://researchonline.ljmu.ac.uk/id/eprint/1730/1/Know%20the%20Score%20pilot%20evaluation%20FINAL%20REPORT%20July%202015.pdf

RachBeisel, J., Scott, J. and Dixon, L. (1999) Co-occurring severe mental illness and substance use disorders: A review of recent research. Psychiatric Services. 50(11), pp.1427-1434.

Racine, E., Bell, E., Zizzo, N. and Green, C. (2015) Public discourse on the biology of alcohol addiction: Implications for stigma, self-control, essentialism, and coercive policies in pregnancy. Neuroethics [online], 8(2), pp.177–186. Available at: https://doi.org/10.1007/s12152-014-9228-x

Richmond, I.C. and Foster, J.H. (2003) Negative attitudes towards people with co-morbid mental health and substance misuse problems: An investigation of mental health professionals. Journal of Mental Health [online], 12(4), pp.393–403. Available at: https://doi.org/10.1080/09638230310001534 39

Rieger, K.L. and Chernomas, W.M. (2013) Arts-Based Learning: Analysis of the Concept for Nursing Education. International Journal of Nursing Education Scholarship [online] 10(1) pp.53–62. Available at: https://doi.org/10.1515/ijnes-2012-0034

Rieger, K., Chernomas, W., McMillan, D., Morin, F. and Demczuk, L. (2015) The effectiveness and experience of arts-based pedagogy among undergraduate nursing students: A comprehensive systematic review protocol. JBI Database of Systematic Reviews & Implementation Reports [online], 13(2), pp.101–124. Available at: https://doi.org/10.11124/jbisrir-2015-1891

Roberts, M. and Gornostaeva, G. (2007) The night-time economy and sustainable town centres: dilemmas for local government. International Journal of Sustainable Development and Planning [online], 2(2), pp.134-152 Available at: https://www.witpress.com/Secure/ejournals/papers/SDP020202f.pdf

Robinson, K. (2019) Ways to prevent, treat addiction: Continuous education is key in fight. Pensacola News Journal [online], 23rd October 2019. Available at: https://www.proquest.com/docview/2307631653/79B136446ED146A9PQ/88?accountid=12118

Rosenbaum, M.E., Ferguson, K.J. and Herwaldt, L.A. (2005) In their own words: presenting the patient's perspective using research-based theatre. Medical Education [online], 39(6), pp.622-631. Available at: https://doi.org/10.1111/j.1365-2929.2005.02181.x

Saeheng, P. (2017) A study of e-learning, blended learning, and traditional teaching methods to motivate autonomous learning in English reading comprehension of Thais learners. Indonesian Journal of English Language Teaching and Applied Linguistics [online] 2(1), pp.1–20. Available at: https://pdfs.semanticscholar.org/67c1/f290fdb4268b4441ad3311d5ebbaed1f8499.pdf

Sattler, S., Escande, A., Racine, E. and Göritz, A.S. (2017). Public stigma toward people with drug addiction: A factorial survey. Journal of Studies on Alcohol and Drugs [online], 78 (3), pp.415–425. Available at: https://doi.org/10.15288/jsad.2017.78.415

Scheibe, L. (2017) Visualising "junkies" and "meth heads" - a visual analysis of the persistent negative reputation of heroin and meth users. Drugs and Alcohol Today [online], 17(1), pp.40-49. Available at: https://doi.org/10.1108/DAT-11-2016-0027

Schomerus, G., Corrigan, P.W., Klauer, T., Kuwert, P., Freyberger, H.J. and Lucht, M. (2011) Self-stigma in alcohol dependence: Consequences for drinking-refusal self-efficacy. Drug and Alcohol Dependence [online], 114(1), pp.12–17. Available at: https://doi.org/10.1016/j.drugalcdep.2010.08.013

Schwartz, S.J. and Petrova, M. (2019) prevention science in emerging adulthood: A field coming of age. Prevention Science [online], 20 (3), pp.305-309. Available at: https://doi.org/10.1007/s11121-019-0975-0 \

Scott, H.M. and Oliver, S. (2022) University students' experiences of recreational class a drug taking and perspectives on personal, social and health education (PSHE) drug education. Safer Communities [online], 21(2), pp.85-96. Available at: https://doi.org/10.1108/SC-05-2021-0018

Shapiro, J. and Hunt, H. (2003) All the world's a stage: the use of theatrical performance in medical education. Medical Education [online], 37(10), pp.922-927. Available at: https://doi.org/10.1046/j.1365-2923.2003.01634.x

Shapiro, J. and Ruckner, L. (2003) Can poetry make better doctors? Teaching the humanities and arts to medical students and residents at the University of California, Irvine, College of Medicine. Academic Medicine: Journal of the Association of American Medical Colleges [online], 78(10), pp.953-957. Available at: https://doi.org/10.1097/00001888-200310000-00002

Slym, R.L., Day, M. and McCambridge, J. (2007) National survey of drugs and alcohol provisions within further education colleges in England in 2006. Drugs: Education, Prevention and Policy [online], 14(3), pp.193-204. Available at: https://doi.org/10.1080/09687630601132702

Smith, J. (2018) Student alcohol consumption: An exploration of the social factors involved in UK student and student-athlete drinking behaviour [online] Doctoral thesis, Northumbria University. Available at: https://www.proquest.com/docview/2322066675/160CF50193CE4A30PQ/118?accountid=12118

SOS (2020-21) Student and Drugs Survey 2020-21 [online] Available at: https://uploads-ssl.webflow.com/6008334066c47be740656954/6086d5f97f53db34b0d826ab_20210426_SOS-UK%20Students%20and%20Drugs%20survey%202020-21_FINAL.pdf

Southern, A. (2019) The power of creative learning through the arts: Economic imperative or social good? Power and Education [online], 11(2), pp.175-190. Available at: https://doi.org/10.1177/1757743819845059

Spaid, W.A. and Squires, S.P. (2005) Changing social work students' attitudes toward substance abusers through the use of an abstinence assignment: A pilot study. Journal of Teaching in the Addictions [online], 4(2), pp.45–62. Available at: https://doi.org/10.1300/J188v04n02_03

Szmigin, I., Griffin, C., Mistral, W., Bengry-Howell, A., Weale, L., and Hackley, C. (2008) Re-framing 'binge drinking' as calculated hedonism: empirical evidence from the UK. International Journal on Drug Policy [online], 19(5), pp.359-366. Available at: https://doi.org/10.1016/j.drugpo.2007.08.009

Tarrant, M., Smith, J., Ball, S., Winlove, C., Gul, S. and Charles, N. (2019) Alcohol consumption among university students in the night-time economy in the UK: A three-wave longitudinal study. Drug and Alcohol Dependence [online], 204(107522), pp.1-8. Available at: https://doi.org/10.1016/j.drugalcdep.2019.06.024

Tiger, R. (2013) Judging Addicts: Drug Courts and Coercion in the Justice System. New York and London: New York University Press.

Tracy, K. and Wallace, S.P. (2016) Benefits of peer support groups in the treatment of addiction. Substance Abuse and Rehabilitation [online], 7, pp.143-154. Available at: https://doi.org/10.2147/SAR.S81535

Trejbalová, T., Belisle, L.A. and Salisbury, E.J. (2022) Changes in Students' Attitudes towards Substance Use and Treatment: A Mixed Method Inquiry on Experiential Learning Tactics. Journal of Criminal Justice Education [online], pp.1-19. Available at: https://doi.org/10.1080/10511253.2022.2097719

Turner, A. (2021) Police education and role play: Insights from the literature. The Police Journal: Theory, Practice and Principles [online], 95 (4), pp.750-775. Available at: https://doi.org/10.1177/0032258X211031516

UK Drug Policy Commission (2010) Getting Serious about Stigma: The problem with stigmatising drug users. An Overview [online] Available at: https://www.ukdpc.org.uk/wp-content/uploads/Policy%20report%20-%20Getting%20serious%20about%20stigma_%20the%20problem%20with%20stigmatising%20drug%20users.pdf

Universities UK (2022) Student Drug Use: Reducing Harm and Tackling Supply [online] Available at: https://www.universitiesuk.ac.uk/latest/news/student-drug-use-reducing-harm-and

Valtonen, K., Padmore, J.C., Sogren, M. and Rock, L. (2009) Lived Experiences of Vulnerability in the Childhood of Persons Recovering from Substance Abuse. Journal of Social Work [online], 9(1), pp.39-60. Available at: https://doi.org/10.1177/1468017308098427

Van Boekel, L.C., Brouwers, E.P.M., Van Weeghel, J. and Garretsen, H.F.L. (2014) Comparing stigmatising attitudes towards people with substance use disorders between the general public, GPs, mental health and addiction specialists and clients. International Journal of Social Psychiatry [online], 61(6), pp.539-549. Available at: https://doi.org/10.1177/0020764014562051

Volkow, N.D., Koob, G.F. and McLellan, A.T. (2016) Neurobiologic Advances from the Brain Disease Model of Addiction. The New England Journal of Medicine [online], 374, pp.363-371. Available at: https://doi.org/10.1056/NEJMra1511480

Wals, A. E. and Corcoran, P. B. (2006) 14. Sustainability as an Outcome of Transformative Learning. Drivers and Barriers forIimplementingSsustainable Development in Higher Education [online] Available at: http://erepository.uonbi.ac.ke/handle/11295/60357

Watten, J., Cisler, A., Weatherford, J. and Zakaria, N.S. (2013) Assessing the impact of addictions education on attitudes of students: A preliminary investigation. Journal of Alcohol and Drug Education [online], 57(3), pp.18-26. Available at: https://www.jstor.org/stable/48506390

Wehbi, S. (2015) Arts-informed teaching practice: examples from a graduate anti-oppression classroom. Social Work Education [online] 34(1), pp.46–59. Available at: https://doi.org/10.1080/02615479.2014.937417

Wiklund, L., Lindström, U.Å. and Lindholm, L. (2006) Suffering in addiction: a struggle with life. Theoria Journal of Nursing Theory [online], 15(2), pp.7-16.

Williams, N.T. (2020) Media Portrayals of Drug Use and Users [online], MA thesis, Indiana University of Pennsylvania . Available at: https://www.proquest.com/docview/2435232960/A9E964E04DB0464DPQ/47?accountid=12118

QUALTRICS SURVEY

A Qualitative Evaluation of the Personal, Academic and Professional Impact of a Choose Life Project Event on Criminal Justice and Criminology Students in Three Universities in England - Open Ended Survey

The following open ended survey is designed to explore the impact of a Choose Life Project event on your personal, academic and professional development. You will be anonymous and you do not have to answer any questions that you do not want to. You can stop completing the survey at any time. Thank you for participating.

Please tick to confirm.

☐ **YES I CONSENT**

☐ **NO I DO NOT CONSENT**

What is the name of the University where you attended the Choose Life Event?

What programme/course are you studying?

What were your thoughts about substance misuse **BEFORE** you attended the event? Write as much or as little as you like. *(Further space on page 62)*

Please provide three to five key words that describe your thoughts about substance misuse **BEFORE** the event.

What were your thoughts about substance misuse **AFTER** you attended the event? Write as much or as little as you like.

Please provide three to five key words that describe your thoughts about substance misuse **AFTER** the event.

How did the event impact on you as a person and on your personal beliefs? Write as much or as little as you like.

What did you learn from the event? Write as much or as little as you want.

How do you think what you learnt from the event fits in with your academic studies? Write as much or as little as you like.

Do you think the event made you think about what you might like to do in your future professional career? If so, please explain - write as much or as little as you like.

Is there any aspect of the event that that impacted on you the most? If so, please explain - write as much or as little as you like.

Is there any aspect of the event that you did not like? If so, please explain – write as much or as little as you like.

Is there any aspect of the event that you think can be improved or that you would like to hear more about? If so, please explain – write as much or as little as you like.

Is there anything else that you would like to add? Please write as much or as little as you like.

We thank you for your time spent taking this survey.

PARTICIPANT INFORMATION SHEET

A Qualitative Evaluation of the Personal, Academic and Professional Impact of a Choose Life Project Event on Criminal Justice and Criminology Students in Universities in England

Dr Karen Corteen, School of Justice Studies

LJMU's School of Justice Research Ethics Committee Approval Reference: 21/LAW/006

You are being invited to take part in a research study. Before you decide it is important for you to understand why the study is being done and what participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Contact me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

Who will conduct the study?

Dr Karen Corteen, Senior Lecturer in Criminal Justice. School of Justice Studies.

What is the purpose of the study?

The aim of the study is to explore the impact of a Choose Life Project event on students personal, academic and professional development. It aims to look at students understanding of substance abuse and desistance (refraining and recovering from substance abuse) before and after the Choose Life Project event to see what impact attending the event has.

Why have I been invited to participate?

You have been invited to participate because you will have attended a Choose Life Project event in your University.

Do I have to take part?

No. It is up to you to decide whether or not to take part. If you do decide to take part, please read this information carefully.

What will happen to me if I take part?

If you decide to take part, please click on the link that has been provided for you in the announcement in your virtual learning space. The link will take you straight to an on-line survey. This will take no longer than 30 minutes to complete and participation will remain anonymous. The survey will explore the impact that attending a Choose Life Project event had on you.

Are there any possible disadvantages and risks from taking part?

There are no disadvantages or risks in taking part in the study.

What are the possible benefits of taking part?

Whilst there are no direct benefits to you for taking part in the study, it is hoped that the findings may be used to justify a much larger study with the hope of extending the Choose Life Project beyond Merseyside. Also, you may find reflecting on your experience of the event and relating it to you studies and your personal, academic and professional development insightful.

What will happen to the data provided and how will my taking part in this project be kept confidential?

The information you provide as part of the study is the research study data. Any research study data from which you can be identified (e.g., from identifiers such as your name, date of birth, audio recording etc.), is known as personal data. This can include more sensitive categories of personal data (sensitive data) such as your race, ethnic origin, politics, etc. Due to the nature of this project no personal data will be collected from you.

What will happen to the results of the research project?

Karen will produce a report for Steve Duffy the Choose Life Project Manager. The report will be shared with the steering group and it may be used to secure funding for a much larger study with a view to supporting the expansion of the Choose Life Project beyond Merseyside.

Who is organising the study?

This study is organised by Liverpool John Moores University.

Who has reviewed this study?

This study has been reviewed by, and received ethics clearance through, the Liverpool John Moores University School of Justice Research Ethics Committee (Reference number: 21/LAW/006).

What if something goes wrong?

If you have a concern about any aspect of this study, please contact me and I will do my best to answer your query. I will acknowledge your concern with within 10 working days and give you an indication of how I intend to deal with it. If you wish to make a complaint, please contact the chair of the Liverpool John Moores University School of Justice Research Ethics Committee (SJS-ethics@ljmu.ac.uk) and your communication will be re-directed to an independent person as appropriate.

Data Protection Notice

Liverpool John Moores University is the sponsor for this study based in the United Kingdom. We will be using information from you in order to undertake this study and will act as the data controller for this study. This means that we are responsible for looking after your information and using it properly. Liverpool John Moores University will process your personal data for the purpose of research. Research is a task that we perform in the public interest. Liverpool John Moores University will keep identifiable information about you for 5 years after the study has finished. Your rights to access, change or move your information are limited, as we need to manage your information in specific ways in order for the research to be reliable and accurate. If you withdraw from the study, we will keep the information about you that we have already obtained. To safeguard your rights, we will use the minimum personally-identifiable information possible. If you are concerned about how your personal data is being processed, please contact LJMU in the first instance at secretariat@ljmu.ac.uk. If you remain unsatisfied, you may wish to contact the Information Commissioner's Office (ICO). Contact details, and details of data subject rights, are available on the ICO website at: https://ico.org.uk/for-organisations/data-protection-reform/overview-of-the-gdpr/individuals-rights/

Contact for further information

Dr Karen Corteen, Senior Lecturer, Criminal Justice, School of Justice Studies
K.M.Corteen@ljmu.ac.uk
0151 231 3062 (office number)

Thank you for reading this information sheet and for considering taking part in this study.

SPACE FOR EXTRA NOTES

WRITTEN BY
Dr Karen Corteen
Dr Amy Hughes-Stanley
Georgia Marriott-Smith
Department of Criminal Justice, Liverpool John Moores University

SEPTEMBER 2024

DR KAREN CORTEEN
DR AMY HUGHES-STANLEY
GEORGIA MARRIOTT-SMITH

LIVERPOOL JOHN MOORES UNIVERSITY

CENTRE FOR THE STUDY OF CRIME, CRIMINALISATION AND SOCIAL EXCLUSION