



Autumn Semester 2019

Activity Report

September - December 2019

"Thanks for the time, effort and support you guys give. A really nice environment to feel safe and to express yourselves".

Student, Jersey Recovery College

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Executive summary

In 2019 Jersey Recovery College has:

- Welcomed **381 students** with 54 of those students enrolled for more than one semester.
- **636 course enrolments.**
- 36 courses scheduled, 12 new courses.
- Consistently received over 90% satisfaction rates from students on:
 - Meeting our learning objectives;
 - Meeting or exceeding their expectations;
 - Whether attending our course made them feel more confident, supported, connected and more positive about the future.

Courses

Jersey Recovery College's (JRC) Autumn Semester 2019 ran from 9th September – 13th December 2019. We began the semester with a programme of 16 courses.

Our delivery partners were:

- HCS Mental Health services
- HCS Drug and Alcohol Services
- Mind Jersey
- GoJ HSC – Suicide Prevention
- GoJ HSC – Older Adult Mental Health Services
- Loral Wellbeing Centre
- Mindfulness and Yoga for All Charity (MYA)

With the appointment of JRC's Wellbeing and Clinical Lead we have been able to introduce two new diagnostic courses on anxiety and depression.

Scheduled vs Delivered

We had 16 courses planned for the semester, 13 individual courses and two were repeated. Of those courses, nine were new. We delivered 88% of our scheduled courses, they were:

- **What is Recovery?** **NEW** (part of new Recovery Programme)
- **Goal Setting in Recovery** **NEW** (part of new Recovery Programme)
- **Resilience and Wellbeing** **NEW** (part of new Recovery Programme)
- **Steps to Recovery** **NEW** (part of new Recovery Programme)
- **Living with Depression** **NEW**
- **Suicide Awareness** (delivered three times)
- **Introduction to Co-Production**
- **Understanding and Managing Anxiety** **NEW** (multi-session course, delivered twice)
- **Introduction to Mindfulness** **NEW** (multi-session)
- **Balanced Living for Beginners** (multi-session)

Cancelled courses were:

- Trapeze Yoga **NEW** (multi-session)
- Positive Psychology for Older Adults **NEW** (multi-session)

The courses were cancelled due to unforeseen circumstances with the co-trainers, we will programme them in 2020. This affected 22 students who were booked to attend the courses.

Attendance

- 196 individual students enrolled on courses.
- 72% average attendance on single session courses.
- 73% average attendance on multi-session courses.¹
- 55% average attendance of students attending more than 50% of the multi-session courses.

Satisfaction levels

- 96% of students stated the course they attended met or exceeded their expectations.²
- 85% of students would recommend JRC to their family and friends.³
- 100% Trainers would work with us again and would recommend working with us to their peers.

Impact

- 91% of students felt that attending a JRC course increased their positivity for the future (hope), confidence and direction (empowerment) and connection with others (opportunity).⁴
- 97% of our trainers felt working with the JRC helped them grow professionally (opportunity), feel more confident (empowerment) and feel more positive about the future (hope).⁵

“As a professional I found it very informative and helpful”.

Student, Jersey Recovery College

¹ Defined by students attending at least one session on a multi-session course.

² Answering ‘Much more than I hoped’, ‘More than I hoped’ and ‘What I hoped’.

³ Answering ‘Extremely Likely’ and ‘Likely’.

⁴ Answering ‘Very much’, ‘quite a lot’ or ‘somewhat’.

⁵ Answering ‘Very much’, ‘quite a lot’ or ‘somewhat’.

Student enrolment and attendance

Number of applications received vs number of places offered:

- 196 individual students applied to attend our courses.
- 155 individual students (79%) were offered a place on a course the remaining 21% were placed on the waiting list.
- 61 of students were enrolled on more than one course.

Average student attendance:

- 72% average attendance on our single session courses.
- 73% average attendance on our multi-session courses.⁶
- 55% average attendance of students attending more than 50% of the multi-session courses.
- 23% average drop-out rate for students attending a single session course (these are no shows).
- 11% average drop-out rate for students attending multi-session courses.⁷

Semesters	Single Session		Multi-session			
	Notified non-attendance	No Shows	Notified non-attendance	No shows	Completed less than 50%	Completed over 50%
Autumn 2019	46%	24%	37%	34%	11%	55%
Summer 2019	11%	20%	6%	20%	17%	63%
Spring 2019	30%	37%	0%	20%	21%	59%

2019 Average	29%	27%	14%	25%	16%	59%
2018 Average	13%	38%	14%	21%	7%	63%
2017 Average	21%	17%	11%	13%	15%	73%

⁶ Calculated by the (total attendance across all sessions) ÷ (total number of sessions for each course x total number of students who attended at least one session).

⁷ A drop-out is defined as a student who attended at least one session of a multi-session course but completed less than 50% of the course.

At a Glance

Courses

Semesters	Courses			Students Evaluation of the Courses			Attendance	
	No. of different courses	No. courses repeated	No. of courses New	Met Learning objectives	Exceeded or met expectations	Would recommend the course to family/friends	One-off session average attendance	Multi-sessions average attendance
Autumn 2019	16	2	9	98%	96%	85%	72%	73%
Summer 2019	12	0	3	100%	95%	94%	68%	72%
Spring 2019	8	0	0	99%	98%	94%	62%	80%
				Average				

2019	36	2	12	99%	96%	91%	67%	75%
2018	33	12	7	96%	95%	90%	59%	70%
2017	25	8	13	99%	95%	93%	65%	75%
				Average				

Students

Semesters	Enrollments			When asked how much a course has		
	Students Applied	Enrolled for more than one course	No. of places filled across curriculum	helped me feel more confident and given me more direction	helped me to feel more supported and connected to other people	helped me feel more positive for the future
Autumn 2019	196	78	79%	92%	93%	89%
Summer 2019	126	52	70%	94%	94%	92%
Spring 2019	128	39	79%	92%	97%	88%
				Average		

2019	450	169	76%	93%	95%	90%
2018	401	193	94%	93%	95%	96%
2017	332	153	90%	94%	94%	99%
				Average		

Trainers

Semesters	When asked how much a course has						
	Continue working with JRC	Recommend working with JRC	has helped me grow professionally	made me feel more positive about the future	helped me feel more confident	Working in a co production model	Satisfied with level of training and induction
Autumn 2019	100%	100%	100%	95%	95%	95%	95%
Summer 2019	100%	100%	100%	100%	90%	85%	100%
Spring 2019	100%	100%	100%	100%	100%	100%	100%
				Average			

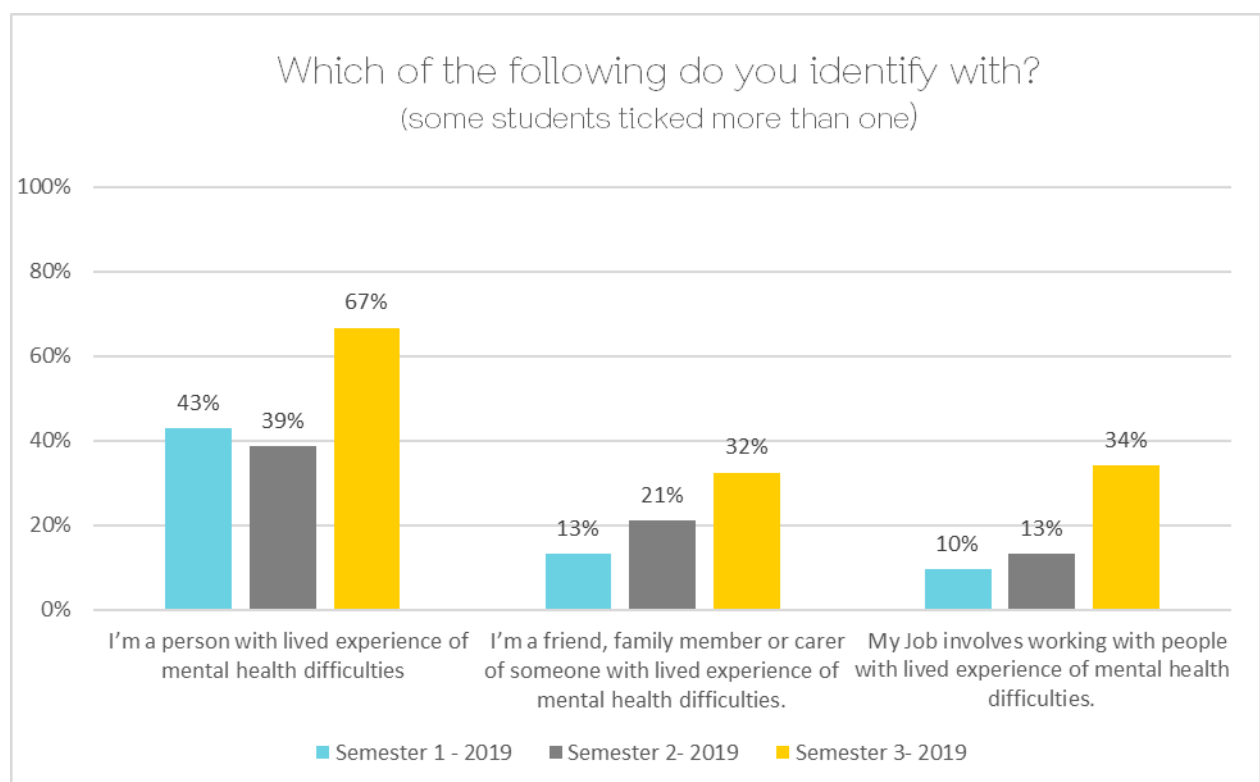
2019	100%	100%	100%	98%	95%	93%	98%
2018	95%	91%	100%	100%	100%	95%	100%
2017	100%	100%	100%	100%	88%	100%	100%
				Average			

Demographics

Of the students who attended our courses, 114 completed a demographic form⁸, our students identified with our service criteria in the following ways:

- 67% identified as 'experiencing a mental health difficulty';
- 32% as being a carer, friend or relative of someone with mental health difficulties;
- 34% as having a job working with people with lived experience of mental health difficulties.

Some students tick more than one box. These weightings align with those from previous semesters.

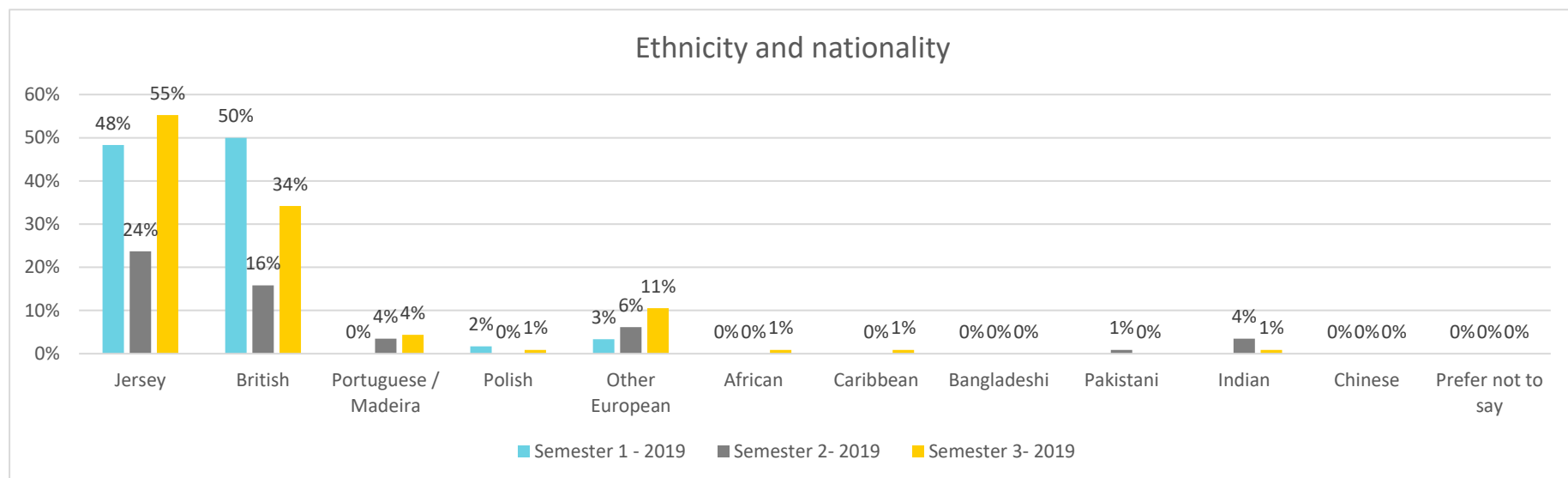
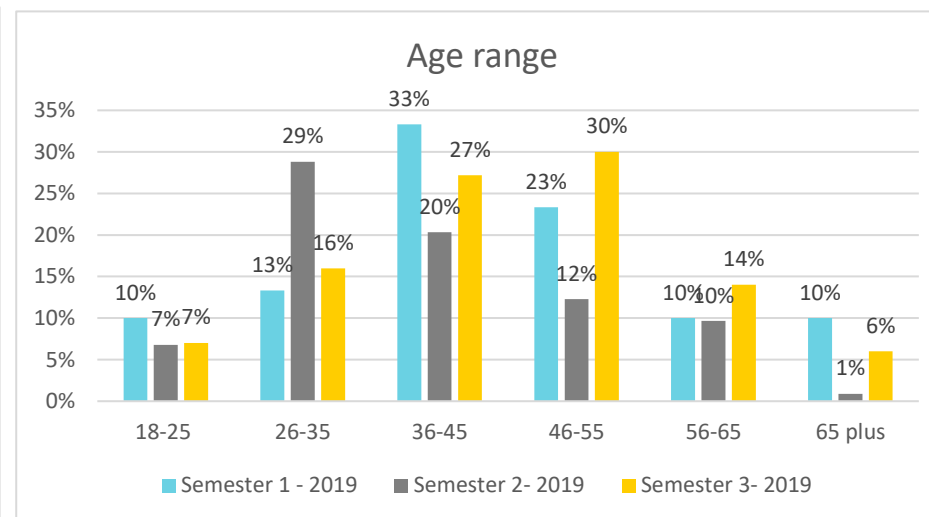
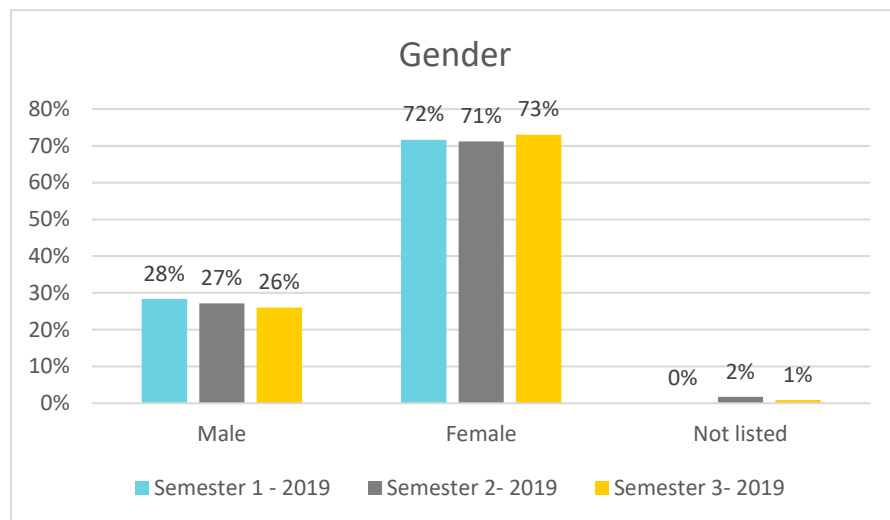


Of the 114 people who completed a demographic form the demographic split was:

- **Gender:** 26% male / 73% female / 1% not listed
- **Age:** majority aged 36-55 (57%), 23% students were 18-35 and 20% were over 55. We have seen an increase in ages 36 and over since Summer Semester 2019.
- **Ethnicity / Nationality:** 89% of students identified as being British or Jersey, 11% of 'other European' students, which is an increase from previous semesters.

⁸ 109 students attended a course completed a demographic form; some students completed a form more than once.

Autumn semester demographic split has been:



Student evaluations

We asked all students who attended the final session of each course, and/or those who completed part of the course, to complete an evaluation form. We received 154 evaluation forms, representing 71% of eligible students.⁹

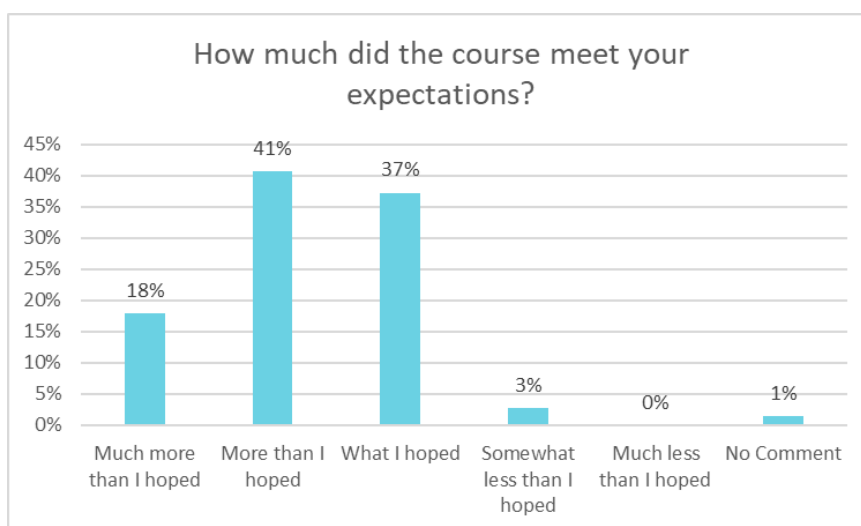
Student satisfaction – Quality of service

We measured the quality of our service using the following questions on a Likert scale:

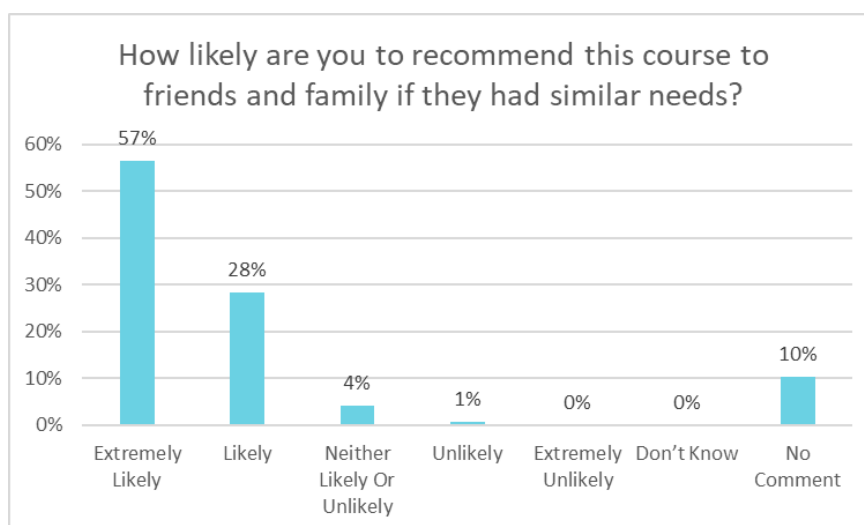
- How much did the course meet your expectations?
- How likely are you to recommend this course to family and friends if they have similar needs?

Results:

- 59% of respondents felt their course met expectations 'Much more than I hoped' or 'More than I hoped'
- 37% felt their course met expectations with 'What I hoped'.



- 85% of respondents would recommend their course to their family and friends if they had similar needs.
- 10% of evaluation forms did not complete this question which shows in 'no comment'



⁹ Eligible students are all those that attended a single session course and those students who completed over 50% of a multi-session course.

Measures which show outcomes – Student self-reported goal attainment

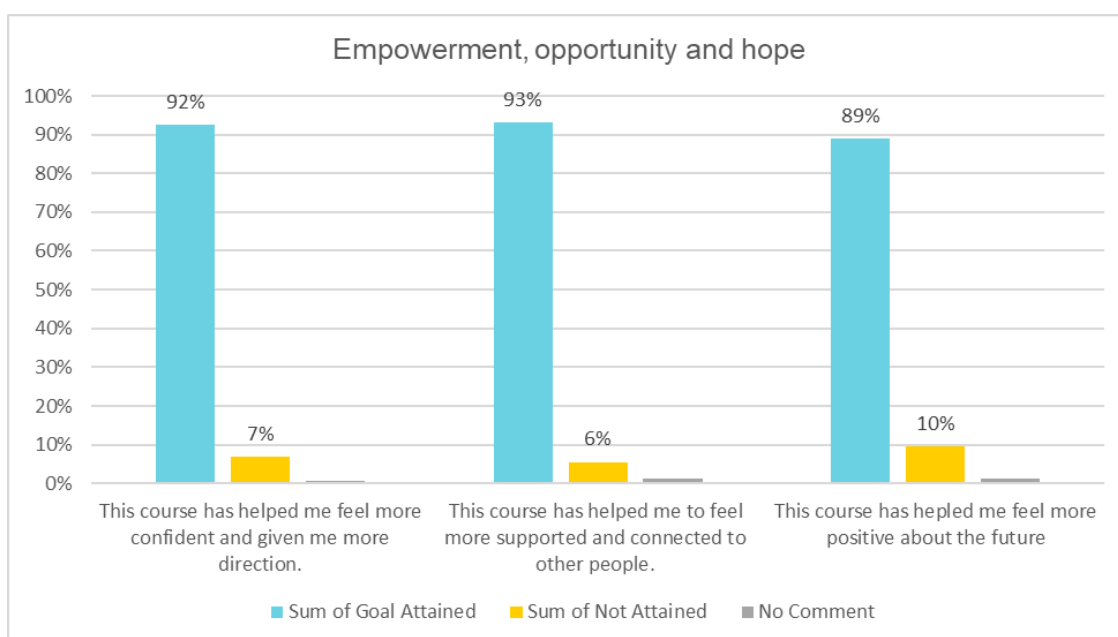
We measured student attainment against how much our courses helped our students feel hope, empowerment and opportunity.

We asked students to rate how much they agreed with the following statements on a Likert scale:

- This course has helped me feel more confident and given me more direction. (Empowerment)
- This course has helped me to feel more supported and connected to other people. (Opportunity)
- This course has helped me feel more positive about the future (Hope)

Results:

An average of 91% of respondents felt our courses had helped them feel more confident / have more direction (empowerment); feel more supported / connected to other people (opportunity); and, feel more positive about the future (hope).



“Balance of the two presenters were very good. They were friendly, welcoming and not intimidating. A big thank you.”

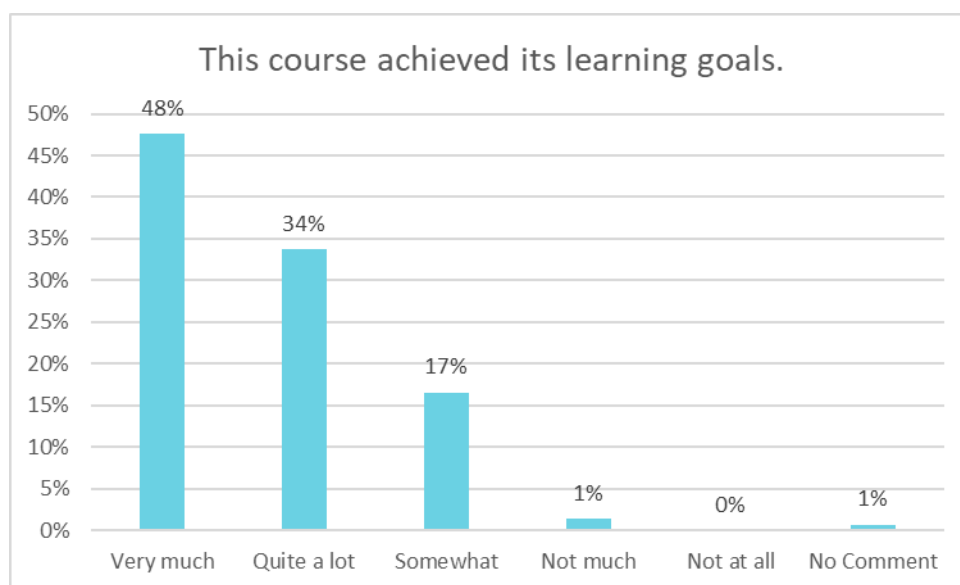
Student, Jersey Recovery College

Course evaluations

We measured the success of our courses in achieving their learning goals using a Likert scale.

Results:

99% of respondents felt their course met it's learning objectives.



"I loved the informal feeling of the course and people felt comfortable enough to interact".

Student, Jersey Recovery College

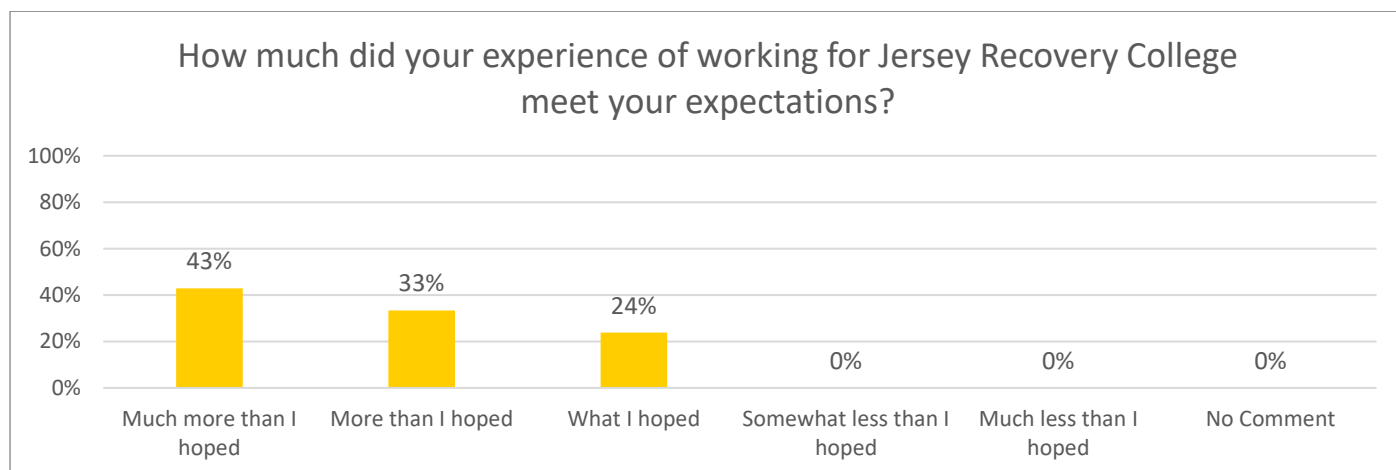
Trainer Evaluations

JRC had six employed Peer Trainers at the beginning of the semester. We re-engaged with three of our existing co-trainers this semester. HCS Adult Mental Health and Drug and Alcohol Service and Mind Jersey supported us with delivery of our courses.

There were five new co-trainers who co-produced courses and delivered with our peer trainers. The services that assisted us were Government of Jersey's HSC and third-party organisations.

Experience vs expectations

100% of our trainers felt the experience of working with JRC met their expectations.¹⁰



Trainer's expectations for their courses:

'A sense of belonging and having a positive input in the community'.

'To grow my ability to understand mental health for myself and others and to pass on what live experience and learn along the way to others in a positive way'.

'The opportunity to deliver the benefits of mindfulness with those that would not naturally access them'.

Central support and training

The central team continued to support all trainers with logistics, student management, course development. 100% of the trainers felt they were satisfied by the level of support they received from the central team.¹¹

Continued engagement with JRC

100% of the trainers said they were likely to continue working with JRC and would recommend their peer working with JRC.¹²

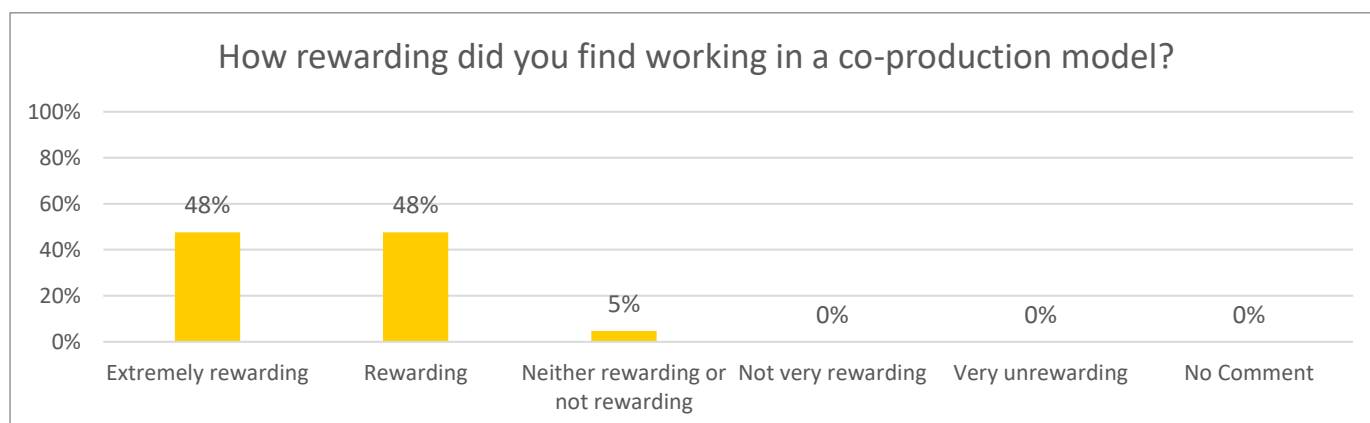
¹⁰ Answering 'Much more than I hoped', 'More than I hoped' or 'What I hoped'.

¹¹ Answering 'very satisfied', 'quite satisfied' and 'somewhat satisfied'.

¹² Answering 'Extremely likely' or 'Likely'.

Working in a co-production model

96% of our trainers found working in a co-production model 'Extremely rewarding' or 'rewarding'.



Trainers comments on co-production:

'I have enjoyed working with my peer and watching them grow in confidence. I feel blessed to be a part of their journey'.

'I find working in a co-produced way very helpful for those running the course and those attending the course'.

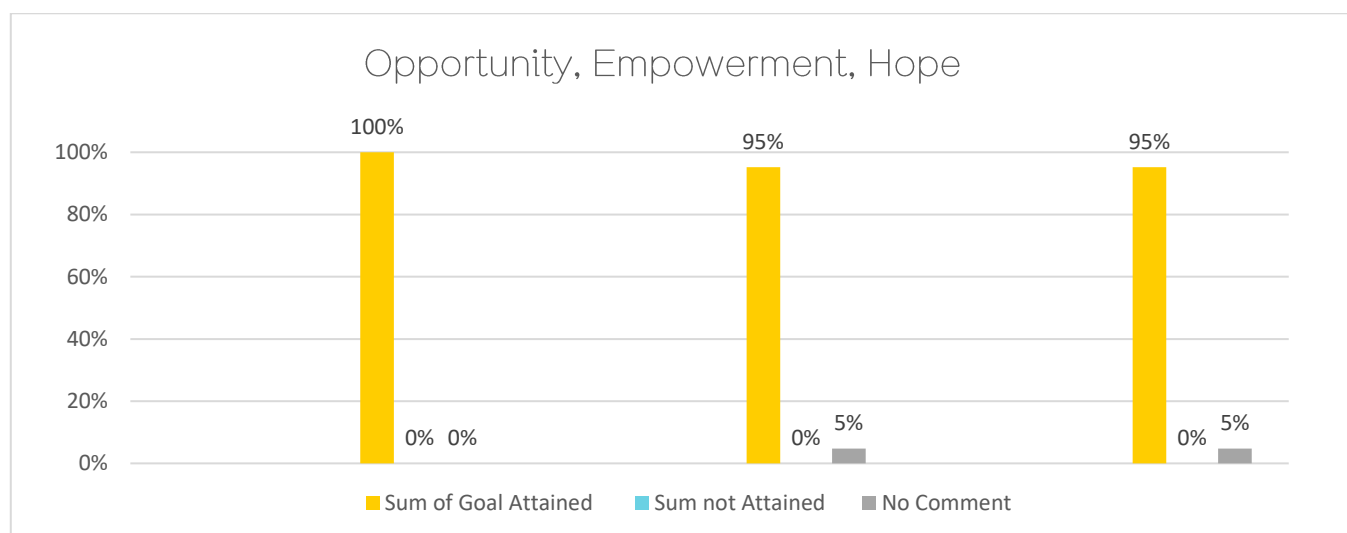
'I am used to teaching alone and therefore joint training takes some getting used to. However, the end result provides a rich and varied experience for participants and leads to greater reflection'.

Personal and professional development

On average, 97% of our trainers felt working with the JRC helped them grow professionally (opportunity), feel more confident (empowerment) and feel more positive about the future (hope).¹³

We asked trainers to rate how much they agreed with the following statements on a Likert scale:

- Working with JRC has helped me grow professionally. (Opportunity)
- Working with JRC has helped me feel more confident. (Empowerment)
- Working with JRC has made me feel more positive about the future. (Hope)



¹³ Answering 'very much', 'quite a lot' or 'somewhat'.

Operations update

Resourcing

Our focus in 2019 has been to strengthen our team with enough capacity to absorb absence due to illness. In 2020 our focus will be on fundraising.

We were successful in recruiting two new peer trainers who completed their training and induction in October to November.

An advert has been placed for a fundraiser; the hours are negotiable. The successful candidate will be interviewed in January 2020.

Communications, outreach and extra-curricular activities

JRC contributed to and participated in the following pieces of work this year:

- Mental health improvement Board
- Mental Health Improvement Operational Board – Presentation on Co-production (January 19)
- Listening Lounge development / oversight group
- Scrutiny panel review of mental health services
- Adult Mental Health Cluster
- Presented to the following clusters on co-production: Older adults; Children and Young People; Homelessness
- Outcomes based accountability training
- Setting up The Peer Network and hosting our first Peer Network Event
- Establishing a suicide awareness forum of third sector and government representatives to prepare for World Suicide Prevention month
- Supported on how to engage Experts by Experience
- Mental Health Improvement Plan design workshop
- Development of Recovery Transformation programme proposal with HCS
- Development of a Mental Health at Work programme with over forty local businesses

JRC has presented at the following events / to the following organisations on mental health awareness and JRC:

- Jersey Association of Directors and Officers annual meal
- Diversity Network: Is mental health at work the last taboo? (panel member)
- GP Friday lunchtime lecture
- Outreach with: Skills Jersey; Ports of Jersey; Langham Hall; Senior HR Forum, HR Now; HSBC; Law at work; Vistra; JFSC; EY; Grant Thornton; KPMG; Ogier; Soroptomists; St Peter's Women's Institute; RBSI
- Jersey Library, public presentation
- Hosted public art exhibition on body image during Mental Health Week
- Jersey Business Mental Health and Leadership event (panel member)
- Leadership Jersey: Vital Leadership event (supporting presentation)
- Royal College of Nursing annual conference (speaker)
- HSBC Wellbeing event (panel member)
- Carey Olsen Law at Work Podcast
- Inset day for Haute Valet and Grainville school staff
- Orchard House
- Sustainable Wellbeing public event (panel member)

The team had information stands at the following events:

- Coop Collection Day for World Mental Health Day

- World Mental Health Day Flag Day in St Helier
- La Moye Prison Wellbeing Fair
- Healthy Young Minds conference
- Hospital Patient Quality Summit

JRC attended and supported the following events:

- Wellbeing Leader's summit
- Thrive workshop
- Mind's Suicide Awareness event
- AJC AGM
- VCS partnership workshop
- Diversity networks: Man Down and Positive Vibes conferences
- Jersey Community Partnership Annual event

JRC Autumn Semester SLA KPI tracker

9th September – 13th December 2019

Indicator	Threshold	Source of Data	Result
Measures for Activity (how many)			
Number of courses planned vs course delivered	Above 70%	Teaching records	88% 16 courses planned (13 separate courses, 2 repeated courses)
Number of applications received vs number of places offered	No benchmark	Enrolment records	79% of applicants were offered a place on a course. We were unable to provide alternatives for the remaining students. We received 389 applications from 196 individual students. Of those students, 155 students accepted our offer of a place on a course and were enrolled. 61 students were enrolled on more than one course.
Average student attendance for each course	Above 60%	Attendance records	Single session courses: 71 out of the 98 individual students enrolled on a single session course attended. An attendance record of 72%. Multi-session courses: There was 73% attendance across our multi-session courses. (A: total number of sessions for each course x total number of students who attended at least one session) / (B: total attendance across all sessions).
Course No Shows (those who do not attend any session after confirmed enrolment)	Below 40%	Attendance records	Drop-out before the start of a course (no shows): Average drop-out rates between the beginning of the semester and when a course began was 26% across the curriculum. This includes single session and multi-session courses.
Course drop-out rates (those who complete less than 50% of multi-session courses)	Aim for no more than 15%	Attendance records	Drop-out rates for multi-session courses: We define drop-out for a multi-session course as any student who attended at least one session of that course and completed less than 50% of the course. This semester we measured 11% average drop-out on multi-session courses.
Capturing demographic details of students	80 % completion on enrolment	Enrolment records	104% completion (total amount of forms completed vs number of individual students attended)
Number of Peer Trainers contracted to the College	No Benchmark	Enrolment records	8 Peer Trainers (two new peer trainers joined in October and will be delivering courses in the Spring Semester 2020)

Measures for Quality (how well)			
Student satisfaction level	80% satisfactory or above	Feedback forms	<p>How much did the course meet your expectations? (<i>Much more than I hoped / More than I hoped / What I hoped</i>) 96% satisfaction.</p> <p>How likely are you to recommend this course to friends and family? (<i>Extremely likely / likely</i>) 85% satisfaction.</p>
Trainer Satisfaction Levels	80% satisfactory or above	Feedback forms	<p>How much did your experience of working for Jersey Recovery College meet your expectations? (<i>Much more than I hoped / More than I hoped / What I hoped</i>) 100% satisfaction</p> <p>How rewarding did you find working in a co-production model? (<i>Extremely rewarding / Rewarding</i>) 95% satisfaction</p> <p>How satisfied were you by the level of support you received from the JRC central team? (<i>Very satisfied / Quite satisfied</i>) 100% satisfaction</p> <p>How satisfied were you by the training and induction provided to you by JRC? (<i>Very satisfied / Quite satisfied</i>) 95% satisfaction</p> <p>How likely are you to recommend working with JRC to colleagues, friends and family? (<i>Extremely likely / likely</i>) 100% satisfaction</p> <p>How likely are you to continue working with JRC? (<i>Extremely likely / likely</i>) 100% satisfaction</p>

Measures which show outcomes (made a difference)

Peer Trainer self-reported recovery measure	Per peer with lived experience	Annually	See appendix one
Student self-reported goal attainment	70% attainment per student	Feedback forms	<p>Goal – Empowerment This course has helped me feel more confident and given me more direction. 100% attained / 0% not attained</p> <p>Goal – Opportunity This course has helped me to feel more supported and connected to other people. 95% attained / 0% not attained (5% no comment)</p> <p>Goal – Hope This course has helped me feel more positive about the future 95% attained / 0% not attained (5% no comment)</p> <p><i>(Attained: Very much / Quite a lot / Somewhat; Not attained: Not much / not at all)</i></p>
Qualitative impact measurement for students	3 case studies	Annually	<p>See appendix two – four</p> <p>See appendix six - Student testimonials – Running for Recovery Course</p>

Appendix 1 – Trainer Case Study

How working with JRC has helped me

I have had experience of poor mental health for a long period of time. I have engaged with some of Jersey's health services. I have felt the JRC approach and delivery of courses are so helpful.

I first saw JRC advertised in a media article that JRC delivered courses that were self-referral and free.

I have attended many courses as a student. As a Peer Trainer, I have delivered Recovery in Action, Seed to Plate, Intro to mindfulness and designed a six-week trapeze yoga course which will be delivered in 2020 and preparing to deliver Goal Setting in Recovery. I have also facilitated workshops for Mental Health at Work.

The fact that the courses are co-produced by an accredited trainer and someone with lived experience seems to make the courses so much more meaningful and personable.

JRC has helped with my recovery. It's my opinion that my life wouldn't be what it is today. JRC has helped me grow and except that living with mental health is possible. JRC has helped me feel more connected to society and myself. Hope, empowerment and opportunity is JRC's moto and that's exactly what they've given me and more.

I now feel accepted in a non-judgemental work environment which has helped me in my recovery so much. I have been given excellent training for this role and would recommend to anybody to work for or with JRC. JRC has definitely improved my life.

Appendix 2 – Student case studies

Student testimonial 1

Written by a Student

I've experienced anxiety since the age of 18, however it wasn't for a few years until I spoke to someone professional about it. I was very fortunate that I initially had private health care through my work therefore was able to see a psychologist almost straight away. Since then I have managed my anxiety through medication and have since accessed the services of Jersey Talking Therapies (JTT).

I first heard about the Jersey Recovery College (JRC) in August 2017 whilst attending the LITE Mental Health First Aid training in which someone on the course recommended the College and their courses.

The first course I attended was Balanced Living for Beginners Lite in March 2018. I can remember feeling slightly nervous about attending and not knowing what to expect, however I was very quickly put at ease. It was so empowering to be within a room full of people who just understood. No one knew each other's stories or why they were there and there was no obligation to disclose this either, but you just got a sense that everyone was connected in some way, there was a mutual understanding. On top of this, having a trainer with lived experience teaching alongside a professional was amazing, it took away that feeling of 'clinician and patient' that you often get and made the course a lot easier to understand. I think the approach of co-production with all JRC courses is so powerful.

In addition to Balanced Living, I also attended Introduction into Recovery and Recovery in Action which gave me a better view and understanding into the journey that I was on, and I was able to take tips and suggestions from other students on the course.

Unfortunately, at the end of 2018 I suffered an extremely traumatic event and was subsequently diagnosed with PTSD which led to multiple periods of absence from work. I felt I was back to square one, if not worse.

Whilst I was put back on the waiting list for JTT I decided to take my recovery into my own hands and reach out again to the Recovery College and attend some of the same courses I had previously attended such as the Recovery modules. At first, I was unsure whether I should, or could for that matter, however from speaking with another student I was re-assured to sign up. I was at a different stage in my own journey and was able to take away more from the course than I had the first-time round.

The course that really stood out for me this year was 'Supporting Someone with a Mental Health Difficulty'. It was a small group of people which allowed us to share our own experiences and journeys over a few weeks. Making those connections for me has proved so valuable, to have someone that truly understands you.

Since then I consider myself incredibly lucky to now be working for the Jersey Recovery College. From being a student, I understand the importance of education and raising awareness within our Community and I am truly thankful for this opportunity.

Although I am still on my own journey of recovery, I am constantly learning and developing as a person and understand that recovery isn't linear, and I feel JRC has supported with this. It's okay to have those ups and downs, you must be kind to yourself during the process! I hope to be able to attend a variety of new courses in 2020 to help me even further.

I truly believe that if it wasn't for JRC and their courses I wouldn't be so pro-active with my own recovery. They have given me the hope I needed. I will be forever grateful for this.

Appendix 3 – Student case studies

Student testimonial 2

I have experience of a mental health difficulty and heard about Jersey Recovery College through my mental health team.

The course made me feel hopeful and empowered, I felt this as soon as I met with the group on day one and as the course went on, I began to feel like I could really get back on track. My attitude since doing this course has turned right round and I am able to think better and push myself at every opportunity.

Jersey Recovery College has helped with my recovery by being with a group of people that didn't all necessarily talk about their problems but just knowing we all had a connection. I have tools/awareness to keep me more focused. I would recommend anyone to get yourself on as many courses as possible, the college is amazing. They are a group of people that lift your soul and inspire you to reach your goals, whatever they may be.

Appendix 4 – Student case studies

Student testimonial 3

Written by a Student

I am a mental health worker but had been struggling with a number of factors in my personal life which were having an impact on my outlook and mood.

A friend has been trying to get me to go running for some time and suggested that I might like to try the sedated approach of the couch to 5k, when they heard that the recovery college were running it.

When it was suggested to me there had been a number of factors which had been dominating my thoughts and my mood. The running for recovery course offered me a new focus, and space to process those thoughts and learn to accept the situation as it was. A side effect of all the running has been significant health benefits including weight loss, which has enabled me to feel more confident in the way that I look and the way in which I present myself.

The course offered a relaxed and welcoming style, which enabled even the unfittest of us to feel that we could achieve the end goal, however far in the distance it was. The combination of the couch to 5k plan with its staged approach alongside the psychoeducation about fitness worked well, balancing the “should get fitter” with the why which, week after week, people were able to report experiencing, reinforcing the learning.

The course showed many of us that we were able to things that we never thought we would be able to achieve. I used to run when I was in school but never thought 25 years on, I would be able to achieve the fitness to be able to run any distance, let alone 5k. It offered hope for the future that there might be more that we might achieve in regard to running and setting achievable goals.

My favourite thing about the course was how accessible it was and the relaxed approach to learning. There was never any pressure or pushing, it was all done at your own pace.

Jersey Recovery College has helped with my recovery as I now have more confidence and feel more happy in my own skin. I feel with the running I have something which is mine and mine alone, which offers me a space to process thoughts or feelings without any interruption or even just a space to be with myself. I am also much fitter now and feel much healthier physically, and mentally.

I currently tell anyone who will listen about the benefits of the course and direct them to look at the prospectus to find a course which will suit them. This can happen quite frequently when people comment on how much weight I have lost. I tell them to just do it as they have nothing to lose yet so much to potentially gain

Appendix 6 - JRC Autumn semester course details [delivered courses]

9th September – 13th December 2019

Course title	Trainers	Synopsis	Duration
What is Recovery?	Ronan Benson, Clinical and Wellbeing Lead, JRC Ian Baudains, Peer Trainer, JRC	This module is the first of four where we will be looking at describing recovery principles, what helps in Recovery and evaluating what recovery means for ourselves. This course has been designed to aid a better understanding of recovery and what is available to all our students.	1 x 2-hours session
Goal Setting in Recovery	Louise Lancashire, Peer Trainer, JRC Ronan Benson, Clinical and Wellbeing Lead, JRC	This module is the second of four where we will be explaining Maslow's Hierarchy of Needs, introducing you to SMART principles, identify your personal needs and creating a personalised SMART plan based on Maslow's Hierarchy of Needs. This course has been designed as an interactive workshop to aid with goal settings in everyday life.	1 x 2-hours session
Resilience and Wellbeing	Louise Lancashire, Peer Trainer, JRC Ronan Benson, Clinical and Wellbeing Lead, JRC	This module is the third of four where we will be explaining wellbeing, discussing the Wheel of Wellbeing, resilience and how to bounce back. This course has been designed to aid in personal resilience and wellbeing in everyday life.	1 x 2-hours session
Steps to Recovery	Louise Lancashire, Peer Trainer, JRC Ronan Benson, Clinical and Wellbeing Lead, JRC	This is our final module where we will be looking at how to keep yourself well, how to recognise when you are not well and what you can do in times of difficulty. You will learn how to maintain your recovery with a personalised action plan for everyday life.	1 x 3-hours session

Balanced Living for Beginners	Alex Black, Peer Trainer, JRC Luke Shobbrook, Psychologist, Drug and Alcohol, HSSD	This six-week course is for anyone who wants to learn techniques to help restore balance to their life. It teaches a number of key skills that would be useful for anyone that regularly experiences difficult and stressful situations. With practice these skills can help you respond more flexibly and more effectively to all kinds of problems.	6 x 1.5-hours sessions
Introduction to Co-Production in action	Karen Dingle, Peer Trainer, JRC Jake Bowley, Clinical Psychologist, Adult Mental Health, HCS	Co-production is a word used often in and around health services, but what does it really mean? Co-production involves professionals, usually health professionals or organisations that deliver services, working in partnership with the people using their services to design, evaluate and run them. This course explores what co-production is, how it works best and why it is an important and powerful approach to delivering services. It is suitable for anybody interested in working within a co-production model whether that is someone interested in using their lived experience to contribute to services or any health professionals or third sector organisations interested in exploring co-production within their own field. We recommend this course for anyone interested in becoming a trainer with Jersey Recovery College in the future.	1 x 3-hour session
Understanding and Managing Anxiety	Louise Lancashire, Peer Trainer, JRC Louise Clark, Peer Trainer, JRC Ronan Benson, Clinical and Wellbeing Lead, JRC	We will explore anxiety in the context of our own lives. Over three sessions we will cover what anxiety is, what causes it and what can we do about it. Through group discussion and activities, we will look at how our modern day lives impact on our basic needs as a social being.	3 x 2-hours sessions (delivered twice)
Understanding Peer Support	Louise Lancashire, Peer Trainer, JRC Jen Browne, Peer Support Worker Manager, Mind Jersey	Do you know what peer support is and how it can help people experiencing mental health difficulties? Have you ever thought about becoming a peer support worker? Peer support is about giving and receiving help and encouragement based on respect, mutuality and shared lived experience. The value of peer support in recovery is being increasingly accepted worldwide, and the States of Jersey has recognised its importance in its most recent Mental Health Strategy.	1 x 3-hours session

Introduction to Mindfulness	Kevin Proctor, Peer Trainer, JRC Carolyn Coverley, Mindfulness and Yoga Teacher, Mindfulness and Yoga for All (MYA)	<p>The course teaches students a range of mindfulness and compassion practices. Mindfulness can lead us to developing a greater tolerance and acceptance of unhelpful experiences which can then reduce our suffering and allows the development of more effective ways of coping. The course will benefit the student with:</p> <ul style="list-style-type: none"> • Reduction of stress, anxiety and improvement of mood. • Improvement in concentration. • Increase in self-compassion and therefore becoming less critical and kinder to self. • For some it can simply be one of the above or just the awareness of breath or stillness 	4 x 2-hours sessions
Living with Depression	Alex Black, Peer Trainer, JRC Ronan Benson, Clinical and Wellbeing Lead, JRC	Depression is the most commonly diagnosed mental health difficulty. We will explore this topic and how it affects our lives. Through individual and small group work will cover what it is, what causes it and strategies to overcome it.	1 x 3-hours session
Suicide Awareness	Karen Dingle, Peer Trainer, JRC Steve Tumelty, Suicide Prevention Training Officer, GOJ	This session aims to create empathy and challenge stigma by developing understanding of suicidal behaviour. You will know your role in suicide prevention and be able to respond to someone in distress and be able to use the resources provided to know how to seek help.	1 x 2.5-hours session (delivered three times)