

An Evaluation of

# CANNABIS AND YOUTH

A Certificate for Youth Workers

A Collaborative Project of



August 2020



“As a youth worker and [with] the recent legalisation of cannabis, I would like to gain more skills and tools for working with and to support youth in a changing society.”

- Cannabis and Youth Certificate participant

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This work was authored and produced by the Youth Research and Evaluation Exchange (YouthREX) as part of a collaboration with Strides Toronto.

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# PROJECT PARTNERS

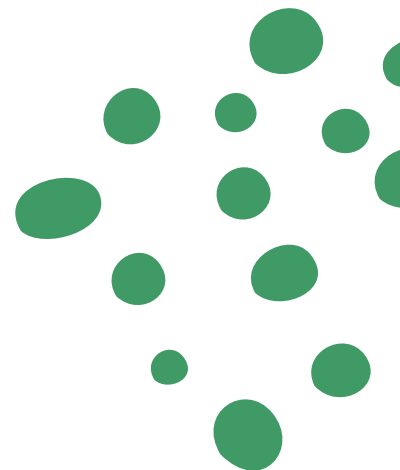
## STRIDES TORONTO

In 2020, Aisling Discoveries Child and Family Centre and East Metro Youth Services amalgamated to form **Strides Toronto**, a multi-service agency addressing the needs of children, youth, their parents and families. The agency is located in east Toronto and its services are predominately provided in the communities of East York and Scarborough. As Toronto's Lead Agency for Infant, Children and Youth Mental Health since 2015, Strides is focused on transforming the experience of infants, children, youth and families with mental health challenges. This includes developing and operationalizing system-wide changes to better improve access, experience, and mental health outcomes for Toronto's diverse communities.



## YOUTH RESEARCH AND EVALUATION EXCHANGE (YOUTHREX)

The **Youth Research and Evaluation eXchange (YouthREX)** is a province-wide initiative based at the School of Social Work at York University. Its mission is to make research evidence and evaluation practices accessible and relevant to Ontario's grassroots youth sector through capacity building, knowledge mobilization, and evaluation leadership. Its vision is an Ontario where shared knowledge is transformed into positive impact for all youth. The initiative's stakeholders include grassroots youth-led and youth-serving initiatives (frontline staff, program staff, leadership), funders, and policy makers. YouthREX is primarily funded by the Ministry of Children, Community and Social Services.



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# EXECUTIVE SUMMARY

This report describes the findings of an exploratory evaluation of *Cannabis and Youth: A Certificate for Youth Workers* – a free online certificate collaboratively developed by Strides Toronto and the Youth Research and Evaluation eXchange (YouthREX) as part of the Cannabis Education Project funded by the Ontario Ministry of Children, Community and Social Services. The purpose of the Cannabis Education Project is to equip frontline child and youth-serving workers with evidence-based and developmentally appropriate information to support awareness-building on the health, social and legal impacts of cannabis use on youth.

The provincial Cannabis Control Act came into effect on October 17, 2018. The Act established a legal framework regarding the minimum age of possession, consumption, sale, distribution, purchase, transportation and cultivation of cannabis in Ontario. Legalization presented an opportunity to equip individuals with information about the new restrictions and the health, social and legal risks associated with cannabis use to support informed decision-making and to educate and increase awareness among target populations, including youth.

In order to make cannabis education widely accessible to youth workers, the Cannabis Education Project developed an online, self-guided professional development certificate on cannabis and youth. The *Cannabis and Youth: A Certificate for Youth Workers* provides Ontario’s youth sector with evidence-based and developmentally appropriate information about cannabis and youth. The online format allows youth-serving professionals across Ontario to access the course anytime, anywhere they have internet connection.

The certificate includes five modules with 15 lessons that cover the context of cannabis, legalization and how it affects young people, supportive practices when working with young people, and theoretical and practice frameworks to support this work. Modules 1 to 3 were developed specifically for this cannabis certificate while Modules 4 and 5 were taken from a previous online learning offering that YouthREX developed in 2018, also in collaboration with Strides Toronto, for Ontario’s Youth Outreach Workers (YOWs). This evaluation of the Cannabis and Youth Certificate focuses only on Modules 1 to 3 as Modules 4 and 5 have been evaluated in previous evaluations.

**“I work as a Youth Probation Officer in Ontario and have many clients who use and abuse marijuana. However, is it difficult to show clients the effects it can have on them physically, mentally and now with new legalization how that it can affect them legally.”**

**- Cannabis and Youth Certificate participant**

The evaluation was guided by the following questions:

- What is the ‘reach’ of the certificate?
  - o To what extent did the certificate engage the intended population – Ontario’s youth and youth workers and others that support youth? Who are the certificate participants?
  - o What youth sector organizations are represented?
  - o What is the geographical reach?
- How did certificate participants experience the certificate?
  - o How satisfied are they with the certificate?
- What do participants perceive as the benefits and learnings they gain from the certificate?
  - o What impact does the certificate have on their knowledge, skills, and attitudes?
- What impact does the certificate have on their work with youth?

Data from the following sources were analyzed to answer the evaluation questions:

1. **A pre-certificate registration form** that participants completed as part of the certificate registration process. This registration form includes questions on socio-demographics, professional roles and experiences, organizational affiliation, and learning objectives for the certificate.
2. **A module feedback survey** that participants were prompted to complete after they completed each of the first three modules. This feedback survey allowed the participants to evaluate each module’s knowledge, content, delivery, and outcomes. It included both quantitative pre-post questions and several open-ended questions.

Since the certificate launched in February 2020, 2345 participants have enrolled in the certificate and 1014 of them completed the certificate by August 10, 2020. This exploratory evaluation was carried out to understand the outcomes of the certificate for participants and to identify areas for improvement.

## EVALUATION FINDINGS

### Certificate Reach

The majority of the participants were female, as is common in the social service sector. The certificate participants represented various racial and age groups. What is interesting to note is that many certificate participants were youth themselves, with one third of the participants being under 25 years of age. The interest in the certificate by youth, who said they took the certificate to expand their knowledge, make progress towards their social service goals, and fulfill their diploma or degree requirements in social service or related fields, was a welcome surprise! These young people noted that their institutions included the certificate as a required component of their curricula for internships in fields such as social work and nursing. This suggests that the certificate is seen as relevant to formal and informal educational settings in a range of disciplines.

Participants were from various types of organizational, including youth-focused and government organizations. Most participants identified as frontline workers, with representation from Youth Outreach Workers, Youth-in-Transition Workers, and Housing Support Workers, of which reaching was a goal of this certificate. The online format appears to have made the certificate widely accessible and allowed it to reach over 2,000 youth-serving professionals across Ontario within four months of the certificate launch. This is a significant advantage in contexts of rapid social change, which require new information to be effectively transmitted to a large audience in a timely manner.

Geographically, the certificate reached participants across all regions of Ontario. In particular, the certificate’s popularity in Northern Ontario suggests that an online format is particularly effective for reaching youth workers in more remote parts of the province. Findings from this evaluation also show that youth workers are familiar with online learning and are comfortable with technology, providing further support for the online format in reaching this population.

## Participant Satisfaction

Both quantitative and qualitative data provide evidence of a high degree of satisfaction with the three modules evaluated in this report. The mean satisfaction ratings for each module were very high, with the vast majority of participants rating the overall modules as *Good* or *Very Good*. Participants reported that the format was well-structured and user-friendly and that the content was educational, relevant, and helpful.

## Impact and Transfer of Learning

Overall, the findings indicate that participants experienced an increase in their level of knowledge on the topic areas addressed by the certificate (i.e., knowledge about cannabis and its impact, the cognitive and mental impacts of cannabis, cannabis legislation and its implication, social and political factors of legalization, ways to talk to youth about cannabis, and evidence-based practices for lowering risk in youth). For example, participants' *Good* or *Very Good* knowledge of the topics covered through the certificate had increased by at least 40% after taking the modules.

“I’ve appreciated the information, and also the mix of method and media for communicating the material. Thank you for making it diverse and interactive!”

- Cannabis and Youth Certificate participant

Moreover, approximately 9 out of 10 participants rated the modules as *Relevant* or *Very Relevant* to their work with youth. Similar findings were found for their intention to apply this knowledge, with approximately 9 out of 10 participants reporting it was *Likely* or *Very Likely* that they would use the knowledge gained from the certificate to their work with youth.

## LESSONS LEARNED

The findings from the evaluation provide insights into participants' experiences with the certificate, what they consider to be the benefits and gains, the impact the training has had on increasing their knowledge of cannabis and youth, and the relevance to their work with youth.

Five key findings emerged from this exploratory evaluation:

### 1. Increase in Knowledge and Skills

Participants overwhelmingly affirmed the effectiveness of the certificate for deepening their knowledge and understanding of the social, legal and health implications of cannabis use for youth. Participants reported an increased understanding of evidence-based practices that can support young people in making informed decisions about cannabis use.

### 2. Transfer of Learning to Practice

Participants were confident that their new learning would positively affect the work they do with youth. The majority of participants rated the relevance of the certificate to their work with youth highly and overwhelmingly confirmed their intention to apply the new knowledge from the certificate to practice. Participants provided examples of how they are already applying their learning to practice and evidence of increased competence in their work.

### 3. The Geographical Reach of Online Learning

Online learning is an effective method of providing youth-serving professionals with the knowledge and tools they need to support young people with cannabis and substance use.



The online format made the course widely accessible, reaching thousands of youth-serving professionals over the course of four months. In particular, the certificate's popularity in Northern Ontario suggests that an online format is particularly effective for reaching youth workers in more remote parts of the province.

#### 4. Value of Certificate for Education and Career Goals

Young people (those under 18 years and those between 18 to 24 years) were drawn to the certificate because of the relevance of the certificate to their educational and career goals. For some, completing the certificate was a required part of their school or internship program. This suggests that the certificate is appropriate and relevant in training diverse youth-serving professionals.

#### 5. Relevance of Certificate's Values for Unlearning Abstinence-based Approaches

Participants appreciated the certificate's harm reduction approach which they contrasted with traditional abstinence-based approaches to substance use education and described how the certificate helped them to unlearn such traditional approaches that could cause harm to youth.

The evaluation also identified suggestions for strengthening and improving the certificate for future participants as follows:

##### 1. Improving Accessibility

Participants recommended that accessibility of the certificate can be improved by including transcripts of videos, improving text legibility and making sure that all multi-media resources are mobile-friendly. While online learning can improve accessibility for remote areas, it can also create barriers if attention is not paid to the accessibility issues.

##### 2. Technical Issues

Some participants experienced technical issues while accessing the certificate, such as long webpage load times, and issues with audio that negatively impacted their engagement. When accessing an online course, the quality of the internet

connection and the device used to access the content can affect the learning experience.

#### 3. Further Learning Opportunities

Participants suggested that future learning could include advanced focus on the health effects of cannabis, its impact on brain development, and cannabis use as it relates to Indigenous and rural youth.

### NEXT STEPS

Overall, the findings of this evaluation suggest that online learning is an effective method of providing youth-serving professionals with the knowledge and tools they need to support young people with cannabis and substance use. The findings suggest that the legalization of cannabis produced a knowledge gap in the youth sector and that this certificate was timely and able to address this gap. Participants agreed that the certificate provided the tools and information they need to support young people to make informed decisions about cannabis use.

In collaboration with Strides Toronto, YouthREX will continue to explore ways to promote enrollment and completion of the certificate in order to build critical literacy on the topic of youth cannabis use. We hope that the certificate will continue to serve as an important resource for youth workers looking to unlearn some of the harmful ideas brought on by past waves of fear-based education. The development of a strong, relevant curriculum is an ongoing, iterative process. We will draw from the feedback from the module evaluations as well as changes in the cannabis landscape to inform the strengthening of the certificate's curriculum for future participants. We will also incorporate participant feedback to make the certificate more accessible and engaging to youth-serving professionals across Ontario.

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# 1 | INTRODUCTION AND OVERVIEW OF THE CANNABIS AND YOUTH CERTIFICATE

This report describes the findings of an exploratory evaluation of *Cannabis and Youth: A Certificate for Youth Workers* – a free online certificate collaboratively developed by Strides Toronto and the Youth Research and Evaluation eXchange (YouthREX) as part of the Cannabis Education Project funded by the Ontario Ministry of Children, Community and Social Services. The certificate provides Ontario’s youth sector with evidence-based and developmentally appropriate information about cannabis and youth.

The provincial Cannabis Control Act came into effect on October 17, 2018. The Act established a legal framework regarding the minimum age of possession, consumption, sale, distribution, purchase, transportation and cultivation of cannabis in Ontario. Legalization presented an opportunity to equip individuals with information about the new restrictions and the health, social and legal risks associated with cannabis use to support informed decision-making, and to educate and increase awareness among target populations, including youth.

## 1.1 | ABOUT THE CANNABIS EDUCATION PROJECT

The purpose of the Cannabis Education Project is to equip frontline child and youth-serving workers with evidence-based and developmental-based information, and to support awareness-building on the health, social and legal impacts of cannabis use on youth. The project was designed to engage and educate frontline workers, such as the provincial Youth Outreach Workers (YOWs), Youth in Transition workers, Housing Support Workers and other grassroots youth groups and staff who support youth as they navigate the changing landscape of cannabis use in Ontario and the implications of the new legislation on their lives and wellbeing.

“This module was extremely interesting, and I learned a lot of information I was unaware of in regards to the law and cannabis use, youth and cannabis plus racial profiling with police, court and correctional facility and how this carries on in communities and person’s lives.”

- Cannabis and Youth Certificate participant

The project is guided by the following principles:

- Support a positive developmental and asset-based view of youth by providing meaningful opportunities for young people to participate in and influence project activities and deliverables.
- Reflect the particular needs and perspectives of young people from different cultures and backgrounds in all aspects of project activities.
- Support prevention and harm reduction outcomes by increasing the knowledge base on cannabis and substance use to help youth make informed decisions.

### 1.1.1 | PROJECT COMPONENTS

The Cannabis Education Project included three components: co-design sessions with youth and youth workers; curation and creation of youth-focused resources; and the Cannabis and Youth Certificate.

#### Co-Design Sessions with Youth and Youth Workers

The purpose of the co-design sessions was to understand the perspectives of young people and those that support them around cannabis use, as well the challenges and risks they may face with legalization. The sessions were helpful in identifying gaps in knowledge among youth and youth workers and where they could use additional information and support. For instance, the sessions identified a need for more information on the legal aspects of cannabis use. Feedback from these co-design sessions with youth and youth workers informed the development of the Cannabis and Youth Certificate.

#### Curation and Creation of Youth-Focused Resources

Feedback from the co-design sessions also informed the curation and creation of youth-focused resources on cannabis that are accessible, appropriate and effective for different youth sub-populations. These resources are evidence-based, developmentally appropriate and provide practical guidance on the health, social and legal impacts of cannabis use. They include factsheets, toolkits, infographics, videos, reports and academic literature and are available in a digital format in French and English on YouthREX's online **Knowledge Hub** and in a **Featured Collection** on cannabis use.

### Cannabis and Youth Certificate

In order to make cannabis education widely accessible to youth workers, the project developed an online, self-guided professional development certificate on cannabis and youth. The online format allows youth-serving professionals across Ontario to access the course anytime, anywhere they have internet connection.

## 1.2 | OVERVIEW OF THE CERTIFICATE

*Cannabis and Youth: A Certificate for Youth Workers* is a self-guided, online professional development course that provides frontline child and youth workers with evidence-based and developmentally appropriate information on cannabis and substance use. It includes information on the health, social and legal risks associated with cannabis use, in order to support informed decision-making, and to educate and increase awareness among young people.

The certificate is informed by the following approaches and values:

- *Critical Positive Youth Development (PYD)* is a strengths-based approach that considers the way multiple, intersecting identities shape young people's experiences.
- *Anti-Oppressive Practice (AOP)* understands experiences of oppression, privilege and power as rooted in people's identities and social locations, historical contexts and contemporary social dynamics.
- *Harm reduction* aims to minimize the risks of substance use by providing people with the tools and knowledge they need to make informed decisions about substance use.
- *Youth voice and lived experience* shaped the development of this certificate through the engagement of youth and youth workers in a series of co-design sessions.
- The certificate is *evidence-based* in that it recognizes the validity of different sources of knowledge, including lived experience, practice and research.



## 1.2.1 | CERTIFICATE FORMAT

Cannabis and Youth is a free online certificate that can be accessed by anyone with a computer (or mobile device) and an internet connection. Although it was developed with youth workers in mind, it is a useful resource for anyone who works with young people and is interested in supporting youth wellbeing. The certificate is suitable for a range of educational backgrounds and areas of specializations. Interested individuals can easily sign up by completing a brief registration form at [www.youthrex.com/cay](http://www.youthrex.com/cay). The certificate is hosted on the Thinkific Learning Management System.

The certificate consists of five modules with 15 lessons (see **Table 1: Cannabis and Youth Certificate at a Glance**). Each lesson includes narrated lectures by experts in the field, lecture-relevant resources and a brief quiz. The lecture-relevant resources include carefully curated collection of case studies, videos, toolkits, and factsheets. Learners seeking more information can also access a comprehensive list of additional resources. The quizzes are not designed to assign grades to learners, but rather to ensure that they have understood the core concepts of the lectures.

The course is self-guided, which means that participants can work at their own pace. The platform allows learners to work through the lecture slides and accompanying audio clips at times that are most suitable for them. Since all course content is made available at the start, the modules can be completed in any order. Each lesson requires about 30 minutes to complete the required work and another 30 minutes or more to review the optional recommended resources, depending on how many of these participants choose to review. It takes approximately 20 hours to complete all 15 lessons of the curriculum. For learners who prefer a more structured learning environment, the certificate outline includes a recommended learning path for completing the entire curriculum in 5 to 7 weeks. Successful completion of the five modules of the certificate entitles participants to a digital certificate and LinkedIn Badge from YouthREX based at York University.

The registration form for the certificate included a question on comfort with online learning. A review of answers to this question from the first three months of registrations showed that the majority (86%) of participants were ‘very comfortable’ or ‘comfortable’ with online technology, with less than 3% reporting being ‘uncomfortable’ or ‘very uncomfortable’. The majority (92%) of participants also reported that they had previous experience with online learning. This familiarity with online learning and comfort with online technology confirms YouthREX’s finding from similar online certificates in the past that the online format is well-suited for offering professional development opportunities to Ontario’s youth sector.

## 1.2.2 | CURRICULUM

The certificate includes five modules with 15 lessons that cover the context of cannabis, legalization and how it affects young people, supportive practices when working with young people, and theoretical and practice frameworks to support this work. Modules 1 to 3 were developed specifically for this cannabis certificate while Modules 4 and 5 were taken from a previous online learning offering that YouthREX developed in 2018 in collaboration with Strides Toronto for Ontario’s provincial Youth Outreach Workers (YOWs). This evaluation of the Cannabis and Youth Certificate only focuses on Modules 1 to 3 because modules Four and Five have been evaluated in previous evaluations.

**Table 1: Cannabis and Youth Certificate at a Glance**

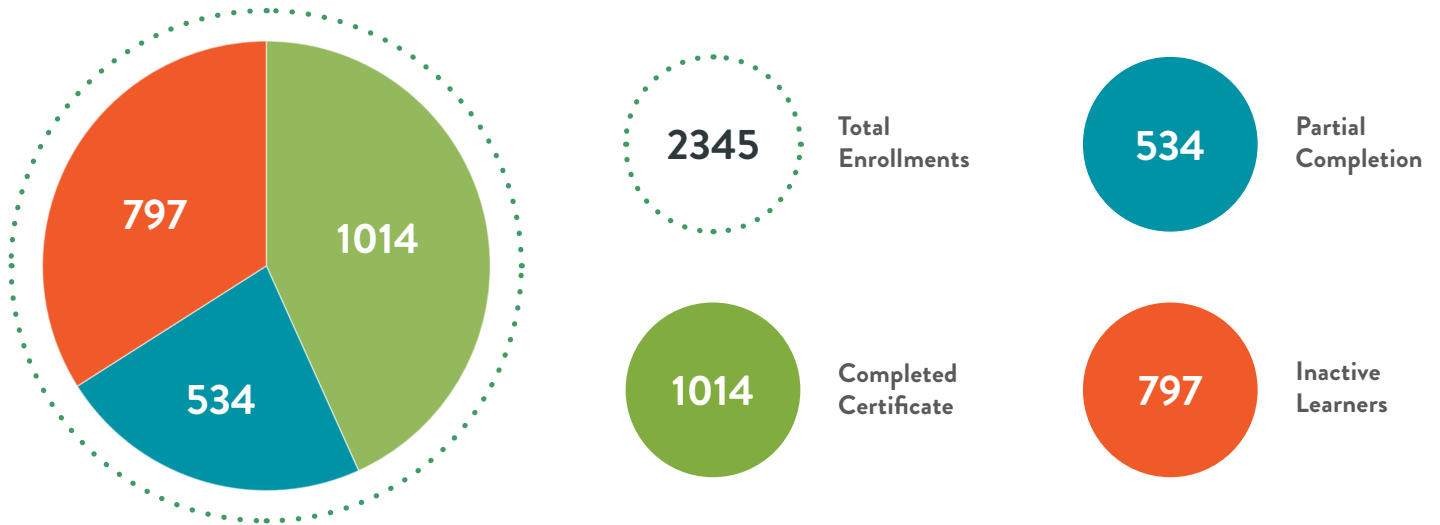
MODULE ONE: CANNABIS IN CONTEXT	
<ol style="list-style-type: none"> <li>Certificate Introduction</li> <li>Cannabis 101</li> </ol>	<ol style="list-style-type: none"> <li>The Health Effects of Cannabis</li> <li>Cannabis Use Disorder</li> </ol>
MODULE TWO: LEGALIZATION AND YOUTH	
<ol style="list-style-type: none"> <li>Understanding the Cannabis Act                             <ul style="list-style-type: none"> <li>Part One: Purchasing, Possession and Use</li> <li>Part Two: Criminal Law and Driving Offences</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Critical Questions on Criminal Justice</li> </ol>
MODULE THREE: SUPPORTIVE PRACTICES	
<ol style="list-style-type: none"> <li>The Social Context of Adolescent Cannabis Use</li> <li>Evidence Informed Cannabis Education for Youth</li> </ol>	<ol style="list-style-type: none"> <li>Lower Risk Cannabis Use Guidelines for Youth</li> <li>Connecting Theory to Practice: Introduction to Module 4 and 5</li> </ol>
MODULE FOUR: THEORETICAL LENSES	
<ol style="list-style-type: none"> <li>Social Determinants of Health</li> <li>Anti-Oppressive Practice</li> </ol>	<ol style="list-style-type: none"> <li>Anti-Black Racism</li> <li>Indigenous Perspectives</li> </ol>
MODULE FIVE: THEORY-BASED PRACTICE TOOLS	
<ol style="list-style-type: none"> <li>Stages of Change                             <ul style="list-style-type: none"> <li>Transtheoretical Model: Part One</li> <li>Transtheoretical Model: Part Two</li> <li>Transtheoretical Model Application: Using a Stages of Change Approach with Youth</li> </ul> </li> <li>Motivational Interviewing                             <ul style="list-style-type: none"> <li>Motivational Interviewing: The Foundational Tenets</li> <li>Motivational Interviewing in Youth Work</li> </ul> </li> </ol>	

## 1.2.3 | ENROLLMENT AND ENGAGEMENT

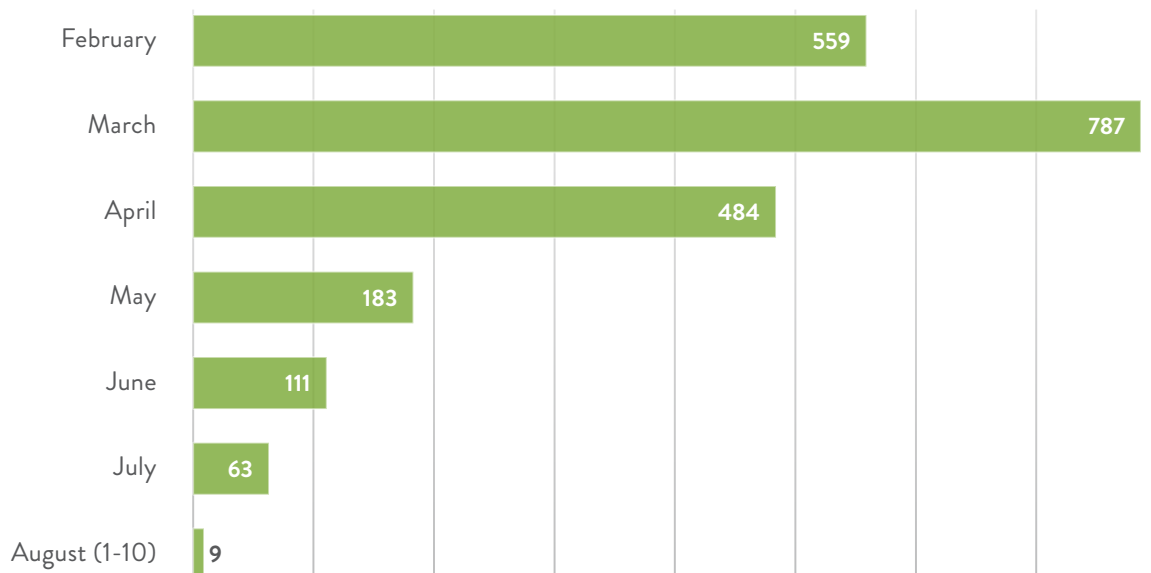
Since the certificate launched in February of 2020, 2,345 participants enrolled in the certificate and 1,014 participants (46%) have completed the certificate by August 10, 2020. There are 797 inactive learners who have completed 0% of the curriculum.

**Table 2: Certificate Enrollment**

**Enrollment (February 2020 to August 10, 2020)**



**Number of enrollments by month (February 2020 to August 10, 2020)**



**Table 2** above summarizes the enrollment numbers with a breakdown by month. The largest enrollment in a single month was in March with an enrollment of 787 learners and the smallest was in July with just 63 new enrollments. **Table 3** shows participants' progress through the modules. The completion rates for the modules range between 40% and 55%.

**Table 3: Participants' Progress with Certificate Modules**

Certificate Modules	0%	0% - 25%	25% - 50%	50% - 75%	75% - 100%	100%	Total	Completion Rate
Module 1: Cannabis in Context	797	1017	92	43	1193	1186	2345	55%
Module 2: Legalization and Youth	1234	1244	3	24	1073	1064	2344	46%
Module 3: Supportive Practices	1311	1325	30	14	975	959	2344	42%
Module 4: Theoretical Lenses	1395	1409	16	7	913	910	2345	40%
Module 5: Theory-Based Practice Tools	1243	1273	9	16	1046	1041	2344	45%



# 2 | EVALUATION STRATEGY

## 2.1 | EVALUATION QUESTIONS

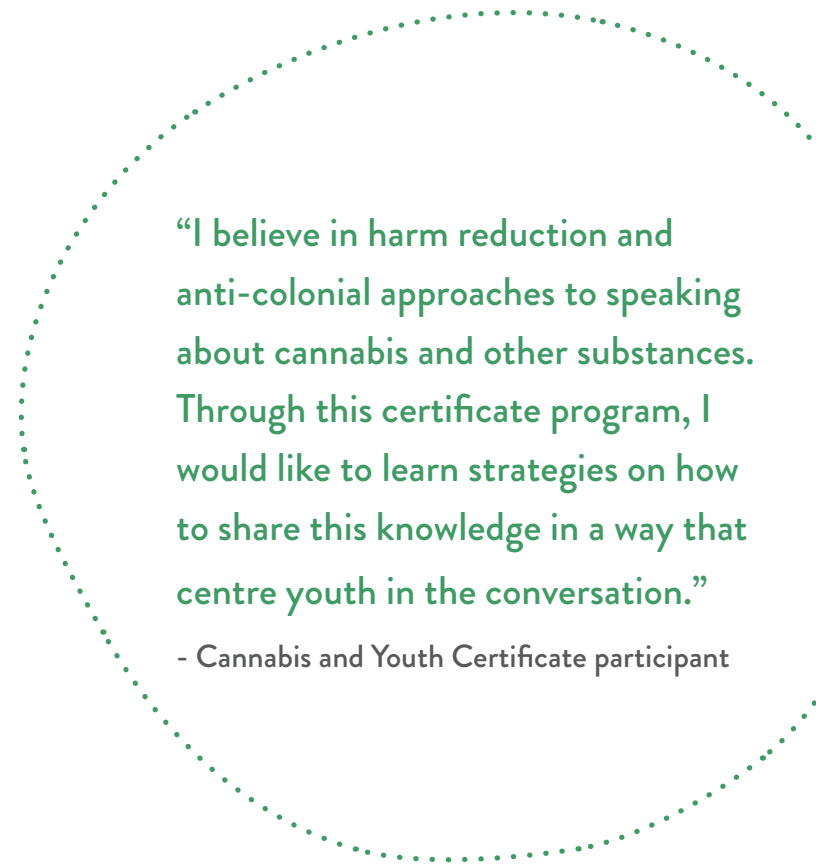
The evaluation strategy for the Cannabis and Youth Certificate focused on answering the following evaluation questions:

- What is the ‘reach’ of the certificate?
  - To what extent did the certificate engage the intended population – Ontario’s youth workers? Who are the participants?
  - What youth sector organizations are represented?
  - What is the geographical reach?
- How did certificate participants experience the certificate?
  - How satisfied are they with the certificate?
- What do participants perceive as the benefits and learnings they gain from the certificate?
  - What impact does the certificate have on their knowledge, skills and attitudes?
  - What impact does the certificate have on their work with youth?

## 2.2 | EVALUATION DESIGN

Our evaluation strategy was guided by Kirkpatrick’s (1979) Comprehensive Evaluation Model as refined by Antheil and Casper (1986). The model provides a “panoramic view” of a training program by evaluating four levels of program effects:

- Level I – Participant reactions
- Level II – Participant learning: knowledge, attitudes, skills
- Level III – Transfer of learning
- Level IV – Organizational impact of the program



**“I believe in harm reduction and anti-colonial approaches to speaking about cannabis and other substances. Through this certificate program, I would like to learn strategies on how to share this knowledge in a way that centre youth in the conversation.”**

**- Cannabis and Youth Certificate participant**

Evaluation of Level I focuses on participants’ reactions and how well they liked a training program. It is sometimes called a measure of ‘customer satisfaction’. It is based on the idea that students who like a training program are more likely to pay attention and learn. McRoberts and Leitch (1998) note that assessing reactions (satisfaction) is particularly important in programs where participants engage in the learning process voluntarily, as in the Cannabis and Youth Certificate.

For the evaluation of the Cannabis and Youth Certificate, we asked: *How did certificate participants experience the certificate? How satisfied are they with the certificate?*

Evaluation of Level II goes beyond participant reactions (satisfaction) to measure changes in attitudes, knowledge and skills. A before-and-after approach is used in order to measure the amount of learning that has taken place over the course of the program. Since this stage most resembles traditional testing, it only measures whether a student *can* use a new skill, not whether they *will* (Antheil & Casper, 1986). For the evaluation of the Cannabis and Youth Certificate, we asked: *What do participants perceive as the benefits and learnings they gained from the certificate? What impact does the certificate have on their knowledge, skills and attitudes?*

Evaluation of Level III focuses on the transfer of learning to real-life situations, such as work with youth. It measures changes in participants' on-the-job behaviour following the program. Antheil and Casper (1986) argue that "the ultimate measure of educational success is the incorporation of new learning as it is reflected in actual behavior" (p. 58). For the evaluation of the Cannabis and Youth Certificate, we asked: *What impact does the cannabis certificate have on their work with youth?*

Evaluation of Level IV assesses the organizational impact, or the extent to which a participant's workplace benefits from the individual's involvement in the certificate. Ideally, evaluation of Level IV is conducted several months after the completion of the certificate. As this evaluation of the Cannabis and Youth Certificate is preliminary – just a few months after the certificate was launched, we will only be looking for evidence that the certificate can *potentially* have organizational benefits by assessing the reach of the certificate within Ontario's youth sector. For the evaluation of the Cannabis and Youth Certificate, we asked: *What is the 'reach' of the certificate? Who are the participants and what youth sector organizations are represented? What is the geographical reach?*

## 2.3 | METHODS AND DATA SOURCES

The data for this preliminary evaluation of the Cannabis and Youth Certificate is based on data from the following methods and data sources:

### Pre-Certificate Registration Form (Appendix A)

Participants completed an extensive registration form before getting access to the certificate learning platform. The form includes questions on socio-demographics, professional roles and experiences and organizational affiliation. This pre-certificate form also asked participants about their learning objectives for the certificates.

### Module Feedback Survey (Appendix B)

Participants were prompted to complete by a feedback survey after completing each module (1 to 3). This module feedback survey focuses on the knowledge, content, delivery, and outcomes of each module and includes both quantitative pre-post questions and open-ended questions.

- The pre and post module questions focus on examining participants' perceived changes in learning related to the certificate objectives. The questions assess the extent to which the certificate met participants' learning needs, and their attitudes, perceptions and experiences.
- The open-ended questions allowed participants to describe what they learned from participating in the certificate and how they will apply what they learned to their work with youth.

Table 4: Summary of Evaluation Questions with Methods and Data Sources

EVALUATION QUESTIONS	METHODS AND DATA SOURCES
<p><b>What is the ‘reach’ of the certificate?</b></p> <ul style="list-style-type: none"> <li>To what extent did the certificate engage the intended population – Ontario’s youth workers? Who are the participants?</li> <li>What youth sector organizations are represented?</li> <li>What is the geographical reach?</li> </ul>	<p><b>Pre-Certificate Registration Form (Appendix A)</b></p> <p>Participants complete this form as part of their registration before they get access to the certificate learning platform.</p> <ul style="list-style-type: none"> <li>The form includes questions on socio-demographics, professional roles and experiences and organizational affiliation.</li> <li>This pre-certificate form also asked participants about their learning objectives for the certificates.</li> </ul>
<p><b>How did certificate participants experience the certificate?</b></p> <ul style="list-style-type: none"> <li>How satisfied are participants with the certificate?</li> </ul>	<p><b>Module Feedback Survey (Appendix B)</b></p> <p>Using a 10-point rating scale, with 10 indicating the most positive response option, participants were asked to indicate their overall level of satisfaction with each module.</p> <ul style="list-style-type: none"> <li>An open-ended question also asked participants for any additional comments and these responses were coded.</li> </ul>
<p><b>What do participants perceive as the benefits and learnings they gain from the certificate?</b></p> <ul style="list-style-type: none"> <li>What impact does the certificate have on their knowledge, skills and attitudes?</li> <li>What impact does the certificate have on their work with youth?</li> </ul>	<p><b>Module Feedback Survey (Appendix B)</b></p> <p>After completing each module, participants are prompted to complete a module feedback survey with pre-post questions that assess change in their level of knowledge before they completed the module and after they completed the module.</p> <ul style="list-style-type: none"> <li>The survey includes also includes open-ended questions.</li> <li>The survey evaluates each module’s knowledge, content, delivery, outcomes and relevance to practice.</li> </ul>

# 3 | FINDINGS: CERTIFICATE REACH

This section of the report describes the ‘reach’ of the Cannabis and Youth Certificate by examining the socio-demographic characteristics of enrolled participants, their professional backgrounds and experiences, the programs and organizations that they are affiliated with, and the geographical reach across Ontario. This section also includes a review of participants’ learning objectives.

The evaluation questions that this section focus on are:

- What is the ‘reach’ of the certificate?
  - To what extent did the certificate engage the intended population – Ontario’s youth workers? Who are the participants?
  - What youth sector organizations are represented?
- What is the geographical reach?

The data for answering these questions are from the **Pre-Registration Form (Appendix A)** that participants completed before gaining access to the certificate learning platform.

## 3.1 | SOCIO-DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

**Table 5** summarizes the socio-demographics of participants. As expected for the social service sector, the majority of participants (75%) identify as female. Just under 20% identify as male, with remaining participants identifying as trans, two-spirit, and gender non-binary identities, among others.

With regards to race/ethnicity, the majority of the participants were White/Caucasian (52%), followed by Black (16%), and Indigenous and South Asian (6% respectively).

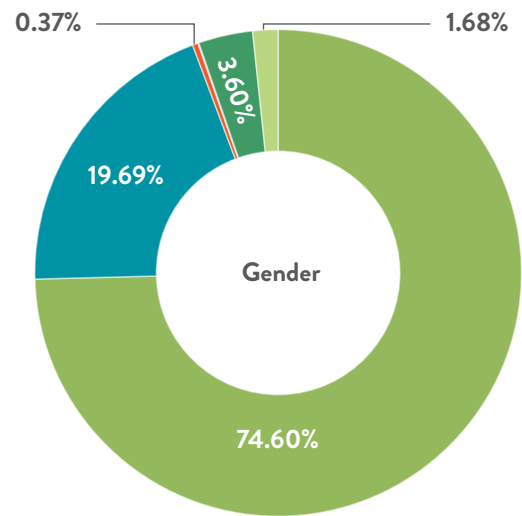
More than one third (37%) of participants were between the ages of 25-34 years, while almost one third (30%) of participants were youth (i.e., under 18 years or between 18 and 24 years).

“I still have a long way to go in undoing abstinence/fear-based education. While I don’t believe in the efficacy of this method of education, I’ve been exposed to it for long enough for it to have permeated my psyche. In instances like this where I feel insufficiently prepared for having these conversations, I worry that I fall back on practices like ‘steering’ the conversation.”

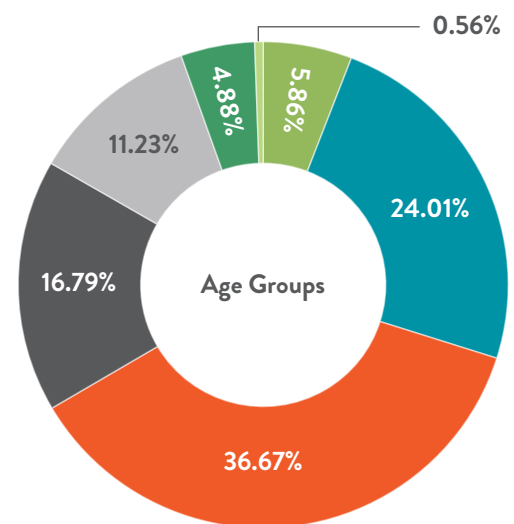
- Cannabis and Youth Certificate participant

Table 5: Socio-Demographic Characteristics of Participants

GENDER	NUMBER	%
Female	1201	74.60
Male	317	19.69
Trans	6	0.37
Two-Spirit	1	0.06
Agender	0	0.00
Prefer not to say	58	3.60
Other	27	1.68
<b>Total</b>	<b>1610</b>	<b>100</b>



AGE	NUMBER	%
Under 18	95	5.86
18-24	389	24.01
25-34	594	36.67
35-44	272	16.79
45-54	182	11.23
55-64	79	4.88
65+	9	0.56
<b>Total</b>	<b>1620</b>	<b>100</b>



RACE/RACIAL IDENTITY		NUMBER	%
Black (e.g., African, Caribbean, North American)		251	15.65
East Asian (e.g., Korean, Japanese, Chinese, Vietnamese, Cambodian, Malaysian, Laotian)		58	3.62
Indigenous (First Nations, Métis, Inuit)		102	6.36
Latin American		50	3.12
Middle Eastern (e.g., Iranian, Syrian, Iraqi, Lebanese)		26	1.62
South Asian (e.g., Afghan, East Indian, Pakistani, Sri Lankan)		102	6.36
White/Caucasian		840	52.37
Prefer not to say		103	6.42
Other (please specify)		72	4.49
<b>Total</b>		<b>1604</b>	<b>100</b>

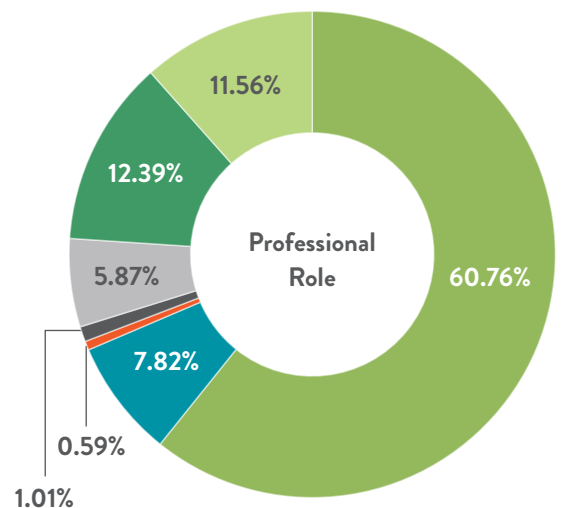
## 3.2 | PROFESSIONAL BACKGROUNDS AND EXPERIENCES

**Table 6** summarizes participants’ professional backgrounds, and the nature and length of their experiences. The majority of the participants were frontline workers (61%), followed by undergraduate students (12%), and managerial staff (8%). Among participants who chose ‘Other’ to describe their professional roles, many are similar to frontline youth work (including social service worker, childcare worker, program coordinator, child and youth worker, case manager, early childhood worker, and counsellor).

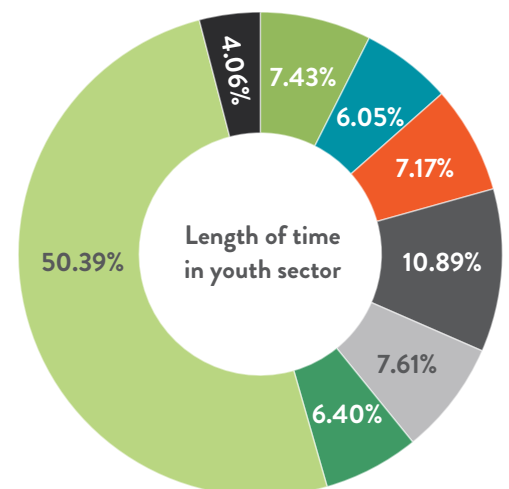
Some of these participants were students in programs such as social service work, child and youth care, and other college programs. A few participants identified themselves as teachers and educators as well.

**Table 6: Professional Backgrounds and Experiences of Participants**

PROFESSIONAL ROLE	NUMBER	%
Frontline Worker	1025	60.76
Management-Level Staff	132	7.82
Community Researcher	10	0.59
Staff of a Funding Organization	17	1.01
Graduate Student	99	5.87
Undergraduate Student	209	12.39
Other (please specify)	195	11.56
<b>Total</b>	<b>1687</b>	<b>100</b>



LENGTH OF TIME IN YOUTH SECTOR	NUMBER	%
Less than 6 months	86	7.43
7 months - 1 year	70	6.05
More than 1 year, less than 2 years	83	7.17
More than 2 years, less than 3 years	126	10.89
More than 3 years, less than 4 years	88	7.61
More than 4 years, less than 5 years	74	6.40
More than 5 years	583	50.39
I do not work in the youth sector	47	4.06
<b>Total</b>	<b>1157</b>	<b>100</b>



Half of the participants (50%) had over 5 years of experience working in the youth sector at the time they completed the Pre-Certificate Registration Form. Only a very small number of participants (4%) reported they were not involved in the youth sector at all.

Just under half of the participants belonged to or worked with agencies and/or organizations that are primarily youth-focused (43%), while 17% and 10% of participants belonged to agencies that have a primary focus on government or education, respectively.

Almost a quarter (22%) of participants indicated that they belonged to agencies and/or organizations with other primary focus areas, including, but not limited to: employment, treatment/harm reduction, health, shelters (homelessness and violence against women), Indigenous-focused, and other non-profits/charitable organizations. Only a small proportion of agencies and/or organizations were either funders (1%) or youth-led (2%).

### 3.3 | INTEREST IN THE CERTIFICATE

An open-ended question on the registration form asked participants why they were interested in taking the certificate. A content analysis of participant responses revealed four themes: gain a better understanding; relevancy to work with youth; to fulfill educational requirements; and to gain a new perspective.

#### To Gain a Better Understanding

A common response to the reason for registering for the certificate was a desire to expand one's understanding of cannabis. Participants said that they wanted to have greater awareness and gain information about cannabis. Some commented that their interest lies in acquiring updated information, which speaks to the timeliness of this certificate given recent changes in the legality of cannabis. Some participants said that they hoped to educate others.

“The research that I am a part of is interested in child/youth rights in marginalized communities. Even post-legalization, knowledge around cannabis is inconsistent. This certificate will support my ability to provide factual information to community members and be a more informed advocate for their rights.”

#### Relevancy to Work with Youth

Many of the participants answered the question with a connection to their frontline practice at their place of employment with youth. Participants worked in areas such as homelessness, the correctional system and child welfare. They said that they would benefit from the certificate because it would be transferable to their interactions with youth, and provide insight into the lives of the youth whom they assist. They wrote about navigating various journeys with youth service users, such as transitioning into adulthood, dealing with family problems, and gaining life skills, and indicated that they felt it was important to integrate knowledge of cannabis as a potential coping mechanism or recreational substance into their work.

“I work with youth and now that cannabis is legal it is good to learn and be informed regarding issues and topics to better assist our youth population.”

“I work with youth and the topic of marijuana use is increasing. I would like to learn more about the effects on youth and how to engage with them in a meaningful way.”

Related to participants' work with youth, a handful of participants registering for the certificate wrote that they would specifically like to learn about the changes that come about with the legalization of cannabis and the implications for youth. Participants also sought the ability to talk to youth about cannabis (e.g., in terms of its physical and mental effects) and to inform youth of their rights.



## Fulfilling Educational Requirements

A number of participants also indicated that participation was in some way relevant to their education. Several participants noted that the certificate was a requirement as part of their school program. Others needed it for online learning towards their diploma or degree, or for internship purposes.

“I am in the Child and Youth Care program at Ryerson University, and also pursuing a double minor in xxxxx. Moreover, I volunteer with xxxxx (a restorative justice-based diversion program located at xxxxx) and feel that this course is very relevant to the type of youth work I am doing—as well, goes great with my fields of studies. With this certificate, I hope to better understand the legalities of cannabis in relation to youth as well as how to approach such situations/topics.

For online learning towards my diploma as a Social Service Worker (Algonquin College).”

## To Gain a New Perspective

Some participants were interested in the certificate because they were passionate about hearing a new perspective related to cannabis. According to these participants, the course would help them examine their own biases, see how cannabis is viewed outside of their own culture, and see how harm reduction approaches can be shared with youth with regard to cannabis use.

“I want to understand more about this topic, try to change my bias around it, and in case I end up working with a child or youth using have the tools to help him/her.

For my own culture, cannabis is not allowed. I would like to know more information in Canada.”

## Interest in the Certificate by Youth (Under 18 years or between 18 and 24 years)

It was a very nice surprise to see that almost one third (30%) of participants were youth – under 18 years or between 18 and 24 years! Most participants under 18 years of age took the course for professional development or education. Many of them were interested in or already working with youth. The overwhelming majority of participants under 18 years identified as frontline workers with youth.

Participants who were within the 18-24-year-old cohort said they took the certificate to expand their knowledge, support their social service goals, and fulfill their diploma or degree requirements in social service or related fields. Many of them were also in the field of youth work. They were comprised mainly of frontline workers in a broad range of services, mostly with youth, such as residential programs, mental health counselling, justice, and family services. Some were undergraduate students or graduate level students.

## 3.4 | ORGANIZATIONAL REACH OF CERTIFICATE

The Cannabis and Youth Certificate and the larger Cannabis Education Project is funded by Ontario’s Ministry of Children, Community and Social Services. The goal is to equip front-line child and youth-serving workers with evidence-based and developmental information and training to support the health, social and legal impacts of cannabis use on youth. Frontline child and youth-serving workers are youth workers who engage with children and youth in non-professionalized settings (e.g. in community, recreational settings, leaving care).

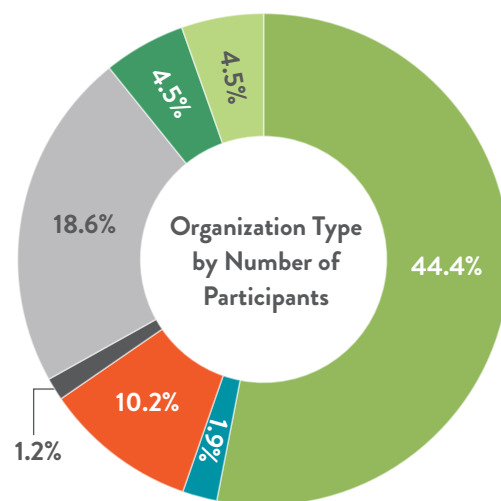
To understand if we met our goal in reaching these front-line child and youth serving workers, we reviewed the types of organizations in which participants were affiliated (see Table 7).

The certificate successfully reached the target population – youth workers and other professionals that support youth. The organizations participants were affiliated with span the wide breadth of Ontario’s community and youth sectors. The issues addressed within these organizations include youth employment, youth justice, family services, and mental health/addictions. (Please see Appendix C for a list of ten examples of organizations represented per category.)

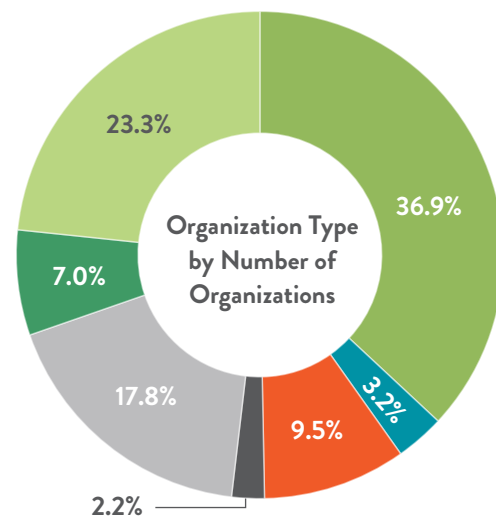
One of the goals of the Cannabis and Youth certificate was to reach Ontario’s Youth Outreach Workers, Youth-In-Transition Workers and Housing Support Workers. We, therefore, asked participants to indicate if they were from one of these three groups so we could assess if we were successful in reaching them. As shown in Table 8, we did successfully reach these groups of youth workers.

**Table 7: Organizational Reach of Certificate**

ORGANIZATION TYPE BY NUMBER OF PARTICIPANTS	NUMBER	%
Youth-focused	747	44.4
Youth-led	32	1.9
Education	142	10.2
Funder	21	1.2
Government	314	18.6
Not applicable	76	4.5
Other (please specify)	76	4.5
<b>Total</b>	<b>1684</b>	<b>100</b>



ORGANIZATION TYPE BY NUMBER OF ORGANIZATIONS	NUMBER	%
Youth-focused	307	36.9
Youth-led	27	3.2
Education	79	9.5
Funder	18	2.2
Government	148	17.8
Not applicable	58	7.0
Other (please specify)	194	23.3
<b>Total</b>	<b>831</b>	<b>100</b>



**Table 8: Targeted Positional Reach of Certificate**

MCCSS TARGETED YOUTH WORKERS	NUMBER OF PARTICIPANTS
Youth Outreach Workers (YOWs)	109
Youth-in-Transition Workers (YITWs)	58
Housing Support Workers (HSWs)	52



### 3.5 | GEOGRAPHICAL REACH OF CERTIFICATE

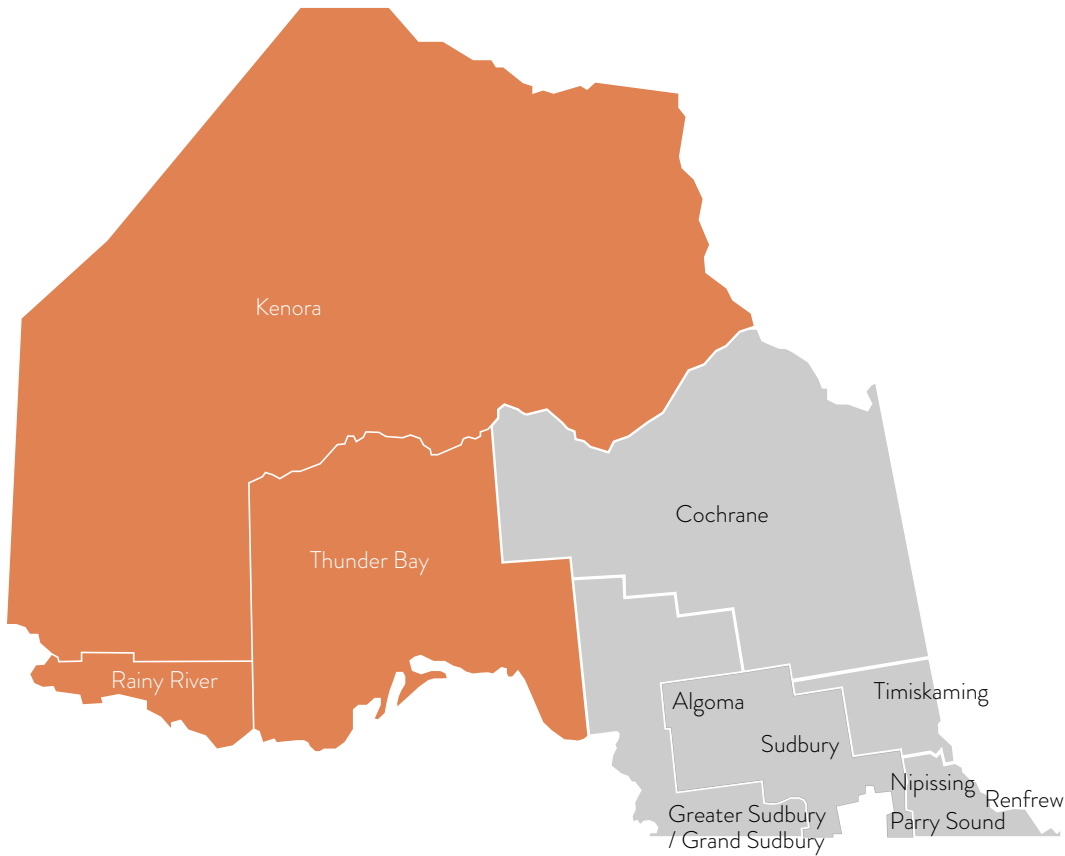
The certificate was focused on Ontario’s youth sector. We reviewed the registration form to understand how successful we were in reaching youth workers across Ontario. Out of 2,520 enrollments, 1,712 (68%) of participants provided their city/towns on their registration form while 810 (32%) did not. We analysed the location for these 1,712 participants.

**Table 9** summarizes the geographical locations of our participants. The majority (96%) were from Ontario. Almost half (42.6%) were from Central Ontario and about 15% were from Northern Ontario. The map on page 25 visually shows the wide reach of the certificate across almost all of Ontario’s census divisions. For example, there were 244 participants from Northern Ontario communities.

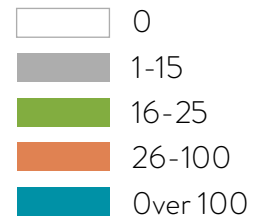
Table 9: Professional Backgrounds and Experiences of Participants

GEOGRAPHICAL LOCATION OF PARTICIPANTS		FEB 2020 - JULY 31, 2020 (n=1712)	
		NUMBER OF PARTICIPANTS	%
Province	Ontario	1651	96.4
	British Columbia	33	1.9
	Alberta	12	0.7
	Manitoba	5	0.3
	Quebec	4	0.2
	New Brunswick	2	0.1
	Nova Scotia	2	0.1
	Uganda	1	0.1
	United Kingdom	1	0.1
	USA	1	0.1
Regions in Ontario	Central	704	42.6
	Eastern	104	11.1
	Northeastern	57	3.5
	Northwestern	187	11.3
	Southwestern	59	31.4
Ontario Participants by Census Division Groups	Toronto, Hamilton & Essex	More than 100	44.5
	Thunder Bay	76-100	5.3
	Peel, Kenora, Middlesex, Niagara & Hastings	51-75	18.7
	Frontenac, Durham, York, Ottawa, Grey & Rainy River	26-50	14.4
	Waterloo, Elgin, Lambton, Simcoe, Halton, Bruce, Brant, Cochrane, Sudbury, Chatham-Kent, Renfrew, Stormont, Dundas and Glengarry, Timiskaming, Peterborough, Northumberland, Nipissing, Haldimand-Norfolk, Parry Sound, Oxford, Huron, Algoma, Perth, Lanark, Wellington, Dufferin, Prince Edward, Lennox and Addington, Muskoka, Leeds and Grenville, Greater Sudbury / Grand Sudbury & Kawartha Lakes	0-25	17.1

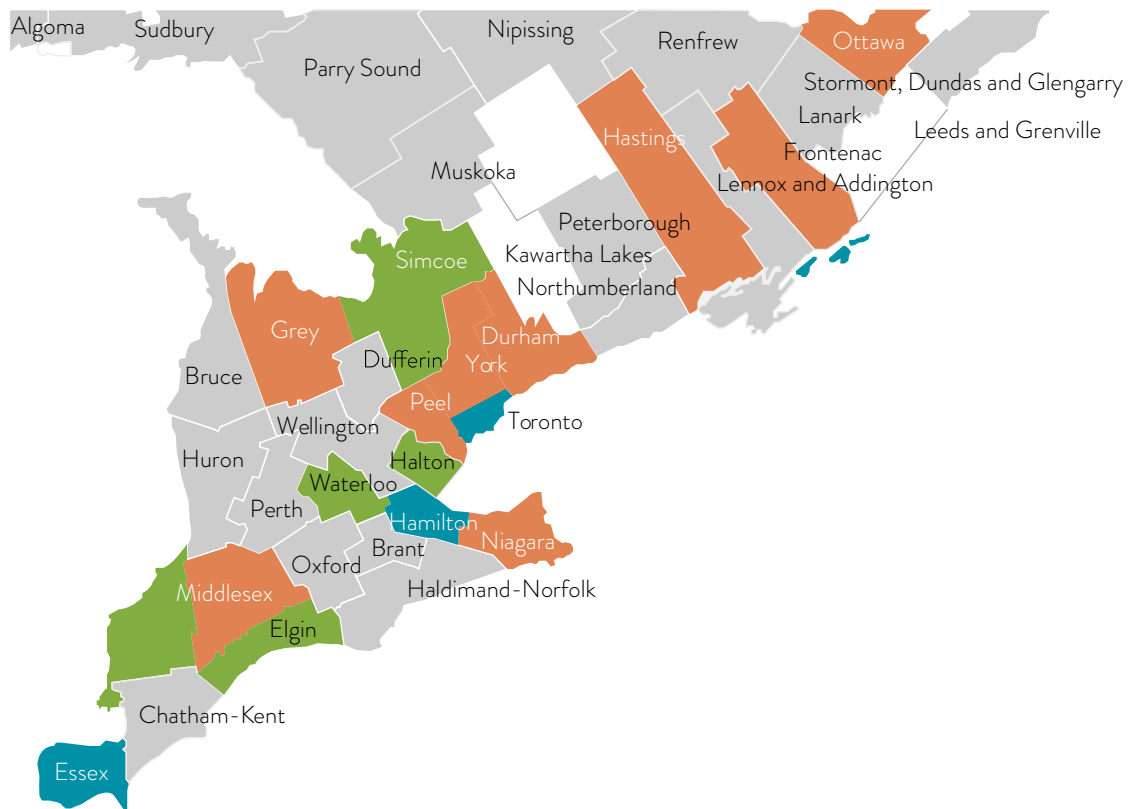
## Northern Ontario



## Number of Participants



## Southern Ontario



# 4 | FINDINGS: SATISFACTION WITH CERTIFICATE

This section answers the following evaluation questions:

- How did certificate participants experience the certificate?
  - o How satisfied are they with the certificate?

McRoberts and Leitch (1998) note that assessing satisfaction is particularly important in programs where participants engage in the learning process voluntarily like the Cannabis and Youth Certificate. The data to do this comes from a **Module Feedback Form (Appendix B)** that participants were invited to complete after completion of each of the first three certificate modules.

Using a 10-point rating scale, with 10 indicating the most positive response option, participants were asked to indicate their overall level of satisfaction with the module. To analyze their responses, we collapsed the 10-point scale into five categories: *Very Poor* (responses 1 and 2), *Poor* (responses 3 and 4), *Fair* (responses 5 and 6), *Good* (responses 7 and 8) and *Very Good* (responses 9 and 10). An open-ended question also asked participants for any additional comments. We coded these open-ended responses into two categories: satisfaction with the course and suggestions for improvement.

## 4.1 | PARTICIPANT SATISFACTION

The number of participants who responded to this question on the Cannabis in Context module feedback form was 1077; 1054 participants responded for the Legalization and Youth module, and 962 participants responded on the Supporting Practices module form.

“Enjoyed the breakdown of previous campaigns versus more modern campaigns, how they differ and why they are more effective. Not only does it provide great information and strategies for talking to youth about cannabis, it also demonstrates and explains why previous efforts fell short and potentially caused more harm.”

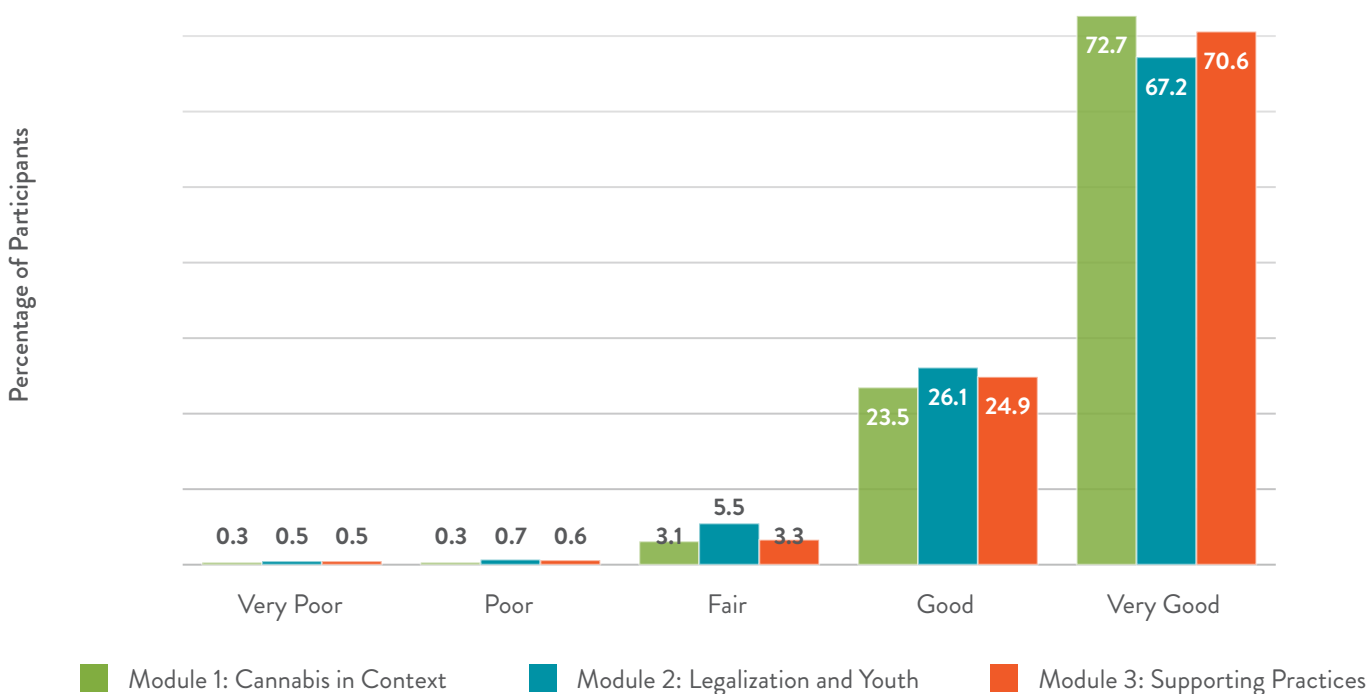
- Cannabis and Youth Certificate participant

As can be seen in **Table 10** and **Figure 1**, participants reported a high level of satisfaction for each of the three modules. Nearly all the participants indicated satisfaction with each of the three modules, with over 90% providing ratings classified as *Good* or *Very Good*. Conversely, *Poor* or *Very Poor* ratings on each the modules were provided by only 1% or less than 1% of the participants.

Table 10: Satisfaction with Modules 1 to 3

	TOTAL RESPONDENTS	NUMBER OF PARTICIPANTS (%)					MEAN (SD)
		VERY POOR	POOR	FAIR	GOOD	VERY GOOD	
Module 1: Cannabis in Context	1177	4 (0.3)	3 (0.3)	37 (3.1)	277 (23.5)	856 (72.7)	9.0 (1.3)
Module 2: Legalization and Youth	1054	5 (0.5)	8 (0.7)	58 (5.5)	275 (26.1)	708 (67.2)	8.8 (1.4)
Module 3: Supporting Practices	962	5 (0.5)	6 (0.6)	32 (3.3)	240 (24.9)	679 (70.6)	8.9 (1.4)

Figure 1: Satisfaction with Modules 1 to 3



Qualitative data from the Module Feedback Forms provides further evidence of a high degree of overall satisfaction with the modules of the certificate. When asked whether there was anything more they wanted to share, many participants used this opportunity to provide praise for the modules, particularly as it related to the certificate format and content. For example, participants wrote that the modules were well-structured, user-friendly, clear, concise, and straightforward, with the material presented being organized and easy to follow, as illustrated in the following quotations:

- “Thanks for this great work. well organized and informative.”
- “Well done. Slides are easy to read and understand. Speed of audio is good!”
- “This was a very crisp module. Loved it!”

There was also a great deal of satisfaction reported in relation to the content of each of the modules. In general, modules were described as educational, relevant, useful, practical, and helpful. Participants wrote about how the information presented was informative, important, and expanded their knowledge. The following quotations demonstrate participants’ satisfaction with the content of the modules:

- “Thank you for providing clear and concise information on cannabis and the impact on youth. The information is very relevant and useful.”
- “This was a very informative module and extremely important especially when dealing with young people and the law.”

With respect to the second module, Legalization and Youth, participants wrote about how the module opened them up to aspects of cannabis they did not previously understand. The information provided by the instructor concerning the legal aspects of cannabis use was viewed as very beneficial. Furthermore, participants expressed an appreciation for the way that the second module brought to light the socio-political conditions that are implicated in policymaking, and the disproportionate policing of certain populations in relation to cannabis use. These sentiments are expressed in the following quotations:

- “Thank you for providing clear and concise information on cannabis and the impact on youth. The information is very relevant and useful.”
- “This was a very informative module and extremely important especially when dealing with young people and the law.”

More specifically, for the Cannabis in Context module, participants expressed an appreciation for the balanced presentation of advantages and disadvantages of youth cannabis use, as illustrated in these quotations:

- “This was a very helpful module in outlining the most important factors under the Cannabis Act as they relate to young people.”
- “Glad an entire subsection was dedicated to wider questions regarding how cannabis was utilized and stigmatized by governments to us against racialized and other vulnerable and minority individuals/groups.”



“This module was extremely interesting, and I learned a lot of information I was unaware of in regards to the law and cannabis use, youth and cannabis plus racial profiling with police, court and correctional facility and how this carries on in communities and person’s lives.”

Participants also provided praise specific to Supportive Practices, the third module. Many participants wrote positively about the relational and holistic framework advanced by the course, in contrast to fear or abstinence-based education approaches, and acknowledged the disadvantages of older discourses around cannabis and their impact on youth. Furthermore, participants commented that the strategies presented on engaging and speaking with youth about cannabis would be very useful. Examples of these thoughts are illustrated in the following quotations:

“Good to know that there are other programs being developed that looks at the person as a whole, and is respectful to their circumstances, rather than using a law enforcement approach to managing substance use and misuse. This module has been the most helpful thus far.”

“Loved this! I really enjoyed how this module focused on including youth in education and understanding youth stressors and the relationship between cannabis use.”

“Really enjoyed the piece you included on the do’s and don’ts on youth engagement! They are bang on and I appreciate that it can help others be more respectful and more meaningful relationships with youth.”

Within the comments from participants, it was also evident that participants were eager to take the knowledge and learnings from the certificate modules and share it with others, as well as apply it to their work with youth. This will be discussed further in the following section on the certificate’s impact.

## 4.2 | SUGGESTIONS FOR IMPROVEMENT

Although the findings show extremely high satisfaction with the certificates, the responses to the open-ended question on the module feedback forms do point to some areas in which participants felt improvements could be made. Thematic analysis of this question revealed two themes: technical issues and suggestions for content.

### Technical Issues

There were a number of comments from participants from each of the three modules that noted some technical difficulties. These were largely concerning pages taking a long time to load and audio working improperly. Other comments were made with regard to some of the fonts being difficult to read, and a couple of participants noted that transcripts of the audio would be helpful. A few participants also suggested that it would be helpful to have the ability to rewind the presentations in case something was missed. Although the learning platform already has this feature and participants can manually pause and rewind, this feature should be highlighted.

“Pages are very slow to load if using the audio comments. It took forever to finish module 1. Not certain that I will complete the training at this rate.”

“Audio for this module is not working well.”

“It would be helpful if we could rewind during each segment.”

## Suggestions for Content

As noted above, many participants felt the content of each of the three modules was very informative, important, and relevant. However, a number of participants also noted some areas in which the content could be improved. For example, some participants felt that some of the material was repetitive. Related to this, comments were made that some of the modules could be shortened in length to omit the repetitive information. Other participants remarked that there were some inconsistencies and errors contained within the content. There were comments that what the speaker said was different from the information contained on the slides and some participants noted that quizzes contained errors. Participants also noted that the content would be enhanced if more interactive methods could be included.

• “[Presenter] was a good speaker but, unfortunately, much of what he presented had already been discussed in first lecture of this module.”

• “In the health effects of cannabis, the speaker correctly said that brain development occurs from back to front, but the slide said front to back.”

With respect to specific content areas, a number of participants also noted some additional content they felt would be helpful and informative to include. With respect to the first module, Cannabis in Context, a few participants noted they would like to see more information concerning the health effects of cannabis use on youth as well as its effect on the brain and brain functioning.

• “It would be great to explore brain development a bit more but I understand it to be difficult in this context.”

For Module 2: Legalization and Youth, a handful of participants commented that they would like to have seen more information on cannabis use and legal issues, and how these relate to Indigenous youth. One participant also commented that this module felt tailored to large urban areas, lowering its applicability to more rural and smaller areas.

• “Too bad there was not more focus on Indigenous peoples of Canada as I work in an Indigenous Community less than 3 hours from Toronto that has a MUCH different outlook on policing and drugs... I guess this is a large urban presentation not for the rest of Canada or Ontario.”

Lastly, comments on the Supporting Practices feedback form noted that more information regarding vaping, and specifically the health consequences of vaping, were needed.

• “Can vaping cannabis be safer than smoking it/ blunt? I think more clarity re the risks of vaping should be covered.”

In summary, although participants reported a high degree of overall satisfaction with each of the three modules as can be seen from their comments, a few of their comments also provide insight into areas that could be strengthened in future offerings of the certificate.

# 5 | FINDINGS: IMPACT ON LEARNING

This section of the report describes what participants considered to be the benefits and gains of the certificate and the impact the certificate has had on their practice and competence in working with youth. Guided by Kirkpatrick's (1979) Comprehensive Evaluation Model as refined by Antheil and Casper (1986), this section focuses on findings about the impact of the certificate on Level II – participant learning: knowledge, attitudes, and skills and Level III –transfer of learning to real-life situations like work with youth.

The evaluation questions for this section are:

- What do participants perceive as the benefits and learnings they gain from the certificate?
  - What impact does the certificate have on their knowledge, skills and attitudes?
  - What impact does the certificate have on their work with youth?

The data for answering these questions are from the **Module Feedback Form (Appendix B)** that participants were prompted to complete after they completed each of the first three modules. This feedback survey allowed the participants to evaluate each module's knowledge, content, delivery, and outcomes. It included both quantitative pre-post questions and several open-ended questions so that participants could assess the change in their level of knowledge from before completing the module to after they completed the module.

Using a 10-point rating scale, with 10 indicating the most positive response option, participants were asked to assess their knowledge of specific aspects of cannabis and youth. To analyze their responses, we collapsed the 10-point scale into five categories: *Very Poor* (responses 1 and 2), *Poor* (responses 3 and 4), *Fair* (responses 5 and 6), *Good* (responses 7 and 8) and *Very Good* (responses 9 and 10). An open-ended question also asked participants for any additional comments they may have.

“I work in a faith-based context so the only education we have ever used is abstinence-based. We work with a population that engages in high-risk behavior and I think this evidence-based youth engagement approach will be much more effective moving forward to build relationships and decrease risk for the youth.”

- Cannabis and Youth Certificate participant

## 5.1 | PARTICIPANT LEARNING: KNOWLEDGE, ATTITUDE AND SKILLS

### Module 1: Cannabis in Context

**Table 11** summarizes how participants (n=1177) assessed the change in their knowledge before and after completing Module 1.

Before Module 1, only 56% of participants rated their knowledge of cannabis and its impacts at a good or very

good level. However, after completion of Module 1, this figure dramatically jumped to 96%. This signifies a 40% increase in the number of participants that rated their knowledge of cannabis and its impacts as *Good* or *Very Good*. **Figure 2** visually shows these changes in knowledge before and after Module 1.

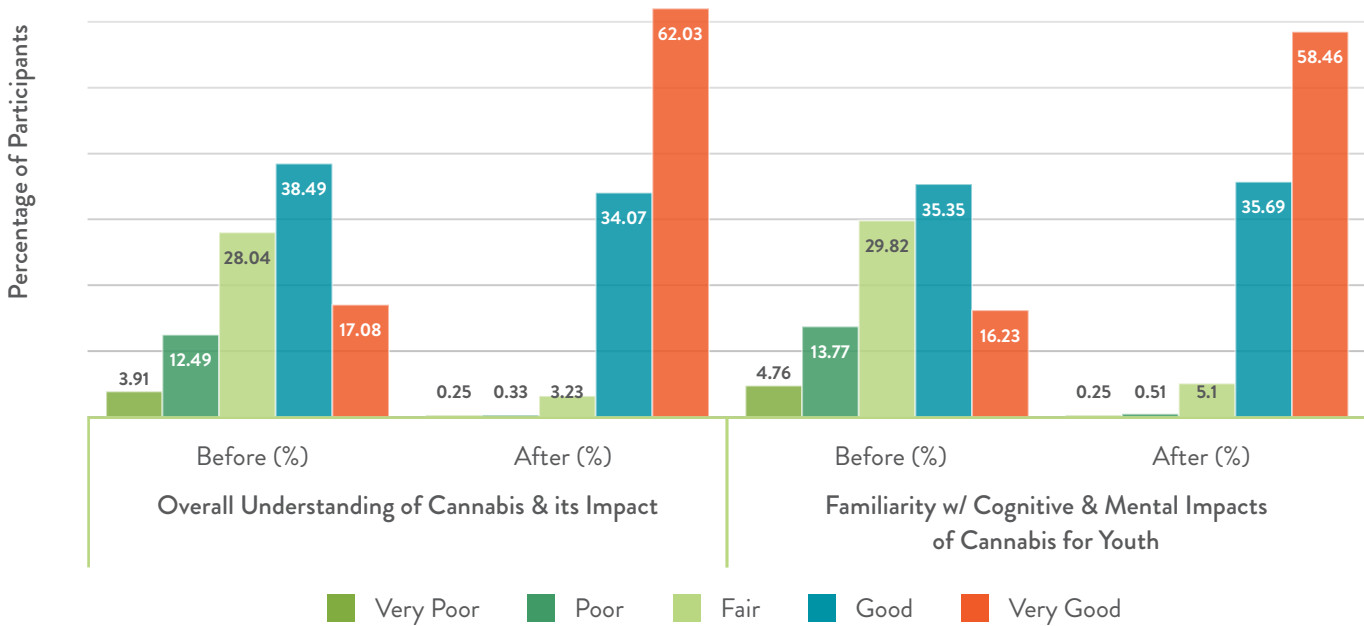
**Table 11: Change in Knowledge After Completion of Module 1: Cannabis in Context**

Ranking	MODULE 1: CANNABIS IN CONTEXT (n=1177)			
	Overall Understanding of Cannabis & its Impact		Familiarity with Cognitive & Mental Impacts of Cannabis for Youth	
	Before Certificate # of Participants (%)	After Certificate # of Participants (%)	Before Certificate # of Participants (%)	After Certificate # of Participants (%)
Very Poor	46 (3.91)	3 (0.25)	56 (4.76)	1 (0.25)
Poor	147 (12.49)	4 (0.33)	163 (13.77)	6 (0.51)
Fair	330 (28.04)	38 (3.23)	351 (29.82)	60 (5.1)
Good	453 (38.49)	401 (34.07)	416 (35.35)	420 (35.69)
Very Good	201 (17.08)	730 (62.03)	191 (16.23)	688 (58.46)

**Table 11** also shows that, before Module 1, only 52% of participants rated their knowledge of the cognitive and mental impacts of cannabis use at a *Good* or *Very Good* level, whereas 19% of participants rated it *Poor* or *Very Poor*. After Module 1, 94% of participants rated their knowledge of the cognitive and mental impacts of cannabis use at a *Good* or *Very Good* level, and less than 1% of participants rated it *Poor* or *Very Poor*.

This signifies a 42% positive increase in the number of participants that rate their knowledge of the cognitive and mental impacts of cannabis use as *Good* or *Very Good*, and an 18% decrease in the number of participants that rate it *Poor* or *Very Poor*.

Figure 2: Change in Knowledge After Module 1: Cannabis in Context



The pre-post quantitative data showing an increase in participants' knowledge is supported by qualitative comments in which participants describe the impact of Module 1 on their understanding of cannabis and youth. Below are examples of these comments:

- “It was a great overview of Cannabis and introduction to the upcoming modules. I feel much more knowledgeable after module 1.”
- “The information I am learning is very impactful.”
- “I found this very educational.”

One participant also explained how the module enhances one's understanding of Cannabis Use Disorder, which is related to the mental and cognitive impacts of cannabis use:

- “I have such a better understanding of the use, and the awareness/possibilities of it becoming a CUD, and how I can recognize the symptoms in my clients and assist them with treatment.”

## Module 2: Legalization and Youth

Table 12 and Figure 3 show that participants that have completed Module 2 (n=1053) have shown an increase in their overall understanding of cannabis legislation and its implications for young people.

Before completing Module 2, only 43% of participants rated their understanding of cannabis legislation and its impacts for young people at a *Good* or *Very Good* level, whereas 27% of participants rated it *Poor* or *Very Poor*. After Module 2, however, 94% of participants rated their understanding of cannabis legislation and its impacts on young people at a *Good* or *Very Good* level, and less than 1% of participants rated their understanding in this area as *Poor* or *Very Poor*. This signifies a 51% increase in the number of participants that rated their understanding of cannabis legislation and its impacts on young people as *Good* or *Very Good*, and a 26% decrease in the number of participants that rated it *Poor* or *Very Poor*.

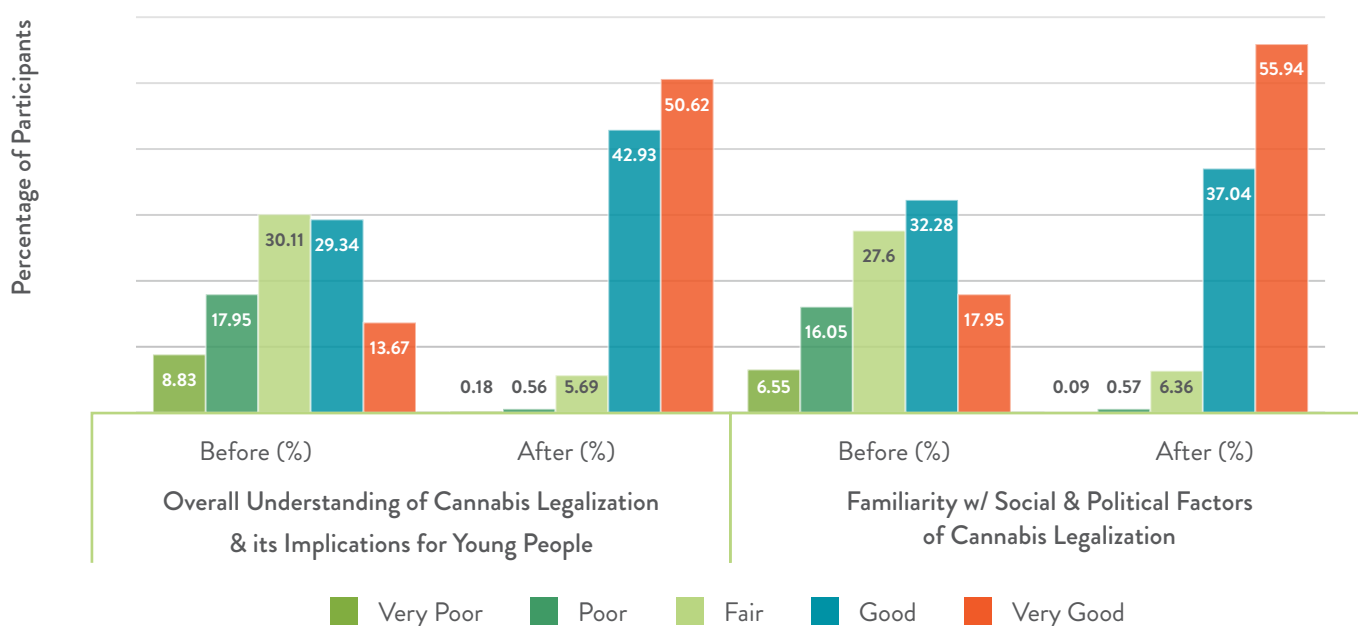
Table 12: Change in Knowledge After Completion of Module 2: Legalization and Youth

Ranking	MODULE 2: LEGALIZATION & YOUTH (n=1053)			
	Overall Understanding of Cannabis Legislation & its Implications for Young People		Familiarity with Social & Political Factors of Cannabis Legalization	
	# of Participants Before (%)	# of Participants After (%)	# of Participants Before (%)	# of Participants After (%)
Very Poor	93 (8.831)	2 (0.18)	69 (6.55)	1 (0.09)
Poor	187 (17.95)	6 (0.56)	169 (16.05)	6 (0.57)
Fair	317 (30.11)	60 (5.69)	286 (27.6)	67 (6.36)
Good	309 (29.34)	452 (42.93)	340 (32.28)	390 (37.04)
Very Good	145 (13.67)	533 (50.62)	189 (17.95)	589 (55.94)

Before Module 2, only 50% of participants rated their familiarity with social and political factors of cannabis criminalization at a *Good* or *Very Good* level, whereas 23% of participants rated it *Poor* or *Very Poor* (see Table 12). However, after Module 2, 93% of participants rated their familiarity with social and political factors of cannabis criminalization at a *Good*

or *Very Good* level, and less than one per cent of participants rated it *Poor* or *Very Poor*. This signifies a 43% increase in the number of participants that rated their familiarity with social and political factors of cannabis criminalization as *Good* or *Very Good*, and a 22% decrease in the number of participants that rated it *Poor* or *Very Poor*.

Figure 3: Change in Knowledge After Module 2: Legalization and Youth



The quantitative data demonstrating an increase in participants' knowledge in this area is supported by qualitative comments in which participants describe the impact of Module 2 on their understanding of cannabis legalization and youth as well the social and political factors of legalization. Below are examples of these comments:

“This was a very helpful module in outlining the most important factors under the Cannabis Act as they relate to young people.”

“I really enjoyed this module! A lot of practical information I can use to help my young people I serve better understand legalization and the risks they face being under the age of nineteen.”

Participants also described how this module increased their familiarity with the socio-political context around cannabis, including how certain communities are affected:

“Extremely informative! Great point to understand why youth are more likely to be in contact with the law, and particularly youth from economically disadvantaged households and communities ... more time in public + racialization.”

“I learned a lot of information I was unaware of in regards to the law and cannabis use, youth and cannabis plus racial profiling with police, court and correctional facility and how this carries on in communities and person's lives.”

### Module 3: Supportive Practices

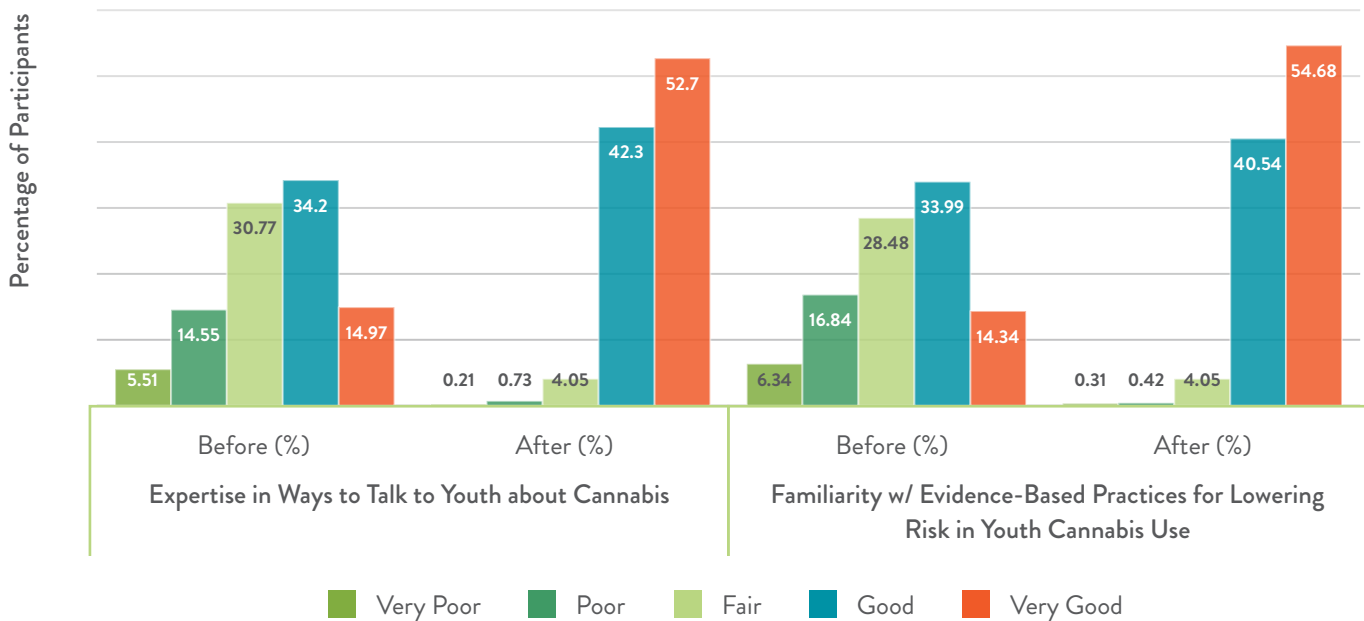
Table 13 and Figure 4 show that participants that have completed Module 3 (n=962) have reported an increase in their expertise in ways to talk to youth about cannabis. Before Module 3, only 49% of participants rated their expertise in ways to talk to youth about cannabis at a *Good* or *Very Good* level, whereas 20% of participants rated it *Poor* or *Very Poor*. After Module 3, 95% of participants rated their expertise in ways to talk to youth about cannabis at a *Good* or *Very Good* level, and less than 1% of participants rated it *Poor* or *Very Poor*, signifying a 46% increase in the number of participants that rated their expertise in ways to talk to youth about cannabis as *Good* or *Very Good*, and a 19% decrease in the number of participants that rated it *Poor* or *Very Poor*.

Before Module 3, only 48% of participants reported their familiarity with evidence-based practices for lowering risk in youth cannabis use at a *Good* or *Very Good* level, whereas 23% of participants rated it *Poor* or *Very Poor*. After Module 2, however, 95% of participants rated their familiarity with evidence-based practices for lowering risk in youth cannabis use at a *Good* or *Very Good* level, and less than 1% of participants reported it to be *Poor* or *Very Poor*. This signifies a 47% increase in the number of participants that rated their familiarity with evidence-based practices for lowering risk in youth cannabis use as *Good* or *Very Good*, and a 22% decrease in the number of participants that rated it *Poor* or *Very Poor*.

Table 13: Change in Knowledge After Completion of Module 3: Supportive Practices

Ranking	MODULE 3: SUPPORTIVE PRACTICES (n=962)			
	Expertise in Ways to Talk to Youth about Cannabis		Familiarity with Evidence-Based Practices for Lowering Risk in Youth Cannabis Use	
	# of Participants Before (%)	# of Participants After (%)	# of Participants Before (%)	# of Participants After (%)
Very Poor	53 (5.51)	2 (0.21)	61 (6.34)	3 (0.31)
Poor	140 (14.55)	7 (0.73)	162 (16.84)	4 (0.42)
Fair	296 (30.77)	39 (4.05)	274 (28.48)	39 (4.05)
Good	329 (34.20)	407 (42.30)	327 (33.99)	290 (40.54)
Very Good	144 (14.97)	507 (52.70)	138 (14.34)	526 (54.68)

Figure 4: Change in Knowledge After Module 3: Supportive Practices





The quantitative data showing an increase in participants' knowledge is supported by qualitative comments in which participants describe the impact that Module 3 had in terms of their competency in ways to communicate with youth regarding cannabis. Below are examples of these comments:

“Loved this! I really enjoyed how this module focused on including youth in education and understanding youth stressors and the relationship between cannabis use.”

“Really enjoyed the piece you included on the do's and don'ts on youth engagement! They are bang on and I appreciate that it can help others be more respectful and more meaningful relationships with youth.”

“Enjoyed the breakdown of previous campaigns versus more modern campaigns, how they differ and why they are more effective.”

“Thank you for the opportunity to add more tools and skills...”

## 5.2. | TRANSFER OF LEARNING FROM THE CERTIFICATE TO YOUTH WORK PRACTICE

In addition to examining participants' change in knowledge after completion of the first three modules of the certificate, this section of the report also examines how participants assessed the relevance of the modules to their practice and their intention to apply their new knowledge to their work with youth. We focus on this evaluation question: *What impact does the certificate have on their work with youth?*

The data for answering this question is from the **Module Feedback Form (Appendix B)** that participants were prompted to complete after they completed each of the first three modules.

Theories and evidence from psychology draw a link between intention and action. A meta-analysis conducted by Webb & Sheeran (2006) showed that a medium-to-large sized change in intention engenders a small-to-medium change in behavior. Since there is a correlation between intention to act and carrying out the action, it is important in our exploratory evaluation to examine how participants were planning to apply the new knowledge from the modules to their work with youth in their various employment settings.

### Relevance of Modules to Practice

**Table 14** shows that across all three modules, the mean ratings for the relevance of the modules to their work were all in the *Relevant* or *Very Relevant* categories. For Module 1, almost all participants (95%) rated the module's relevance to their work as *Relevant* or *Very Relevant*, in contrast to less than 1% who rated it *Irrelevant* or *Very Irrelevant*. Similarly, for Module 2, most participants (89%) rated the relevance of this module to their work as *Relevant* or *Very Relevant*, while only 2% rated it as *Irrelevant* or *Very Irrelevant*. For Module 3, as with the first two modules, high relevancy ratings were provided, with 91% of participants rating the relevance to their work as *Relevant* or *Very Relevant* while only 2% rated it as *Irrelevant* or *Very Irrelevant*.

**Table 14: Relevance of Modules 1 to 3 to Participants' Work**

Ranking	MODULE 1: CANNABIS IN CONTEXT - n (%)	MODULE 2: LEGALIZATION AND YOUTH - n (%)	MODULE 3: SUPPORTIVE PRACTICES - n (%)
Very Irrelevant	3 (0.25)	6 (0.57)	7 (0.73)
Irrelevant	4 (0.33)	19 (1.80)	11 (1.15)
Somewhat Relevant	48 (4.41)	94 (8.92)	73 (7.59)
Relevant	279 (23.70)	318 (30.20)	268 (27.86)
Very Relevant	839 (71.28)	615 (58.40)	603 (62.68)
Mean	8.7 (Relevant)	8.5 (Relevant)	8.7 (Relevant)
Standard Deviation	1.6	1.6	1.6

The pre-post quantitative data showing that participants highly rated the relevance of the modules to their work is supported by qualitative comments in which participants describe the relevance of the modules to their work settings:

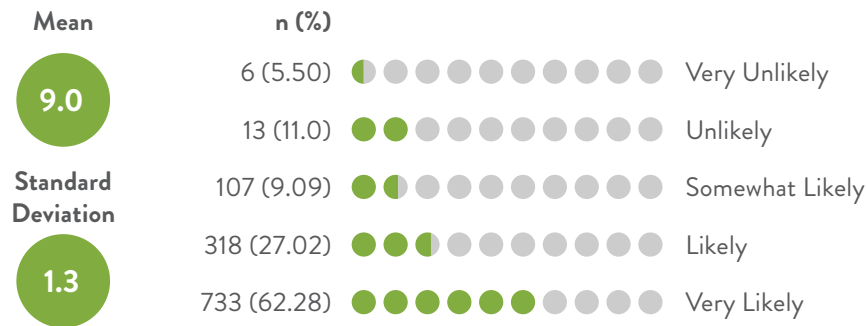
- “I look forward to the rest of this course as it is very relevant to the youth I work with on a daily basis.”
- “This was a very informative module and extremely important especially when dealing with young people and the law.”
- “This module was more relevant to my work and concepts were more engaging.”
- “Good, relevant, easy-to-follow and easy to use for discussions at a later date.”

### Intention to Apply Knowledge

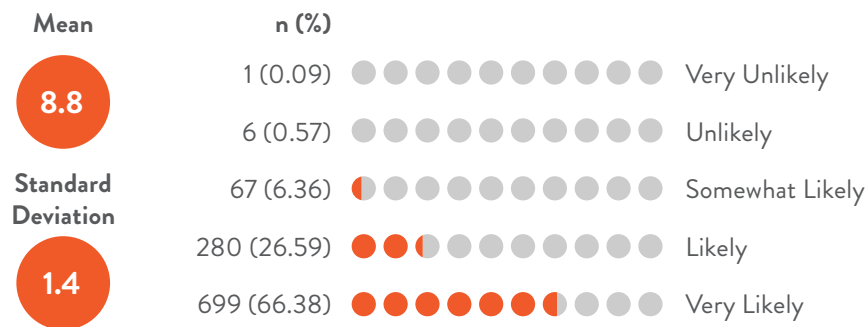
**Table 15** demonstrates that participants also indicated they intend to apply the knowledge gained from the certificate to their work. For Module 1, 89% reported their intention to apply the new knowledge to their work as *Likely* or *Very Likely*, in comparison to 17% who reported it *Unlikely* or *Very Unlikely*. Similarly, the overwhelming majority of participants (93%) reported their intention to apply knowledge from Module 2 as *Likely* or *Very Likely*, versus less than 1% who reported it as *Unlikely* or *Very Unlikely*. The same pattern is found with regards to Module 3, where most participants (87%) reported their intention to apply the knowledge as *Likely* or *Very Likely* and only 0.8% reported it as *Unlikely* or *Very Unlikely*.

Table 15: Intention to Apply Knowledge from Modules 1 to 3 to Participants' Work

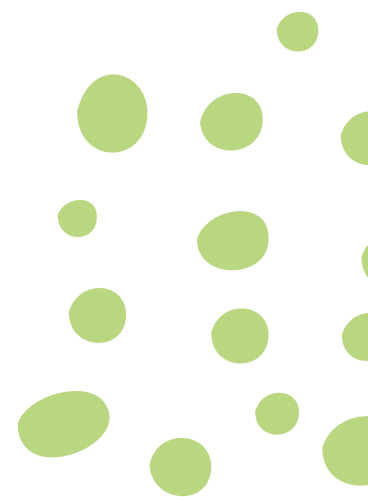
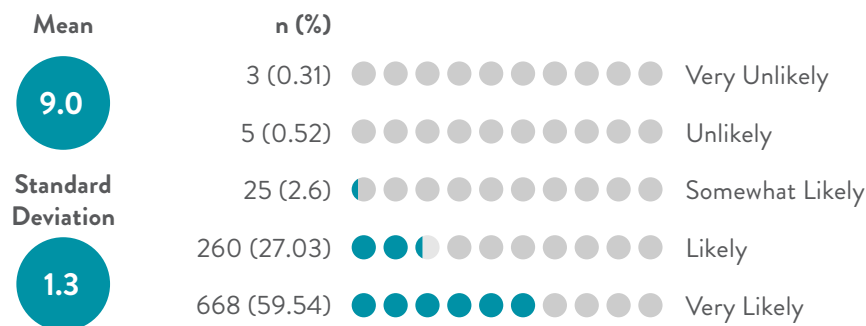
**Module 1: Cannabis in Context**



**Module 2: Legalization and Youth**



**Module 3: Supportive Practices**



The pre-post quantitative data showing that participants highly rated their intention to apply new knowledge from each of the modules to their work is supported by qualitative comments from the open-ended questions in which participants describe their intentions to apply the knowledge to their work settings:

“I did take in some important information I may use with my clients.”

“I really enjoyed this module. I can and will apply to my work with YCJA youth.”

“A lot of practical information I can use to help my young people I serve better understand legalization and the risks they face being under the age of nineteen.”

“Good information to use.”

Figures 5, 6 and 7 that follow visually illustrate participants' ratings of both the relevance of the modules to their work and their intention to apply the new knowledge from the modules to supporting youth with cannabis use.

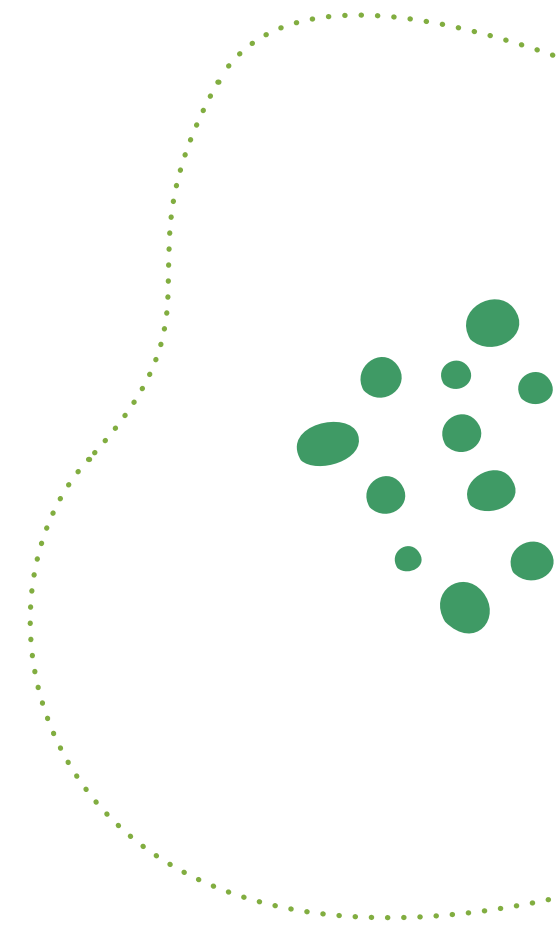
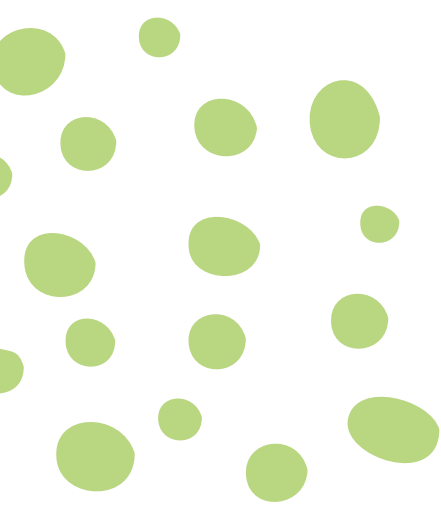


Figure 5: Relevance and Intention to Apply Knowledge from Module 1 to Participants' Work

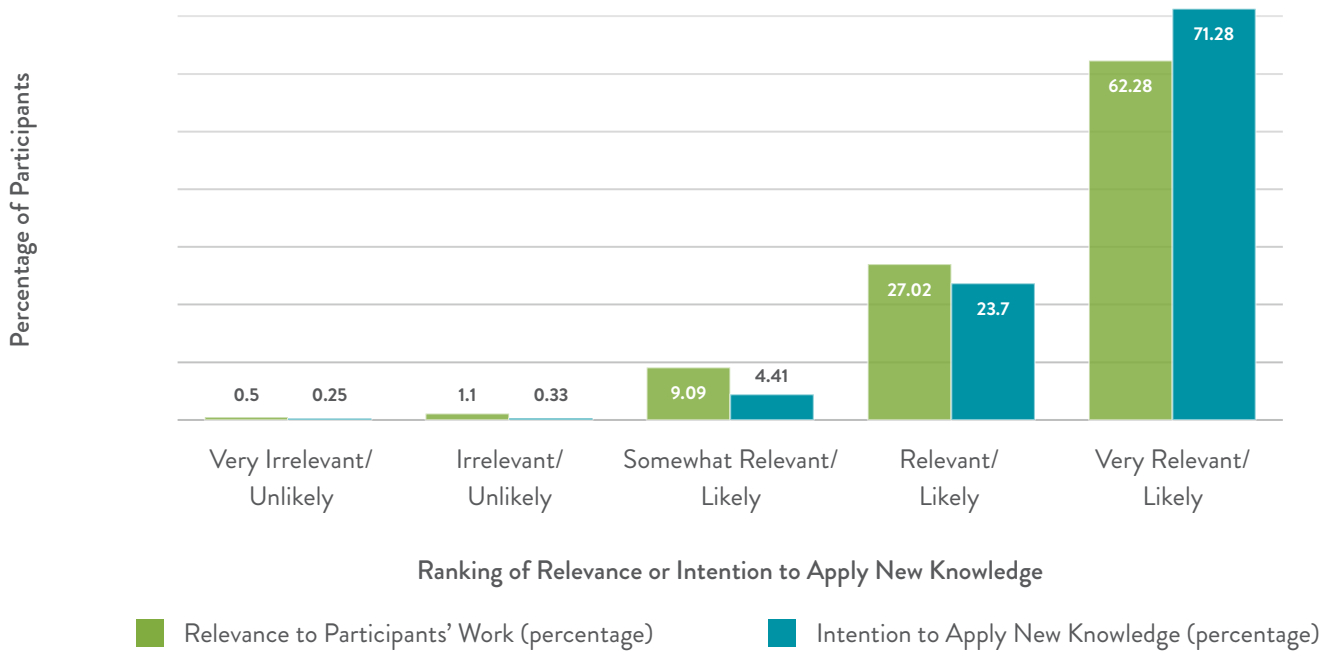


Figure 6: Relevance and Intention to Apply Knowledge from Module 2 to Participants' Work

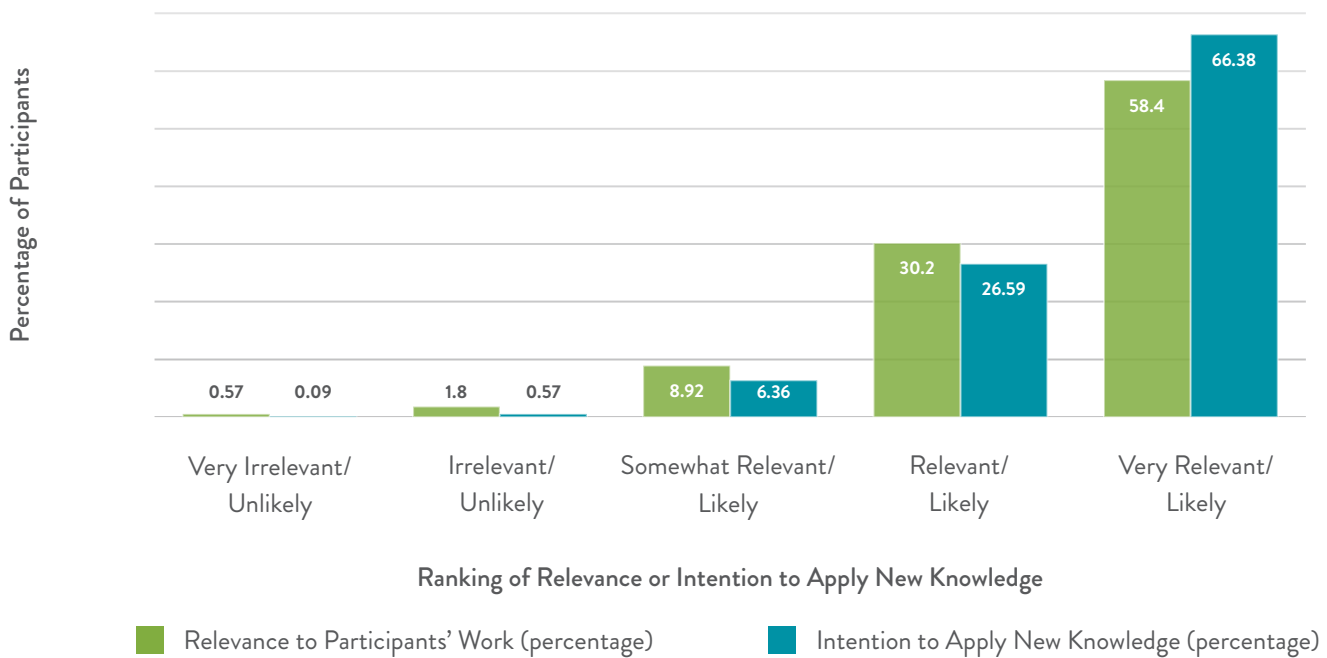
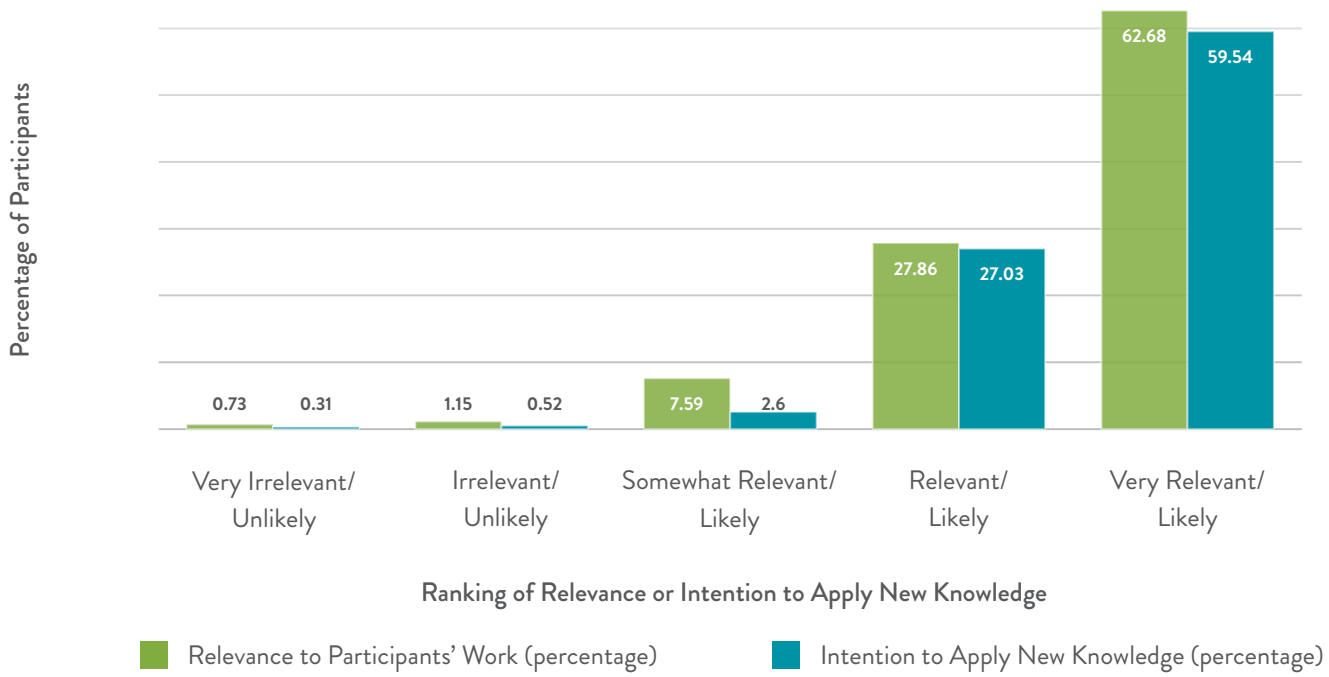


Figure 7: Relevance and Intention to Apply Knowledge from Module 3 to Participants' Work



## 6 | LESSONS LEARNED AND NEXT STEPS

The findings of this evaluation suggest that online learning is an effective method of providing youth-serving professionals with the knowledge and tools they need to support young people with cannabis and substance use. The findings suggest that the legalization of cannabis produced a knowledge gap in the youth sector and that this certificate was timely and able to address this gap. Participants agreed that the certificate provided the tools and information they need to support young people to make informed decisions about cannabis use.

Participants who completed the certificate modules were very satisfied with the certificate format, and found it user-friendly, well-organized, and easy to follow.

Even more importantly, the online format made the certificate widely accessible, and allowed it to reach over 2,000 youth-serving professionals across Ontario within four months of the certificate launch. This is a significant advantage in contexts of rapid social change, which require new information to be effectively transmitted to a large audience in a timely manner.

In particular, the certificate's popularity in Northern Ontario suggests that an online format is particularly effective for reaching youth workers in more remote parts of the province. Evaluation findings show that youth workers are familiar with online learning, and comfortable with technology.

The interest in the certificate by youth (under 18 years or between 18 and 24 years) who said they took the certificate to expand their knowledge, make progress towards their social service goals, and fulfill their diploma or degree requirements in social service or related fields was a welcome surprise!

These young people noted that their institutions included the certificate as a required component of their curricula for internships in fields such as social work and nursing. This suggests that the certificate is seen as relevant to formal and informal educational settings in a range of disciplines.

**“I’ve appreciated the information, and also the mix of method and media for communicating the material. Thank you for making it diverse and interactive!”**

**- Cannabis and Youth Certificate participant**

## 6.1 | LESSONS LEARNED

The findings from the evaluation provide insights into participants' experiences with the certificate, what they consider to be the benefits and gains, the impact the training has had on increasing their knowledge of cannabis and youth, and the relevance to their youth work.

Five key findings emerged from this exploratory evaluation:

### 1. Increase in Knowledge and Skills

Participants overwhelmingly affirmed the effectiveness of the certificate for deepening their knowledge and understanding of the social, legal and health implications of cannabis use for youth. Participants reported an increased understanding of evidence-based practices that can support young people in making informed decisions about cannabis use.

### 2. Transfer of Learning to Practice

Participants were confident that their new learning would positively affect the work they do with youth. The majority of participants rated the relevance of the certificate to their work with youth highly and overwhelming confirmed their intention to apply the new knowledge from the certificate to practice. Participants provided examples of how they are already applying their learning to practice and evidence of increased competence in their work.

### 3. The Geographical Reach of Online Learning

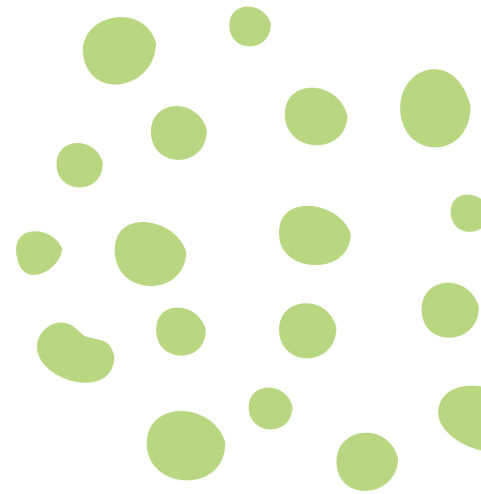
Online learning is an effective method of providing youth-serving professionals with the knowledge and tools they need to support young people with cannabis and substance use. The online format made the course widely accessible, reaching thousands of youth-serving professionals over the course of four months. In particular, the certificate's popularity in Northern Ontario suggests that an online format is particularly effective for reaching youth workers in more remote parts of the province.

### 4. Value of Certificate for Education and Career Goals

Young people (under 18 years and between 18 to 24 years of age) are drawn to the certificate because of the relevance of the certificate to their education and career goals. For some, completing the certificate was a required part of their school or internship program. This suggests that the certificate is appropriate and relevant in training diverse youth-serving professionals.

### 5. Relevance of Certificate's Values for Unlearning Abstinence-based Approaches

Participants appreciated the certificate's harm reduction approach, which they contrasted with traditional abstinence-based approaches to substance use education and described how the certificate helped them to unlearn such traditional approaches that could cause harm to youth.





The evaluation also identified suggestions for strengthening and improving the certificate for future participants as follows:

### 1. Improving Accessibility

Participants recommended that accessibility of the certificate can be improved by including transcripts of videos, improving text legibility and making sure that all multi-media resources are mobile-friendly. While online learning can improve accessibility for remote areas, it can also create barriers if attention is not paid to the accessibility issues.

### 2. Technical Issues

Some participants experienced technical issues while accessing the certificate, such as long webpage load times, and issues with audio that negatively impacted their engagement. When accessing an online course, the quality of the internet connection and the device used to access the content can affect the learning experience.

### 3. Further Learning Opportunities

Participants suggested that future learning could include advanced focus on the health effects of cannabis, its impact on brain development and cannabis use as it relates to Indigenous and rural youth.

## 6.2 | NEXT STEPS

In collaboration with Strides Toronto, YouthREX will continue to explore ways to promote enrollment and completion of the certificate in order to build critical literacy on the topic of youth cannabis use. We hope that the certificate will continue to serve as an important resource for youth workers looking to unlearn some of the harmful ideas brought on by past waves of fear-based education. The development of a strong, relevant curriculum is an ongoing, iterative process. We will draw from the feedback from module evaluations as well as changes in the cannabis landscape to inform the strengthening of the certificate's curriculum for future participants. We will also incorporate participant feedback to make the certificate more accessible and engaging to youth-serving professionals across Ontario.

# 7 | REFERENCES

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# 8 | APPENDICES

## APPENDIX A: PRE-CERTIFICATE REGISTRATION FORM

Thank you for your interest in Cannabis and Youth: A Certificate for Youth Workers.

### 01: Register!

Please complete this brief registration form to gain access to the certificate. This will allow us to learn more about who you are and what you are looking to learn. Your information will remain anonymous and will not be shared.

### 02: Login!

Once you have completed registration, your login details will be provided.

### 03: Learn!

Access the certificate, engage, and learn!

### Questions?

We love to hear from you! Get in touch with our YouthREX ED team by emailing [learn@youthrex.com](mailto:learn@youthrex.com).

### Section A: Contact Details

1. First Name\*
2. Last Name \*
3. Email Address\*
4. Do you work and live in Ontario?\*

  - o Yes
  - o No

5. Why are you interested in taking this certificate?\*
6. Do you have any previous experience with online learning?\*

  - o Yes
  - o No

7. How would you rate your comfort with online technology? \*

  - o Very comfortable with online technology
  - o Comfortable with online technology
  - o Neutral
  - o Uncomfortable with online technology
  - o Very uncomfortable with online technology

8. Which of the following best describes your role?\*

  - o Frontline Worker
  - o Management-level Staff
  - o Community Researcher
  - o Staff of a Funding Organization
  - o Graduate Student
  - o Undergraduate Student
  - o Other (please specify)

### Section B: Work

9. Which of the following programs are you part of?\*

  - o Provincial Youth Outreach Worker Program (YOW/ eYOW)
  - o Youth-in-Transition Worker Program (YITW)
  - o Housing Support Worker Program (HSW)
  - o I am not a part of any of these programs.

10. Lead Agency/Organization\*
11. Program Name (if different from above)

- 12. In what city/town?\*
- 13. Which of the following best describes your agency/ organization?\*
- 14. Length of Time in Youth Sector\*

**Section C: Demographic Details**

- 15. Age Range
- 16. Race/Ethnicity
- 17. Gender

**APPENDIX B: MODULE FEEDBACK SURVEY**

**Instructions**

Using a scale of 1 to 10, where 1 is the lowest and 10 is the highest rating, please rate each of the following aspects of this module.

**Module 1: Cannabis in Context**

**Knowledge:** Before you took this module, please rate your overall understanding of cannabis and its impact.

**Knowledge:** Now that you have completed this module, please rate your overall understanding of cannabis and its impact.

**Knowledge:** Before you took this module, please rate your familiarity with the cognitive and mental impact of cannabis use for youth.

**Knowledge:** Now that you have completed this module, please rate your familiarity with the cognitive and mental impact of cannabis use for youth.

**Content:** Relevance of this module to your work.

**Knowledge:** Your intention to apply new knowledge.

**Content:** Overall satisfaction with the material in this module.

**If you have any additional comments, please provide them below.**

**Module 2: Legalization and Youth**

**Knowledge:** Before you took this module, please rate your overall understanding of cannabis legislation and its implications for young people.

**Knowledge:** Now that you have completed this module, please rate your overall understanding of cannabis legislation and its implications for young people.

**Knowledge:** Before you took this module, please rate your familiarity with the social and political factors of cannabis criminalization.

**Knowledge:** Now that you have completed this module, please rate your familiarity with the social and political factors of cannabis criminalization.

**Content:** Relevance of this module to your work.

**Knowledge:** Your intention to apply new knowledge.

**Content:** Overall satisfaction with the material in this module.

**If you have any additional comments, please provide them below.**

**Module 3: Supportive Practices**

**Knowledge:** Before you took this module, please rate your level of expertise in ways to effectively talking with youth about cannabis use?

**Knowledge:** Now that you have completed this module, please rate your level of expertise in ways to effectively talking with youth about cannabis use?

**Knowledge:** Before you took this module, please rate your familiarity with evidence-based practices for lowering risk in youth cannabis use

**Knowledge:** Now that you have completed this module, please rate your familiarity with evidence-based practices for lowering risk in youth cannabis use

**Content:** Relevance of this module to your work.

**Knowledge:** Your intention to apply new knowledge.

**Content:** Overall satisfaction with the material in this module.

**If you have any additional comments, please provide them below.**

## APPENDIX C: EXAMPLES OF ORGANIZATIONS REPRESENTED

### Youth Employment

- St. Stephen's Community House - Youth Job Connection
- St. Stephen's Community House – Opportunity Knocks
- The Career Foundation – Empowering Abilities Program
- Humber College Community Employment Services – Employment Ontario
- West Neighbourhood House – Youth Job Corps
- Youth Opportunities Unlimited – Career Services
- The Centre for Education & Training – Next Steps, Employability Program for Youth
- Yonge Street Mission – Evergreen Employment Services
- 360 Kids – Employment
- Birchmount Bluffs Neighbourhood Centre – Lead to Succeed Youth Employment Program

### Youth Justice

- John Howard Society – Youth Justice Programs
- Ministry of Children, Community & Social Services – Youth Justice Services
- St. Leonard's Community Services Attendance Centre Program
- Springboard Services – Youth Court Action Planning Program
- Elizabeth Fry Society of Ottawa
- New Beginnings – Open Custody/Open Detention Program
- Essex County Diversion Program – Youth Diversion
- The Salvation Army Correctional & Justice Services
- Ontario Justice Education Network
- Port Cares – Niagara Youth Justice Committee

### Family Services

- Dawn Patrol Child and Youth Services - Parent Adolescent Conflict Program
- Durham Family Court Clinic – Community Support Team
- Dilico Anishinabek Family Care – Home for Good
- North Eastern Ontario Children and Family Services – Child and Family Intervention
- NEOFACS – Family Preservation Program
- Family and Children's Services Niagara – Child, Youth and Family Enrichment Program
- Native Child and Family Services
- Wilmot Family Resource Center
- Oneida Family Healing Lodge
- Maryvale Adolescent and Family Services

### Mental Health/Addictions

- Open Doors for Lanark Children and Youth- Intensive Case Management
- Children's Mental Health Services – Residential Program
- Good Shepherd Youth Services – Brennan House
- LOFT Community Services – Stouffville Reintegration Program
- Womankind Addiction Services – Youth Substance Use Program
- Canadian Mental Health Association – Addictions Program
- YMCA of Greater Toronto – Youth Substance Abuse Program
- Eskasoni Mental Health – Youth Access
- Mental Health Commission of Canada
- Rebound Child & Youth Services – Youth Mental Health



Youth Research and Evaluation eXchange (YouthREX) is a province-wide initiative based at the School of Social Work at York University.

OUR MISSION is to make research evidence and evaluation practices accessible and relevant to Ontario's grassroots youth sector through capacity building, knowledge exchange, and evaluation leadership.

OUR VISION is an Ontario where shared knowledge is transformed into positive impact for all youth. YouthREX is primarily funded by the Ontario Ministry of Children, Community & Social Services with contributions from the York Research Chair in Youth and Contexts of Inequity held by Dr. Uzo Anucha at the School of Social Work, York University.

**YouthREX**

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