

Autumn Semester 2017

Activity Report

September - December 2017



“I want more people in Jersey to have access to this. Just to talk to like-minded people, to feel your experiences are normal.”

Student, Jersey Recovery College



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Autumn Semester 2017

Executive summary

Courses

Our Autumn Semester 2017 ran from 4th September – 8th December 2017. We ran eleven different courses and repeated three. Five of our courses were new this semester. Our partners this semester were HSSD Mental Health services, Mind Jersey and Société Jersaise. Our courses were:

- *Introduction to Recovery* (repeated)
- *Recovery In Action* (repeated)
- *Reconnecting with nature through Photography*
- *Understanding Low Self-Esteem*
- *Balanced Living for Beginners Lite* (repeated)
- *Balanced Living for Beginners*
- *Compassionate Mindfulness*
- *Open Water Swimming*
- *Co-production in action*
- *Facilitation skills*
- *Understanding Peer Support*

Attendance

We enrolled 152 students this semester. Attendance on our single session courses dropped from 84% to 61% but more students were notifying us of their cancellation. 89% of students who began our multi-session courses attended more than half the sessions. Attendance over the whole multi-session programme increased from our last semester to 66%.

Satisfaction levels

Satisfaction levels remained high with 92% upwards of students saying they would recommend JRC to their family and friends and that the course attended met or exceeded their expectations.

Satisfaction levels among JRC trainers also remained high. 100% of trainers recorded satisfaction in working with us and working in a co-production model. 100% of trainers would work with us again and recommend working with us to their peers. This is consistent with last semester.

Impact

Over 96% of students felt that attending a JRC course increased their positivity for the future (hope), confidence and direction (empowerment) and connection with others (opportunity).¹

100% 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), answering 'very much', 'quite a lot' or 'somewhat'.

"I think this model of co-production is excellent and the recovery college is doing an excellent job at using education to improve recovery."

Student, Jersey Recovery College

¹ Answering 'Very much', 'quite a lot' or 'somewhat'.



At a Glance

Courses

- We ran eleven different courses in our Autumn Semester 2017, with three being repeated. Five courses were new this semester.²
- 99% of students felt our courses met their learning objectives³ and 97% of students felt the course exceeded or met their expectations⁴.
- 91% of students would recommend the course they attended to their family and friends⁵.
- Average course attendance was 61% for one-off sessions and 67% for our longer courses⁶.

Students

- 152 students enrolled in our Autumn semester, 70 of whom did more than one course. We filled 100% of the places available across our curriculum.⁷
- 59% of those who applied for our courses had a mental health difficulty; 25% were carers and 16% were professionals.⁸
- When asked how much a course has “**helped me feel more confident and given me more direction**”, 96% answered ‘Very much’, ‘Quite a lot’ or ‘Somewhat’.
- When asked how much a course has “**helped me to feel more supported and connected to other people**” 98% answered ‘Very much’, ‘Quite a lot’ or ‘Somewhat’.
- When asked how much a course has “**helped me feel more positive for the future**”, 99% answered ‘Very much’, ‘Quite a lot’ or ‘Somewhat’.⁹

Trainers

- 100% of our trainers would recommend working with Jersey Recovery College.¹⁰
- When asked how much working with The College has “**has helped me grow professionally**”, 100% of trainers answered ‘Very much’, ‘Quite a lot’ or ‘Somewhat’.
- When asked how much working with The College has “**made me feel more positive about the future**” 100% of trainers answered ‘Very much’, ‘Quite a lot’ or ‘Somewhat’.
- When asked how much working with The College has “**helped me feel more confident**”, 100% of trainer answered ‘Very much’, ‘Quite a lot’ or ‘Somewhat’.¹¹

² Summer / Spring Semesters: 8 courses, 4 repeats, 2 new courses / 6 courses, 1 repeat, all new.

³ Summer / Spring Semesters: 99% / 99%

⁴ Summer / Spring Semesters: 94% / 95%

⁵ Summer / Spring Semesters: 90% / 97%

⁶ Summer / Spring Semesters: 84% and 51% / 85% and 73%

⁷ Summer / Spring Semesters: 106 / 74 students enrolled; 59 / 24 did more than one course; we filled 80% / 89% of places.

⁸ Summer / Spring Semesters: 58% / 35% identified with having a mental health difficulty; 24% / 28% were carers or loved ones. 18% / 18% have a job which involves working with people with lived experience of a mental health difficulty. Some students ticked more than one box.

⁹ Summer / Spring Semesters: confidence and direction – 93% / 90%; supported and connected – 91% / 94 %; positive for future – 100% / 98%.

¹⁰ Summer / Spring Semesters: 100% / 100%

¹¹ Summer / Spring Semesters: professional growth – 100% / 100%; positive for future – 86% / 100%; feel more confident - 79% / 86%.



- 100% of trainers found working in a co-production model either 'Extremely rewarding' or 'rewarding'.¹²
- 100% of our trainers were satisfied with the level of training and induction they were given by The College.¹³

¹² Summer / Spring Semesters: 100% / 100%

¹³ Summer / Spring Semesters: 100% / 100%

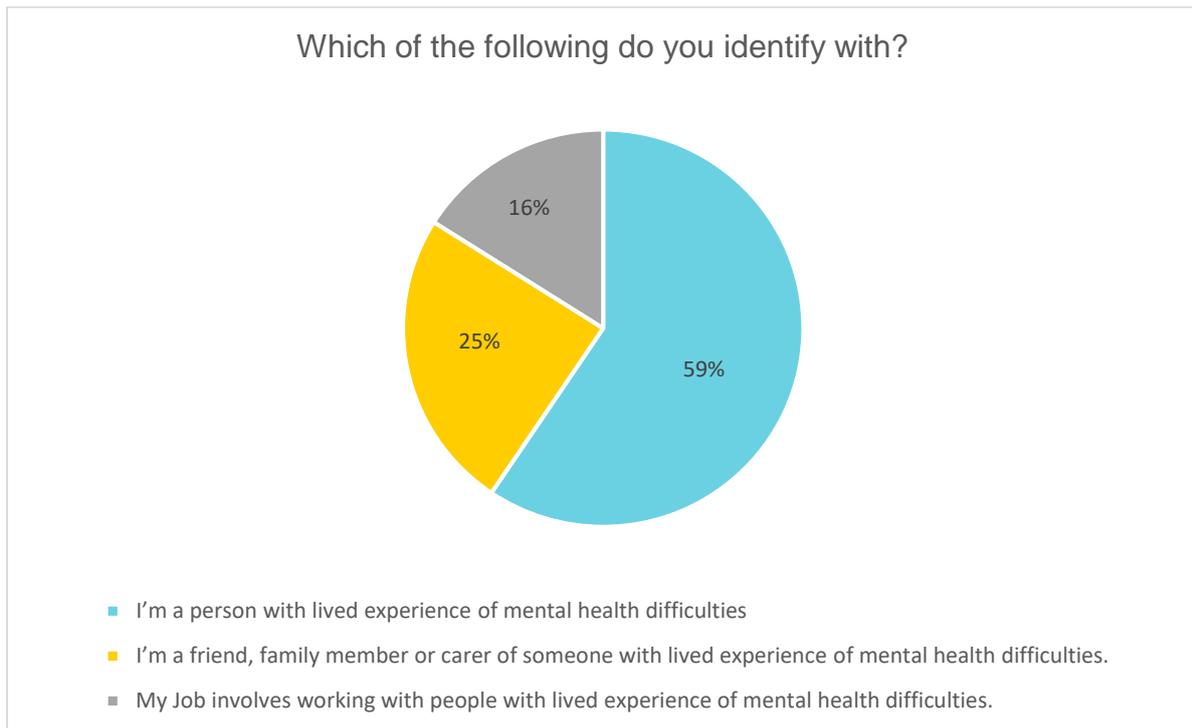


Demographics

Of the **154** students who applied for our courses¹⁴, our students identified with our service criteria in the following ways:

- 59% identified as 'experiencing a mental health difficulty';
- 25% as being a carer, friend or relative of someone with mental health difficulties;
- 16% 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 our Summer Semester.



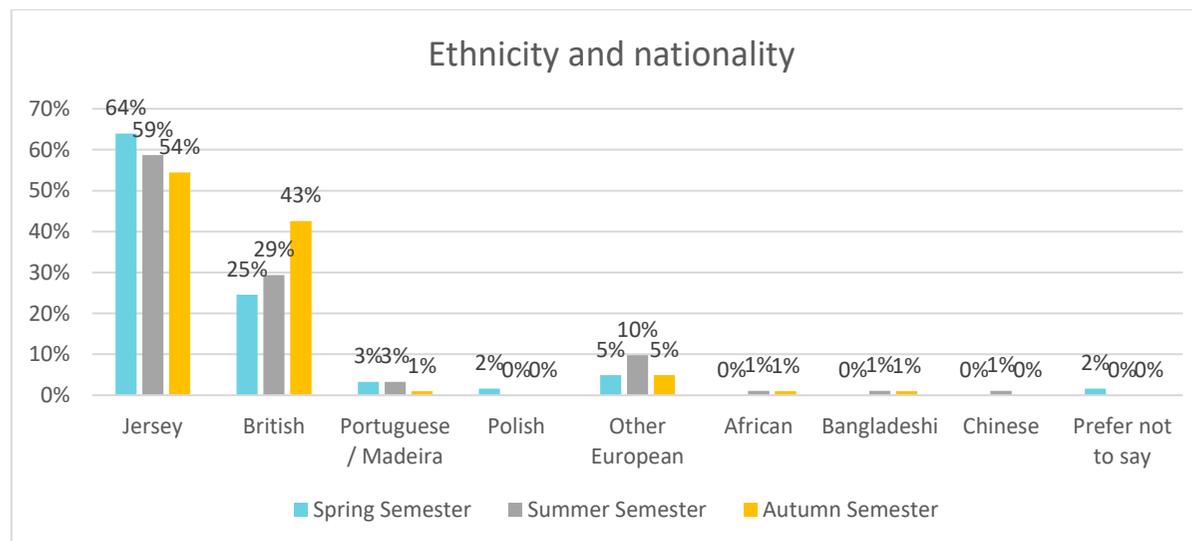
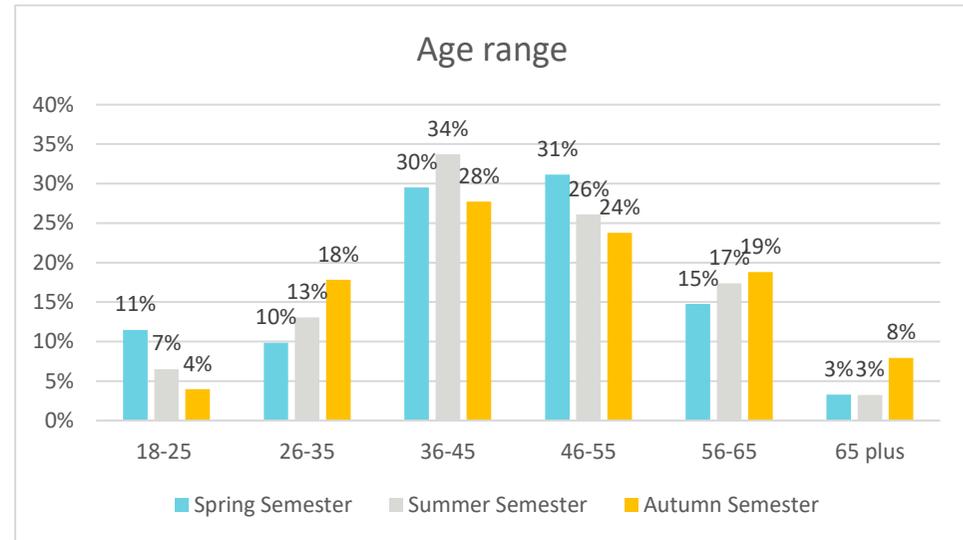
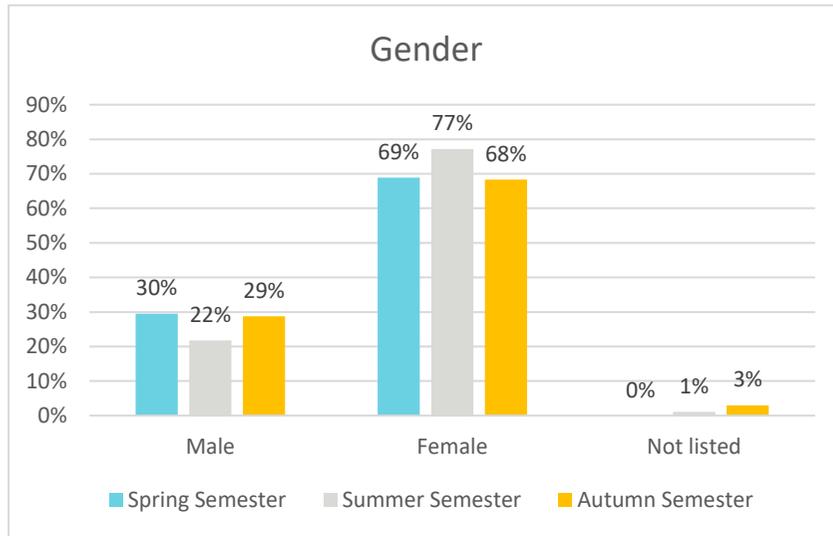
Of the 101 people who completed a demographic form the demographic split was:

- **Gender:** Our gender split this semester was 22% male / 77% female (1% not listed).
- **Age:** The majority of students were aged 36-45 (28%) with the next largest demographic being 46-55 (24%). 22% students were 18-35 and 27% were over 55.
- **Ethnicity / Nationality:** 97% of students identify as being British or Jersey; 1% as Portuguese; 5% Other European; 1% African and 1% Bangladeshi.

¹⁴ We received 154 applications and enrolled 152 students.



Across the year, our demographic split has been:





Student enrolment and attendance

Number of applications received vs number of places offered: Throughout the Autumn Semester, 154 students applied for courses, every student apart from 2 were offered a place on a course.¹⁵ We could not accommodate everyone's first choice, but offered alternatives to 99% of applicants. We began the semester in September with 152 enrolled students, 70 of whom enrolled on more than one course. Of the 196 places available¹⁶ we enrolled 262 places, we oversubscribed by approximately an extra 25% to take into account dropout rates.

Average student attendance: Of those students who enrolled on a single session course, 127 out of the 209 attended their course (61% attendance). Of the students who enrolled on our longer courses average attendance was 66% across all sessions¹⁷ with 87% of students who attended at least one session, completing over half the course.

Course no shows: The increase in student enrolments this semester also saw an increase in 'no shows' (students who were enrolled on a course and did not attend at all). This semester 33% of those enrolled were 'no shows'.¹⁸ Of the 'no shows' we received cancellation notification from over half the students.

Drop-outs¹⁹: The average drop-out rate for students attending multi-session courses was 11% (8% in our Summer Semester; 11% in our Spring Semester). Drop-out rates per course:

Course title	Total number of students enrolled	Drop-outs before the course starts 'No shows'	Students who completed less than 50% of course (drop-out)
Single session courses			
<i>Introduction to Recovery</i> 1 session (repeated)	39 (over two sessions)	18	
<i>Recovery in Action</i> 1 session (repeated)	41 (over two sessions)	23	
<i>Balanced Living for Beginners Lite</i> 1 session (repeated)	39 (over two sessions)	9	
<i>Understanding Low Self-Esteem</i> (1 session)	22	12	
<i>Co-production in Action</i> (1 session)	18	1	
<i>Facilitation skills</i> (1 session)	20	5	
<i>Reconnecting with nature through photography</i> (1 session)	9	3	
<i>Understanding Peer Support</i> (1 session)	21	8	
Multi-session courses			
<i>Balanced Living for Beginners</i> 6 sessions	22	3	1
<i>Compassionate Mindfulness</i> 8 sessions	20	3	3
<i>Open Water Swimming</i> 8 sessions	11	2	2
TOTALS	262	87 (33%)	6 (11%)

¹⁵ Compassionate Mindfulness was full and the students had not selected any other courses. The students were offered spots on alternative courses which they did not accept, and were placed on a waiting list for any cancellations they would be offered a place.

¹⁶ Based on 14 places on each course.

¹⁷ 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).

¹⁸ Up from 20% in our Summer Semester and 8.6% in our Spring Semester.

¹⁹ 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.



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 160 evaluation forms.

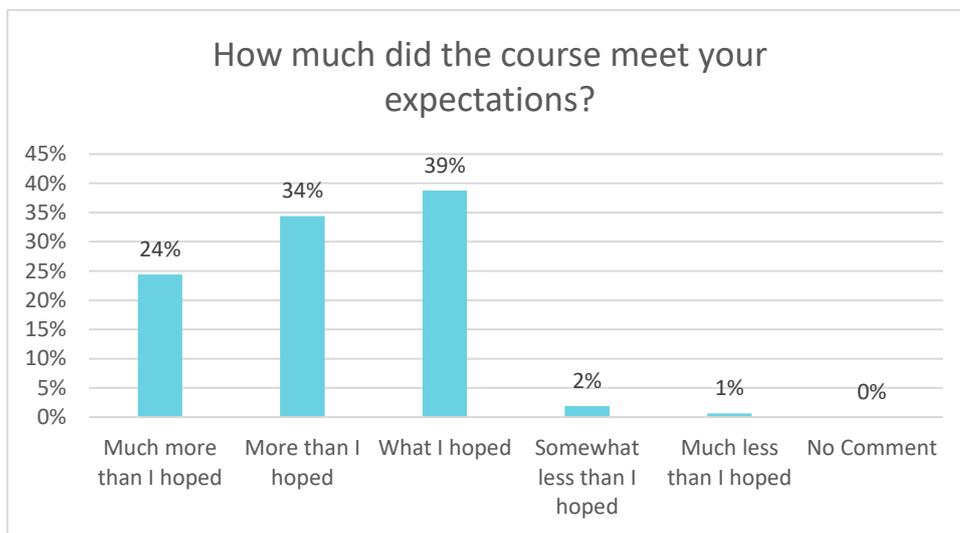
Student satisfaction – Quality of service

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

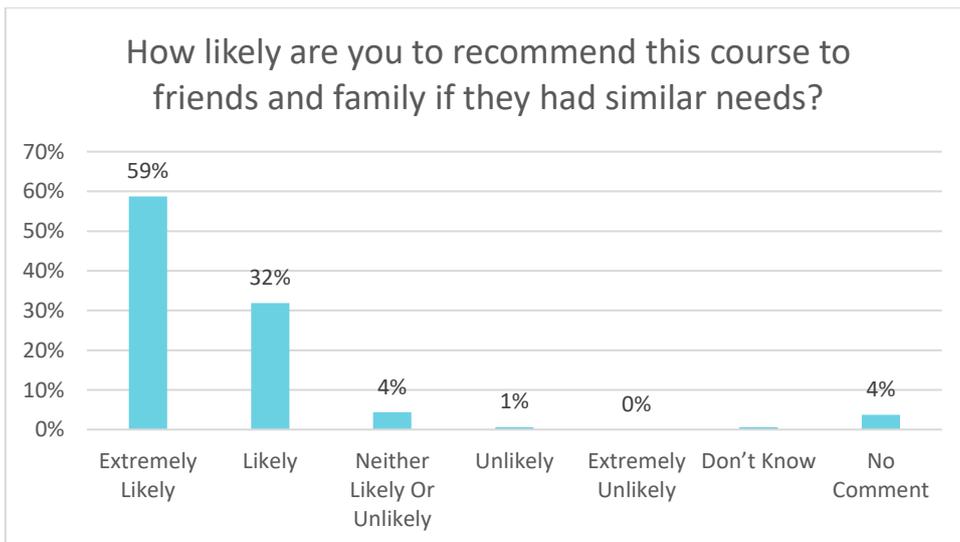
- How much did the course meet your expectations?
- How likely are you to recommend this course to family and friends if they have similar needs?

Results:

58% of respondents felt their course met expectations 'Much more than I hoped' or 'More than I hoped'. 39% felt their course met expectations with 'What I hoped'.



91% of respondents would recommend their course to their family and friends if they had similar needs.





Measures which show outcomes – Student self-reported goal attainment

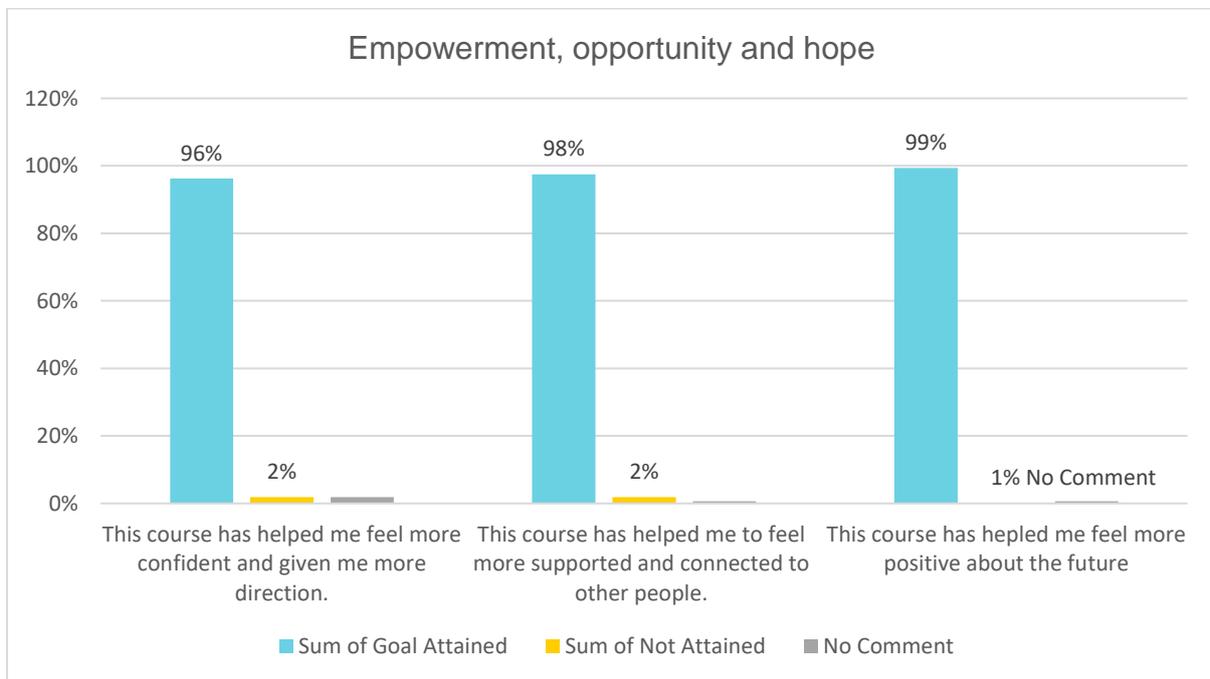
We measured student attainment against how much our courses helped our students feel hope, empowerment and opportunity.

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:

- 96% - 99% 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).



“I looked forward to coming to the course each week. [The trainers] made everybody feel so comfortable to take part and share their experiences. I’ve met some really lovely people that I’ve enjoyed spending time with. Thank you so much. The course has helped me to consolidate a lot of what I already do, but also find different ways of achieving it. It reminded me to be kind to myself as well as others. The medicine is within. The power is within you.”

Student, Jersey Recovery College

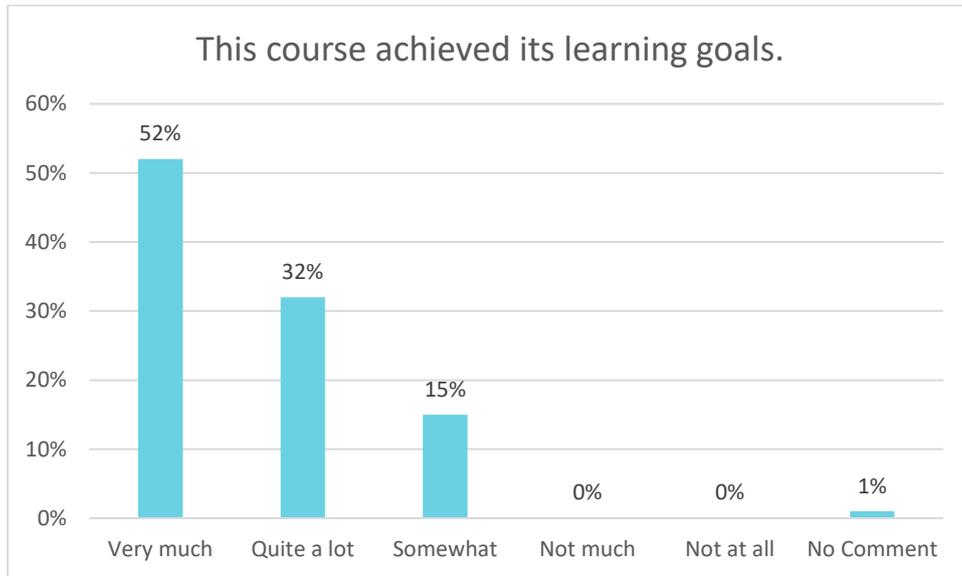


Course evaluations

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] enjoyed hearing other peoples' experiences and thinking of the definitions of the word recovery."

Student, Jersey Recovery College



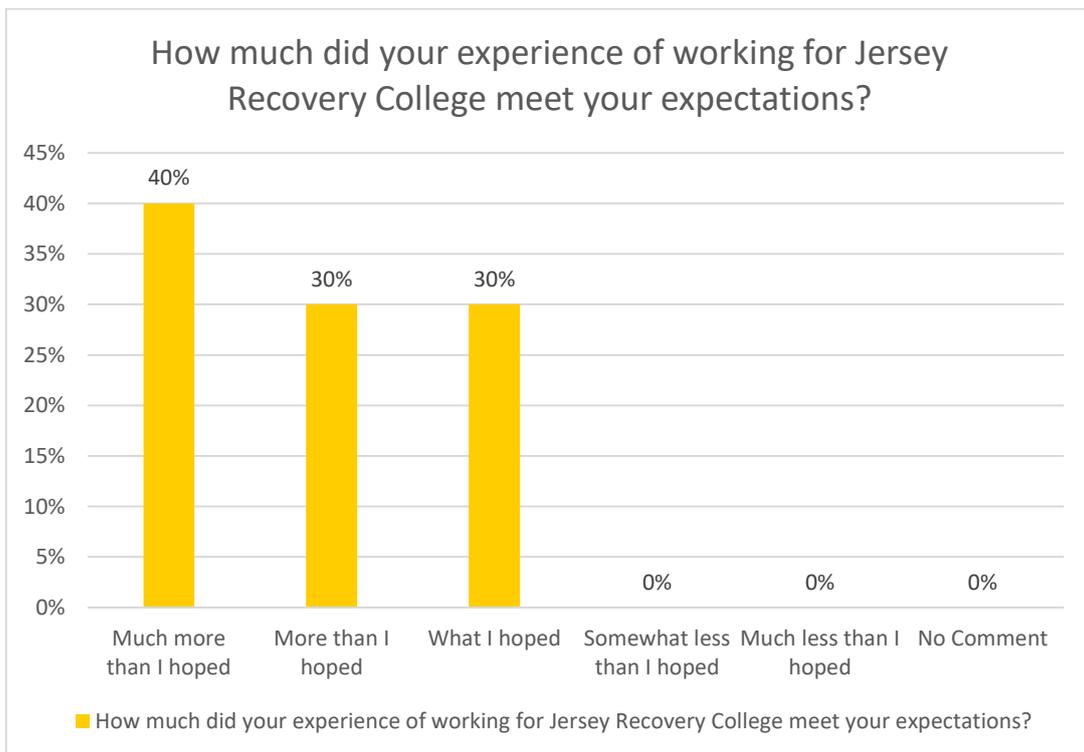
Trainer Evaluations

JRC employed four Peer Trainers throughout our Autumn Semester. We re-engaged with four of our existing co-trainers and welcomed five new co-trainers to the team. HSSD Adult Mental Health, Drug and Alcohol, Jersey Talking Therapies, Mind Jersey and Soci t  Jersaise supported us with this.

We also re-engaged a ‘training assistant’ with swimming tuition experience to support our Open Water Swimming course.

Experience vs expectations

Our trainers were asked how much the experience of working with JRC met their expectations. 100% felt the experience was ‘Much more than I hoped’, ‘More than I hoped’ or ‘What I had hoped’.



When asked, what expectations were, answers included:

“To feel inspired and motivated by coming into contact with students.”

“Strengthen relationship Mind Jersey and Recovery College.”

“To continue my journey of learning.”

“Hoping to empower students to take an active part in their recovery and empower them to move forward.”

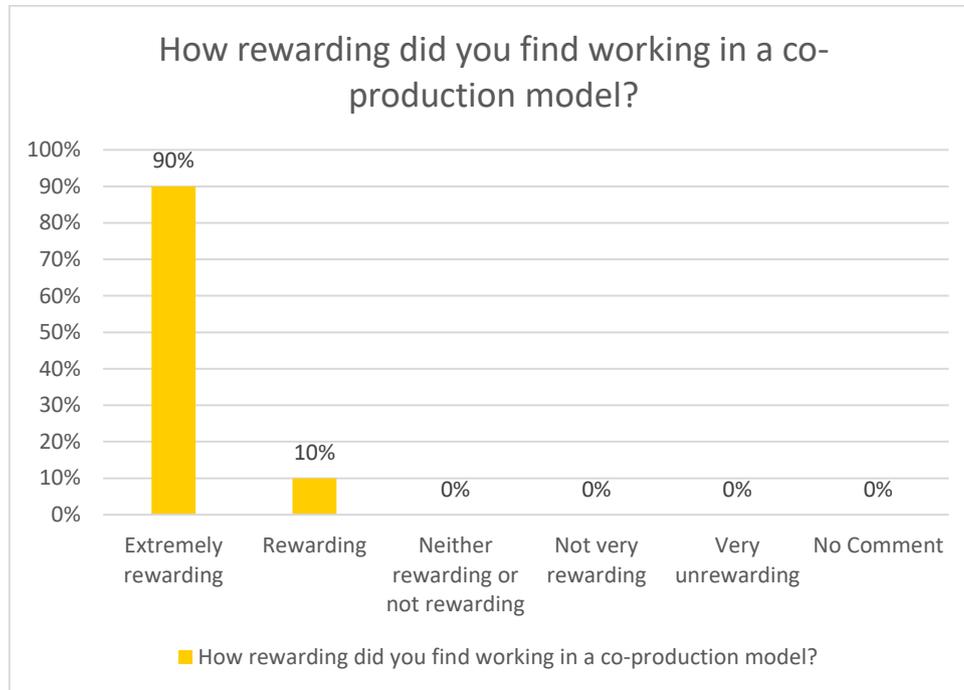
“The work and the role has already exceeded my expectations, I am very happy with my work, my colleagues, the courses and the students.”

Peer Trainer, Jersey Recovery College



Working in a co-production model

100% of our trainers found working in a co-production model 'Extremely rewarding' or 'rewarding'. The number of trainers who found this model 'extremely rewarding' has increased again, reflecting the fact JRC is getting more experienced at working in this way.



When asked about co-production, comments included:

“Co-production is difficult and time consuming but ultimately a rewarding experience. It has encouraged me to push for the co-production agenda in my day job.”

“I really enjoyed this, and found it helpful to work in this way. Perhaps having more time to do this would have been great, but I am aware that is partly something for our service to address to enable us to do this.”

“Definitely easier once you have worked with someone for a while. You build your relationship and find your role within the partnership.”

“As this was the second course I was already aware of the power of co-production and co delivery, but I was still reminded of the honest bond and relationship people with lived experience can make with students that has a very different basis than my relationship as a professional.”

Co-Trainer, Jersey Recovery College

Central support and training

The central team continued to support all trainers with logistics, student management and course development. Once again 100% of trainers answered 'very satisfied' when asked 'How satisfied were you by the level of support you received from the central team?'



We continued to offer our Peer Trainers access to group supervision and line management structured support. Our Peer Trainers attended First Aid, Mental Health First Aid (full course) and Children's Safeguarding training this semester. We ran a refresh of 'Co-production in action', 'Facilitation skills' and an 'Active Listening' training session this semester. 100% of trainers were 'Very satisfied' or 'quite satisfied' by the level of training and induction received by the College this semester.

Continued engagement with JRC

When asked 'How likely are you to continue working with JRC?' 100% of trainers answered 'Extremely likely' or 'Likely'. Everyone would recommend working with the JRC. This is in line with our other two semesters this year.

Personal and professional development

We measured personal and professional development by how much working with us supported our trainers to grow professionally (opportunity); feel more confident (empowerment) and feel more positive about the future (hope).

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)

100% 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), answering 'very much', 'quite a lot' or 'somewhat'.





Operations update

Members

JRC appointed three new Members and renewed one existing Member's status this semester. The new Members are Jocelyn Butterworth, James Le Feuvre, Rebecca Vibert and the remaining Member is Lorna McGee. Our Members are an additional layer of governance above our Board of Directors and they each guarantee our charity to the sum of £1.

Curriculum panel

A Curriculum Panel was appointed this semester with representation from students, peer and co-trainers and JRC management. The panel's remit is to programme courses proposed by the community, review proposals and provide feedback, guide JRC on how to balance its curriculum and to act as a quality control measure. The Panel are the vehicle to ensure our college programmes courses proposed and requested by the community. They are currently reviewing course proposals for our Summer and Autumn Semester 2018.

Mental health network

JRC began a six-month project to deliver a scope of work for Jersey's Mental Health Network in October and appointed two Project Officers to complete the work. An Oversight group has been established and the team have been to see two existing networks in the UK.

Volunteer programme

JRC has created a volunteer programme to support those wishing to get involved in supporting the college with their time and skills. We have appointed volunteers to help us with outreach, fundraising, volunteer coordination and our curriculum panel.

Extra-curricular activities

JRC submitted two relay teams and marshals into the Jersey Marathon this year including student, staff, trainers and directors. The College also submitted two teams into the Mind Jersey Quiz night and plans are in place for a group of students, staff and directors to meet for the Christmas Day swim at Havre De Pas.

Communications, outreach and awards

JRC presented at the Community and Social Services Annual Staff Conference in September. The College also won a silver award in the Innovation in Practice category of the HSSD Quality Improvement Awards for its development and commitment to co-production over the past eighteen months.

We have continued to visit organisations, services and have stands at events to promote our service and drive interest in what we do.

The media have covered JRC's Autumn semester, the mental health network and JRC as a mentally health employer this semester.



JRC Autumn Semester SLA KPI tracker

4th September – 8th December 2017

<i>Indicator</i>	<i>Threshold</i>	<i>Source of Data</i>	<i>Result</i>
Measures for Activity (how many)			
Number of courses planned vs course delivered	Above 70%	Teaching records	100% 15 courses planned (11 separate courses, 3 repeated)
Number of applications received vs number of places offered	No benchmark	Enrolment records	99% of applicants were offered a place on a course. Where a student's first choice could not be accommodated, we provided an alternative place. This alternative was accepted by 99% of applicants. We received 154 applications. Of those students 152 students accepted our offer of a place on a course and were enrolled. 70 students were enrolled on more than one course.
Average student attendance for each course	No benchmark	Attendance records	Single session courses: 127 out of the 209 students enrolled on a single session course attended. An attendance record of 61%. Multi-session courses: Of the 327 places (A: total number of sessions for each course x total number of students who attended at least one session), 217 places were attended (B: total attendance across all sessions), averaging a 66% attendance rate (B÷A).
Course drop-out rates after 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 33% across the curriculum. This includes single session and multi-session courses. 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	66% completion.
Number of Peer Trainers contracted to the College	No benchmark	Enrolment records	4 Peer Trainers.
Measures for Quality (how well)			
Student satisfaction level	80% satisfactory or above	Feedback forms	How much did the course meet your expectations? (<i>Much more than I hoped / More than I hoped / What I hoped</i>) 97% satisfaction. How likely are you to recommend this course to friends and family? (<i>Extremely likely / likely</i>) 91% satisfaction.
Trainer Satisfaction Levels	80% satisfactory or above	Feedback forms	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 How rewarding did you find working in a co-production model? (<i>Extremely rewarding / Rewarding</i>) 100% satisfaction 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>How satisfied were you by the training and induction provided to you by JRC? (<i>Very satisfied / Quite satisfied</i>) 100% 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	Please see appendix 1.
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. 96% attained / 2% not attained (2% no comment)</p> <p>Goal – Opportunity This course has helped me to feel more supported and connected to other people. 98% attained / 2% not attained</p> <p>Goal – Hope This course has helped me feel more positive about the future 99% attained / 1% not attained</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	Please see appendix 2.



Appendix 1 – Trainer case studies

How working with Jersey Recovery College has helped me

Peer Trainer – Account 1

I hadn't really given much thought to my own recovery journey when I signed up to be a peer trainer for Jersey Recovery College. All I knew was I wanted to empower others by using my personal experience of poor mental health to help the students find a better balance with regard to their own health and wellbeing.

The College and Beth in particular have provided me with a supportive and non-judgemental working environment, where I am fully supported with a wellbeing plan and regular supervision both individually and with other peer trainers.

Delivering the courses over the last two semesters has given me the opportunity to meet lots of new people both students and professionals. In particular, the swimming has become part of my weekly routine as we have continued to meet twice a week for a swim and a coffee even though the course has long finished.

Between us we have become a really supportive group where we can openly chat about our challenges and difficulties without fear of judgement or stigma. I really look forward to my swim sessions and it's been a long time since I actually really looked forward to doing something, especially exercise related!

Although I have done Mindfulness courses in the past, the JRC course with the self -compassion element has taught me things that now make up part of my daily practice. I have learnt new skills for myself and hopefully have imparted some of my wit and wisdom onto the students!

So, in conclusion I am not sure who is benefitting more from my role!?

I hope that I bring experience, empathy and understanding to the students.

I hope that I bring reality to the wise words and expertise of the professionals and co-trainers.

As part of my recovery I can see a positive benefit for my mental health condition now I have been given the opportunity to use it to deliver courses to others and hopefully support them wherever they may be on their own personal recovery journey.



Peer Trainer - Account 2

My role as a Peer Trainer for Jersey Recovery College has surpassed my expectations by far.

JRC provides me with worthwhile and creative work, always playing to my strengths, which brings me into meaningful contact with my peers.

I have been very fortunate to be working with professionals from the mental health team for a common cause; to educate and encourage recovery for our students in a safe and non-judgemental environment.

It's very rewarding to be seen in a different light, as a survivor rather than a victim.

On my application for JRC I mentioned that I wish to be part of a movement that confronts and tackles stigma and I believe that the opportunities I have been given to speak at conferences and to the media has helped me to achieve this aim.

A huge part of recovery is to find ways to live a purposeful life, whereby we are contributing to society, whilst managing our wellbeing. This is what my role at JRC has given me.

I also learn how to implement the Cognitive Behaviour Therapy skills that we teach our students into my own life.

There's a quote by Yogi Bhaajan;

"If you want to learn something, read about it.
If you want to understand something, write about it.
If you want to master something, teach it"



Peer Trainer - Account 3

A year ago life was very different. I was caring for my son who was recovering from a very traumatic psychotic episode having just been diagnosed with schizoaffective disorder, my daughter who was at a desperately low weight due to Anorexia Nervosa and a mum whose social anxiety was so bad that she could only leave her home if I was with her. I was also in my final year of training to be a counsellor and volunteering my time with four charities in various capacities so life was pretty hectic and it was very difficult to see a light at the end of the tunnel. Things needed to change in order to safeguard my own sanity.

A year on, things are very different. I believe that being offered the job of Peer Trainer helped to build my self-esteem and show me that despite all the chaos in my life, that I can in fact have a meaningful career. My passion for helping people was there but working as a Peer Trainer is a way that I can put that passion into practice, and actually help people who are going through a similar experience to myself and to try to educate and support them in how to cope. I enjoyed designing the courses and working with professionals but the most enjoyable and rewarding aspect of the job was being able to see the change in the students who, in some cases, for the first time, were able to open up and talk about their experiences amongst people who understood what they were saying. This was incredible not only for them but for me too as, something positive had come out of all the worry and anguish that I had been through.

I like working at the college partly because of the incredible amount of support that I receive from Beth, my Line Manager. Knowing that you are talking to someone who really understands what you are going through helps me to be open and honest.

Being given the opportunity to work as a Peer Trainer has given me a new lease on life and this has enabled me to cope better with the issues within my family. I feel energised and enthusiastic about the future. My son is now living on his own and working full time, my daughter has put on weight at a treatment centre in the UK and I am working with my mum to try to build her confidence. I am looking forward to the challenge of running courses on suicide and self-harm next year. These are two subjects that have been a part of my life as a carer over the last year and I really want to help to start to break down the stigma around them.

Thank you Jersey Recovery College for making a difference not only to my life but also to the lives of our students.



Co-Trainer - Account 1

Working for the Recovery College has provided me with a renewed sense of hope and optimism, reminded me of my reasons for entering my chosen profession and strengthened my commitment and enthusiasm for helping others. As a co-trainer my professional knowledge and skills are acknowledged, however I also feel empowered to concentrate on being an authentic human being who is also there to learn. Participating in the development of the College has been one of the most valuable opportunities of my professional life and I feel proud to be a part of it.

Co-Trainer - Account 2

We explored the concept of the co construction of a course with a recovery college employee with real lived experience. A new concept to me and one I was initial sceptical of. I then discussed my ideas with my managers within mental health who were supportive of the initiative and allowed me 50% of the time needed to deliver this course.[...]

I feel that this was one of the most rewarding projects I have been involved in in many years, the co-facilitation with an individual with lived experience really adding gravity and realism to the course and enabled those that attended the course to connect in a totally different way than would have been possible with just a professional such as myself.

I was constantly moved and inspired by the attendees and felt that what I was delivering was really making a difference to people.

My summary of co-facilitating this course with the recovery college is powerfully rewarding and worthwhile, this provided me an opportunity to develop something I was passionate about and gave me an opportunity to do something outside my usual role that was inspiring and motivating personally.



Appendix 2 – Student case studies

Student testimonial 1

Written by a student

I was originally diagnosed with bipolar when hospitalised in late 2006. My symptoms were mainly acute depression and psychosis. I had a repeat illness in 2009 when I stayed at home. During the last four years I was becoming more and more irritable at home although I avoided any further major illnesses. I decided on the recommendation of my GP to access Jersey Talking Therapies and attended three sessions in July and August.

I heard about the Recovery College through JTT who particularly pointed me in the direction of the Compassionate Mindfulness Course.

I completed the Compassionate Mindfulness 8-week course and also the Introduction to Recovery one session course.

My favourite thing about the courses was probably that as time went on I felt more and more able and willing to participate and thus gain benefit. I was certainly participating during the Recovery Course which took place after the Compassionate Mindfulness Course.

I told Beth that at the end of the Compassionate Mindfulness course I had enjoyed it, but I was still a "work in progress." I felt that I need to continue with the meditations and exercises daily as well as doing some relevant reading. My irritability is more under control than before and my ultimate aim is to get rid of it altogether. The Recovery College has helped my recovery in that I am generally calmer than before. I loved doing the meditations. I want to study more about self-compassion which is the opposite way to which I was brought up. Finally, I would just like to say that the Recovery College helped to motivate me and I see no reason that I should not be able to become a more contented and calmer person in the future. Once again my sincere thanks to the College.



Student testimonial 2

Recovery College Open Water Swimming...more than just a dose of 'Vitamin Sea'

Written by a student

I am the first to say I dislike the cold...cold air and especially cold water, so, initially, even the idea of open water swimming was far from comforting!

However, after completing all eight sessions of the Recovery College Open Water Swimming course I can certainly say my thoughts on this are now very different...in more ways than one.

These sessions were far more than just the (pretty impressive) science behind how cold immersion soothes muscle aches, naturally relieves depression, raises your mood through an endorphin high, elates the senses and can boost the immune system amongst many other mental and physical benefits.

My experience of attending these sessions has been a key part of my recovery journey physically, emotionally, mentally and especially socially.

Previous to this course I had become very isolated only forcing myself to leave my 'comfort zone' (a.k.a. home!) to attend scheduled therapy sessions or medical appointments.

Initially I only enquired about this course as a personal goal which was set during a therapy session, I was not confident that the idea would progress much further.

After building up enough courage to contact the Recovery College I was instantly put at ease by Siobhan – what a star. Siobhan clearly and patiently explained every detail to me regarding where, when and who would be presenting the course and what would be involved. All my questions and concerns were answered in detail and in a way that I did not feel 'silly' for being so anxious. I was given non-pressured time to think about the course and I also felt much more at ease knowing that individuals with lived experience co-lead the sessions.

Before I knew it, thank to Siobhan's ongoing support, I enrolled on the course and was feeling nervously excited about it.

Although I was unaware at the time, this was a major first step forward for me in my Recovery. It empowered me to set individual goals that were relative to me...the first and probably the most challenging goal was just attending the initial session.

Other weekly goals included making it to the first practical session at Havre des Pas, actually getting into the sea and my ultimate goal of swimming in the sea.

The last goal was only possible with one of the leader's, Natasha's, patience and encouragement which enabled me to find the 10 seconds of courage needed to take the first step/swim into the sea and since then something great has come of it.

Setting these personal goals gave me a sense of achievement, empowerment and an opportunity for hope that had previously been missing from my life.

During the eight sessions I have felt a real improvement in my personal wellbeing, a long-lasting feeling of exhilaration, an opportunity to reconnect with the world, environment, life and other like-minded people...I no longer feel so alone in my recovery journey.

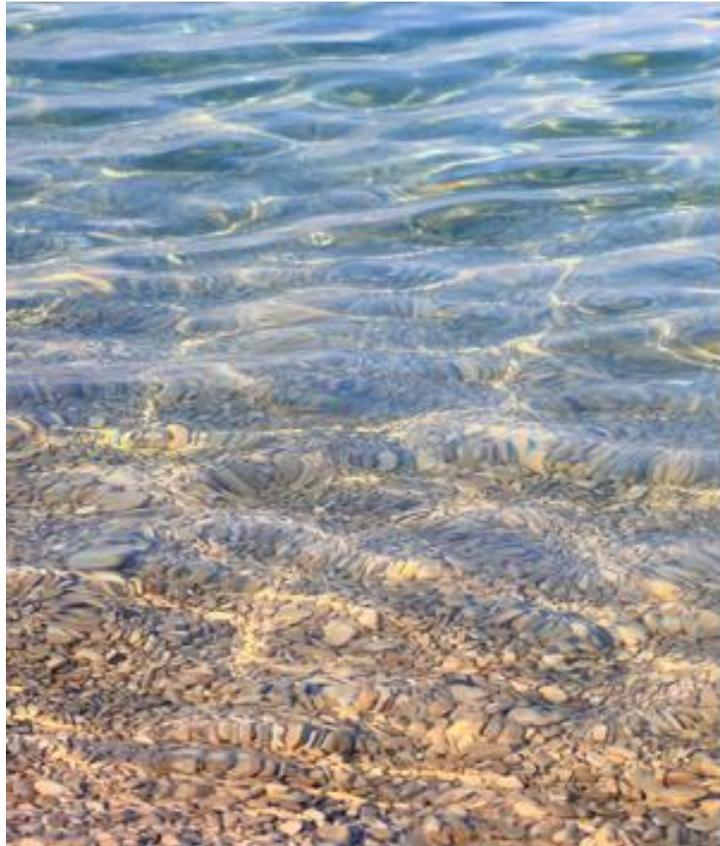
I would also like to thank all involved in the Recovery College and especially the Open Water Swimming course. All the tutors and other participants are inspirational and encouraging.

Recovery College has empowered me to feel more confident and open to new experiences whilst giving me hope and positive progress towards a life worth living.

I have discovered that however the world seems before a swim...it will look fantastic afterwards!



Student testimonial 3



“Jersey Recovery College... has allowed me to fill my time with mindful activities and improved my personal skills... It has allowed me to engage with a group and has given me a sense of community. I have met many new friends and found meaningful activities to engage in. My life has focus now and I can see a purpose now because of this.”

Jersey Recovery College Student





Student testimonial 4

Written by a student

I originally approached The Recovery College as I was experiencing some personal mental health difficulties with Depression and Anxiety. After waiting to access Jersey Talking Therapies (JTT) for approximately 3 months, my Wife and I discovered that my youngest child was also suffering with a similar diagnosis except to a greater degree.

Upon re-contacting JTT, they informed me that they were unable to see me any time soon. They did, however, recommend The Recovery College as somewhere we may be able to access some help and support.

Over the last Summer my wife and I both completed the Carers' Course and I also attended The Compassionate Mindfulness Course.

It was good to meet with the course leaders who were all welcoming, friendly and compassionate. They were very insightful with each having a wide breadth of knowledge of the subject matters for the respective courses. The courses were engaging and interesting, at times emotionally challenging, which was always handled well and often with appropriately good humour. Particularly important (for us) was the 'Lived Experience' that they were able to bring to the sessions.

Meeting with and listening to the course leaders and the other course attendees has helped us to see that we are not alone in the difficulties we have been experiencing. We have met people from all walks of life with many different stories and have gained a better understanding of the problems we have been facing. We have also learned a great deal of skills.

I would highly recommend the College and your various courses.



Student testimonial 5

Written by a student

2017 has been one of the most difficult of years for me personally, and one which I am ready to wave goodbye to. As I welcome in a new year I am feeling very positive in it's coming, I would like to reflect upon one of my all-time lows which has re-changed my life and career choices and explain how I have found hope and positivity for the future through the support and encouragement of the Recovery College.

A typical day for me was just so unlike my "normal self". I worked in a very high-pressured job, was subject to bullying and I lost every bit of my self-worth and self-esteem. My confidence was shattered, I spent days sobbing uncontrollably, driving my car around the island wishing that there would be a Eureka moment that would spark my confidence, but it never happened. I did not feel comfortable in any environment which was previously familiar for me, other than with my family, and just one or two close friends who also suffer with anxiety. The older I have become, the more I see it in people just coping and managing. I had reached my cut off point, I could not cope with anything at all, I had melt downs in the supermarket, I would drive to the other side of the island to avoid seeing people. I was afraid of my own shadow.

I was referred to JTT in January 2017 and am still waiting to be seen, I did have a telephone assessment in August. All I can say is thank goodness for the JRC, it has saved my life and my sanity.

At a time when I could not go into open places, I stopped enjoying the sea which was just such a big part of me and what used to make me feel good. I was having such difficulty in leaving my home due to panic attacks. I applied for the "Open Water Swimming Course" - my husband and family really supported and encouraged me to participate in it and to my surprise I was offered a place on the course. The first session was a class based session in making us all aware of the benefits of open water swimming, this information was given to us by not only psychologists who really had done their own research into this, but also from users of the college, who had become Peer Trainers and my first step of recovery begun, on that very first day. To see the language of understanding, compassion and people who just "get it" was the first step onto the road of the new me, I cannot put into words just how I have regained my control and life again, and above all else my confidence.

With each week, my family could see the changes in me, I challenged myself by setting small goals, my walk to the pool in itself was a challenge, I did not want to see people or explain why I was not at work, I had no stuffing left within me to do this. As I regained my love of the water, it sparked something within me which gave me hope again for the future, I felt so good, I mean really good, re-charging my soul doing what I loved the most. I began to actually feel happier again. I continue to swim in the sea and am almost at the finish line of the goal which I set myself of swimming in the sea on Christmas Day 2017, in Jersey, which I now know for certain that I will achieve.

I have found me again and I love me again.



Open Water Swimming case study



Our Open Water Swimming group met twice a week for four weeks. The course began with a classroom session on the benefits of cold water swimming for mental health and how to swim safely. The following seven sessions involved a twenty minute swim in the sea followed by socialising over a cup of hot chocolate. The friendships that developed were so strong that the group continues to meet to swim regularly. We asked the students for their feedback on the course...

Q: What's your favourite thing about this course?

- S1: The group.
- S2: Every time I leave I feel rejuvenated. Like I've done something good.
- S3: The theory really stuck in my mind from the first session when I got in and the water was cold. I was thinking about all the science of what was happening.
- S4: The benefit of being in nature, and it's free. Everyone feels better being outdoors.
- S5: We've had a lot of laughs, there's been a lot of humour. We've all got on so well.

Q: How has the course contributed to your recovery?

- S1: Getting me up and out in the morning. I don't dwell on things too much. I just get up and out. So, it's helped me get into a routine.
- S2: It's a whole effect. I'm sleeping much better.
- S3: I didn't have any hope at all, but now I do.

Q: How would you describe the course to someone else?

- S1: It's been life-changing.
- S2: Invigorating.
- S3: I just feel in a better place.
- S4: I feel healthier. It's exercise too.
- S5: It's been a starting block to motivate me. I'll be tired by the end of today but it does invigorate you.
- S6: I hope it provides people with the knowledge that there are things you can do to feel better.

“When you're in hospital everyone around you is acutely unwell, that's all you know about sharing the same experience as others. On this course we can all share our experiences in another way; that sharing never happens in other settings.”

“It's provided me with aspirations. I have not been in the sea for years. I used to go in all the time when I was a teenager and then I stopped. I used to live just near [Havre des Pas] and I never came here. It has reminded me of what Jersey offers.”

“I had a really important moment when we were all discussing our experiences here in Jersey... and we were all comfortable and open about it. There was no stigma at all. It was a safe environment.”

I've got so much out of it. It's one of the best things I've done in ages.
Trainer.



Appendix 3 - JRC Autumn semester course details

4th September – 8th December 2018

Course title	Trainers	Synopsis	Duration
<i>Introduction to Recovery</i>	Ian Baudains, <i>Peer Trainer, JRC</i> Jake Bowley, <i>Clinical Psychologist, Adult Mental Health, HSSD</i>	This workshop explores just what the "Recovery" in Jersey's Recovery College is. We will look at the meaning of recovery for people with mental health difficulties, their friends and families, and for the professionals who work with them.	1 x 3-hour session. Course repeated once. Weekday afternoon / weekday evening.
<i>Recovery In Action</i>	Ian Baudains, <i>Peer Trainer, JRC</i> Jake Bowley, <i>Clinical Psychologist, Adult Mental Health, HSSD</i>	This workshop focuses on putting recovery into action; looking at some of the ways we can try to feel more hopeful, more in-control and more ready and able to create and take opportunities.	1 x 3-hour session. Course repeated once. Weekday afternoon / weekday evening.
<i>Open Water Swimming</i>	Jo Thorpe, <i>Peer Trainer, JRC</i> Mike Swain, <i>CPN, Adult Mental Health, HSSD</i> and Joanna Newton, <i>OT, Adult Mental Health</i>	For many years, in many cultures, people have identified the positive mental and physical benefits of open water or "wild swimming". On this course we will introduce the benefits of open water swimming/bathing, while enjoying the opportunity to be outside in our natural Jersey surroundings. This course is for anyone who would like to experience open water swimming, improve their personal wellbeing, enjoy some physical activity, spend some time in our beautiful natural surroundings and mix with other likeminded people.	8 x 1-hour session First session classroom based. Subsequent sessions at Havre des Pas. Weekday morning.



<p><i>Balanced Living for Beginners Lite</i></p>	<p>Joanna Le Cocq, <i>Peer Trainer, JRC</i> Luke Shobbrook, <i>Psychologist, Drug and Alcohol, HSSD</i></p>	<p>This workshop provides a brief overview of some key skills to help manage emotions and relationships. It gives a flavour of our six-week course and can be attended as a standalone session or as a taster for those uncertain whether or not they would like to commit to the full course.</p>	<p>2 x 90-minute session. Weekday evenings.</p>
<p><i>Balanced Living for Beginners</i></p>	<p>Joanna Le Cocq, <i>Peer Trainer, JRC</i> Luke Shobbrook, <i>Psychologist, Drug and Alcohol, HSSD</i></p>	<p>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.</p>	<p>6 x 90 minute sessions. Weekday evening.</p>
<p><i>Compassionate Mindfulness</i></p>	<p>Jo Thorpe, <i>Peer Trainer, JRC</i> Steve Wharmby, <i>Senior Occupational Therapist, Adult Mental Health, HSSD</i></p>	<p>Mindfulness and Self-compassion have been shown to improve many areas of wellbeing, including lowering stress, improving mood and increasing life satisfaction. The Compassionate Mindfulness eight-week course aims to explain the concepts of mindfulness and self-compassion and to offer various practices to help embed these into our lives. A willingness to practice daily is essential to getting the most out of the course.</p>	<p>8 x 2-hour session. Weekday evening.</p>
<p><i>Reconnecting with nature through photography</i></p>	<p>Joanna Le Cocq, <i>Peer Trainer, JRC</i> Tanja Deman, <i>Resident Artist, Societe Jersaise</i></p>	<p>Connection with nature is essential for protecting our environment and</p>	<p>1 x 6-hour session. Weekday.</p>



		<p>for people's well-being and happiness.</p> <p>This photography workshop celebrates creative self-expression as healing and life-enhancing, through focusing on re-establishing our connection with the nature.</p> <p>In the workshop students are taught how to make landscape photography or how to construct imaginary landscapes with photo materials in order to tell a story, express an idea or convey a feeling. This process of making art encourages the expression of inner thoughts or feelings where verbalisation is difficult or not possible.</p> <p>The course will allow the opportunity to exercise the eyes and hands, improve eye-hand coordination, and stimulate neurological pathways from the brain to the hands.</p>	
<i>Understanding low self esteem</i>	Joanna Le Cocq, <i>Peer Trainer, JRC</i> Tracy Meson, <i>Clinical Psychologist, Jersey Talking Therapies</i>	This course will help people to explore what low self-esteem means to us, how it can develop, what can keep our self-esteem low and encourage us to start to thinking about healthy self-esteem.	1 x 4-hour session. Saturday morning.
<i>Co-production in Action</i>	Joanna Le Cocq, <i>Peer Trainer, JRC</i> Jake Bowley, <i>Clinical Psychologist, Adult Mental Health, HSSD</i>	Co-production is a word used often in and around health services, but what does it really mean? Co-production involves professionals, usually health	1 x 3-hour session. Weekday afternoon.



		<p>professionals or organisations that deliver services, working in partnership with the people using their services to design, evaluate and run them</p> <p>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.</p> <p>We recommend this course for anyone interested in becoming a trainer with Jersey Recovery College in the future.</p>	
<p><i>Facilitation Skills</i></p>	<p><i>Karen Dingle, Peer Trainer, JRC</i> <i>Beth Moore, Manager, Jersey Recovery College</i></p>	<p>This workshop is for anyone who would like to run a Jersey Recovery College Course.</p> <p>It would also be suitable for anyone who would like to learn more about facilitating a group of adults, particularly those affected by mental health difficulties and anyone involved in their care.</p> <p>The workshop aims to explore what makes a good trainer and course, how to structure a course, how to manage difficult situations in the classroom and how to evaluate the session.</p>	<p>1 x 7-hour session.</p> <p>Weekday.</p>



<p><i>Understanding Peer Support</i></p>	<p>Ian Baudains, <i>Peer Trainer, JRC</i> Jennifer Browne, <i>Peer Support Manager, Mind Jersey</i></p>	<p>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?</p> <p>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.</p> <p>It is aimed at people who are interested in understanding the principles and benefits of peer support, in particular those who may be considering becoming peer support workers.</p>	<p>1 x 3-hour session. Weekday evening.</p>
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