

# Autumn Semester 2018

## Activity Report

### September - December 2018



“I am slowly learning that Mental Health issues are *NOT* something to be afraid or embarrassed about. I am gradually beginning to re-train my brain into accepting that having a mental health problem should not be stigmatised”

- Student, Jersey Recovery College



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## Executive summary

In 2018 Jersey Recovery College has:

- Welcomed 250 students with 93 of those students enrolled for more than one semester
- 401 course enrolments
- Consistently received over 90% satisfaction rates from students on:
  - Meeting our learning objectives;
  - Meeting 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 2018 ran from 10<sup>th</sup> September – 15<sup>th</sup> December 2018. We began the semester with a programme of 7 courses.

Our delivery partners were HSSD Mental Health services and Mind Jersey.

Scheduled courses were:

- Introduction to Recovery
- Recovery in Action
- Exploring Self-Compassion
- Co-production in action
- Open Water Swimming (multi-session course)
- Mindful Moments
- Supporting Someone with a Mental Health Difficulty (Renamed from Carers and Family Education and Support Programme) (multi-session course)

### Attendance

76 students were enrolled on JRC courses this semester. Average attendance on our 5 single session courses was 56% and 70% on our two multi-session courses<sup>1</sup>. Of those who attended at least one session of a multi-session course, 71% of students completed more than half the sessions.

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<sup>1</sup> Defined by students attending at least one sessions on a multi-session course.



## Satisfaction levels

Satisfaction levels remain high, 80% of students<sup>2</sup> said they would recommend JRC to their family and friends<sup>3</sup> and 96% of students stated the course they attended met or exceeded their expectations.<sup>4</sup>

Of our peer trainer evaluations, 100% of trainers were satisfied working with us and found working in a co-production model rewarding. 100% of trainers would work with us again and would recommend working with us to their peers.

## Impact

93% of students felt that attending a JRC course increased their positivity for the future (hope), confidence and direction (empowerment) and connection with others (opportunity).<sup>5</sup>

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 am so grateful for their [trainers] enthusiasm and creating such a friendly and open environment. I have loved this course, thank you so much for introducing me to our islands lido."

*Student, Jersey Recovery College*

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<sup>2</sup> On 17% of evaluation forms this field was left blank along with the whole back page suggesting students missed the second side of the form.

<sup>3</sup> Answering 'Extremely Likely' and 'Likely'.

<sup>4</sup> Answering 'Much more than I hoped', 'More than I hoped' and 'What I hoped'.

<sup>5</sup> Answering 'Very much', 'quite a lot' or 'somewhat'.



## 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 2018	7	0	0	91%	96%	80%	56%	70%
Summer 2018	15	6	5	98%	93%	94%	72%	56%
Spring 2018	11	6	2	100%	97%	96%	50%	83%
Autumn 2017	11	3	5	99%	97%	91%	61%	67%
Summer 2017	8	4	2	99%	94%	90%	84%	85%
Spring 2017	6	1	6	99%	95%	97%	51%	73%

### Students

Semesters	Enrollments			When asked how much a course has		
	Students Applied	Enrolled on 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 2018	86	29	88%	93%	94%	91%
Summer 2018	169	90	97%	94%	94%	99%
Spring 2018	146	74	97%	91%	96%	97%
Autumn 2017	152	70	100%	98%	98%	99%
Summer 2017	106	59	80%	93%	91%	100%
Spring 2017	74	24	89%	90%	94%	98%
answered 'very much', 'quite a lot' or 'somewhat'						

### 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 2018	100%	100%	100%	100%	100%	100%	100%
Summer 2018	100%	86%	100%	100%	100%	100%	100%
Spring 2018	86%	86%	100%	100%	100%	86%	100%
Autumn 2017	100%	100%	100%	100%	100%	100%	100%
Summer 2017	100%	100%	100%	86%	79%	100%	100%
Spring 2017	100%	100%	100%	100%	86%	100%	100%
Extremeley likely' or 'likely'			answered 'very much', 'quite a lot' or 'somewhat'			Extremeley rewarding' or 'rewarding'	

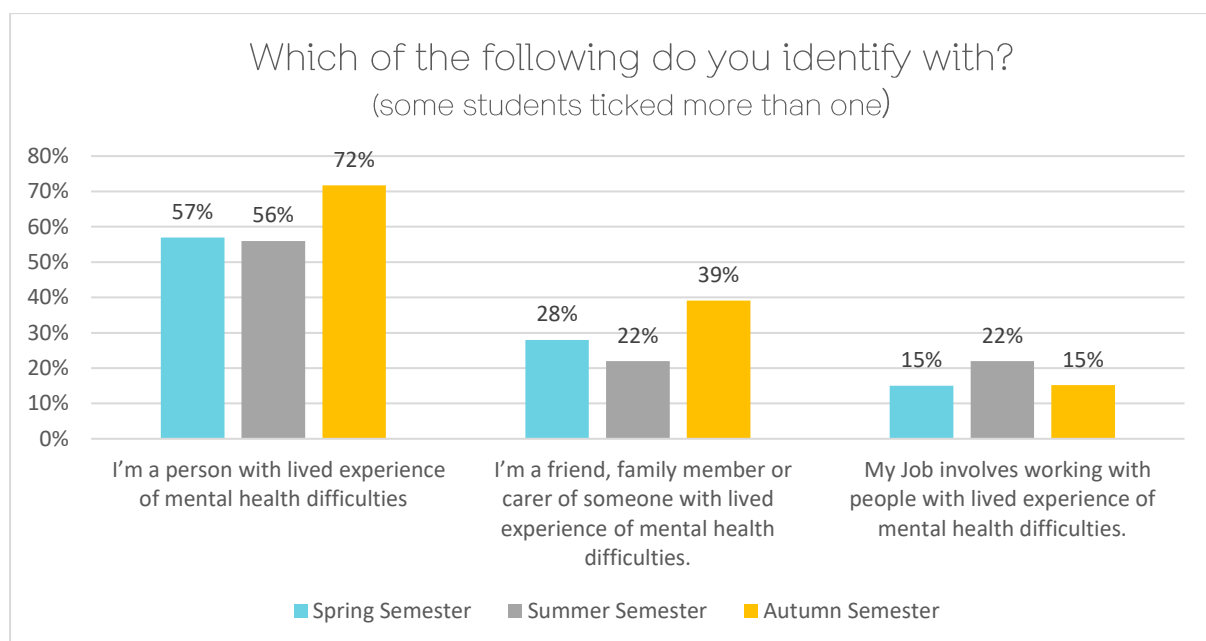


## Demographics

Of the students who attended our courses, 46 completed a demographic form<sup>6</sup>, our students identified with our service criteria in the following ways:

- 72% identified as 'experiencing a mental health difficulty';
- 39% as being a carer, friend or relative of someone with mental health difficulties;
- 15% 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.



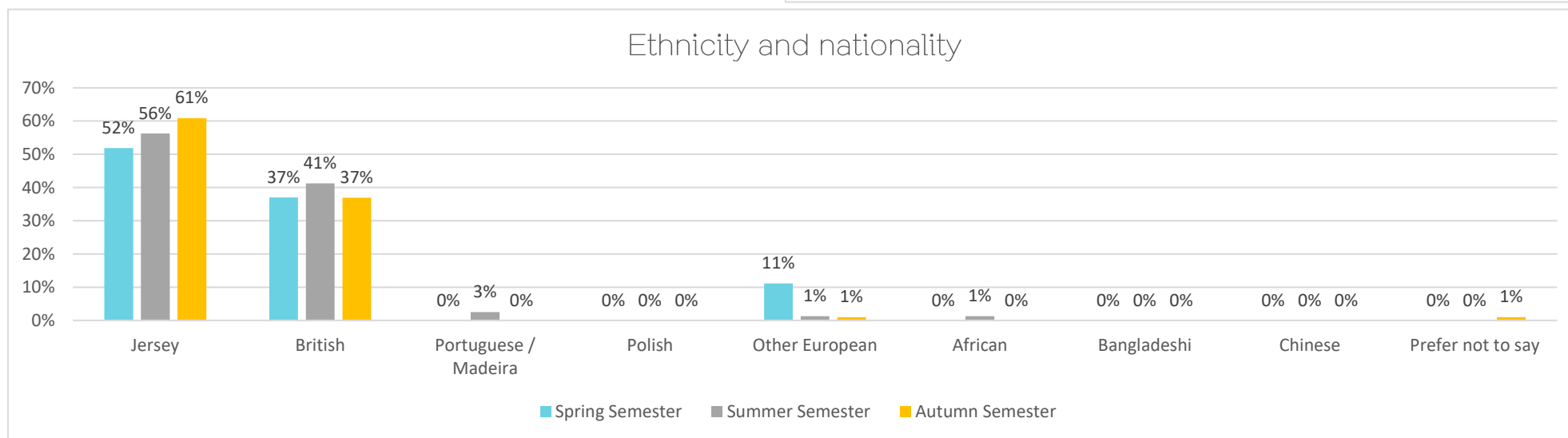
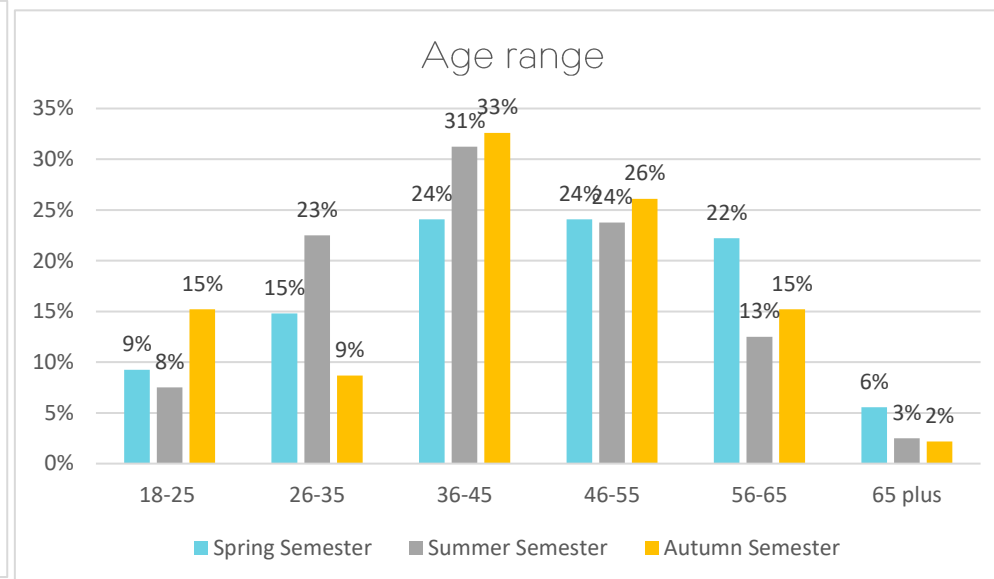
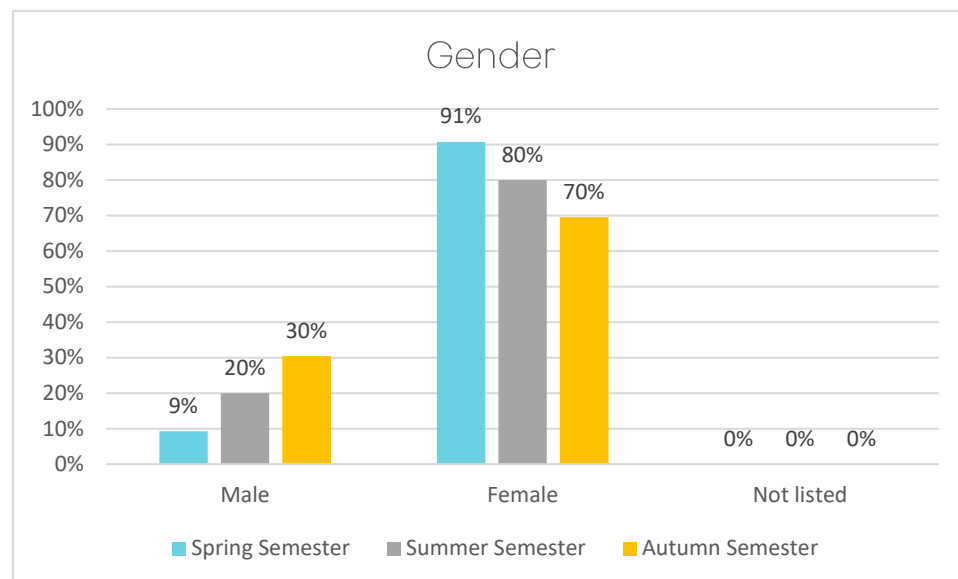
Of the 46 people who completed a demographic form the demographic split was:

- **Gender:** 30% male (increase of 21% from Spring semester)/ 70% female
- **Age:** majority aged 36-55 (59%), 24% students were 18-35 and 17% were over 55.
- **Ethnicity / Nationality:** 98% of students identified as being British or Jersey, 1% 'other European' and 1% preferred not to say

<sup>6</sup> 46 students out of 76 that had attended a course completed a demographic form



Autumn semester demographic split has been:





## Student enrolment and attendance

**Number of applications received vs number of places offered:** 86 students applied to attend our Autumn Semester, of these, we offered 76 students (88%) a place on a course.<sup>7</sup> Each semester we aim to offer a student a place on their first choice of course and almost always manage to do this. 29 of our students this semester enrolled on more than one course. We oversubscribed our courses by 18% to allow for dropouts.

**Average student attendance:** Of those students who enrolled on a single session course 56% attended their course. Of the students who enrolled on our longer courses average attendance was 70% across all sessions<sup>8</sup>; of this number 71% completed over half the course.

**Course no shows:** This semester 37% of those enrolled were 'no shows'<sup>9</sup>.

**Drop-outs:** The average drop-out rate for students attending multi-session courses was 20%.<sup>10</sup>

Semesters	Single Session		Multi-session			
	Notified non-attendance	No Shows	Notified non-attendance	No shows	Completed less than 50%	Completed over 50%
Autumn 2018	12%	44%	15%	20%	9%	71%
Summer 2018	15%	27%	11%	18%	6%	50%
Spring 2018	13%	44%	16%	24%	7%	69%
Autumn 2017	18%	23%	9%	0%	14%	86%
Summer 2017	23%	13%	14%	26%	17%	57%
Spring 2017	-	15%	11%	12%	13%	75%

Drop-out rates per delivered course:

Course title	No of sessions	Total number of students enrolled	Notified non-attendance before the course started	Students who completed less than 50% of course (drop-out) or no show
Single session courses				
Introduction to Recovery	1	15	0	5
Recovery in Action	1	21	2	7
Exploring Self-Compassion	1	18	2	10
Co-production in action	1	10	3	3
Mindful Moments	1	21	3	8
Multi-session courses				
Open Water Swimming	8	19	2	3
Supporting Someone with a Mental Health Difficulty	4	16	3	3
<b>TOTALS</b>		<b>120</b>	<b>15 (13%)</b>	<b>39 (33%)</b>

<sup>7</sup> With the exception of 10 students: Courses were full for 8 students, they had not selected any other courses. The students were placed on a waiting list. 1 student had registered for a day multi-session course but worked full time and didn't confirm if she would like a place, 1 student registered for a course that was finished and didn't select any other courses.

<sup>8</sup> 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).

<sup>9</sup> A 'no show' is a student who is enrolled for a course and does not show up at all.

<sup>10</sup> 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 54 evaluation forms, representing 71% of eligible students.<sup>11</sup>

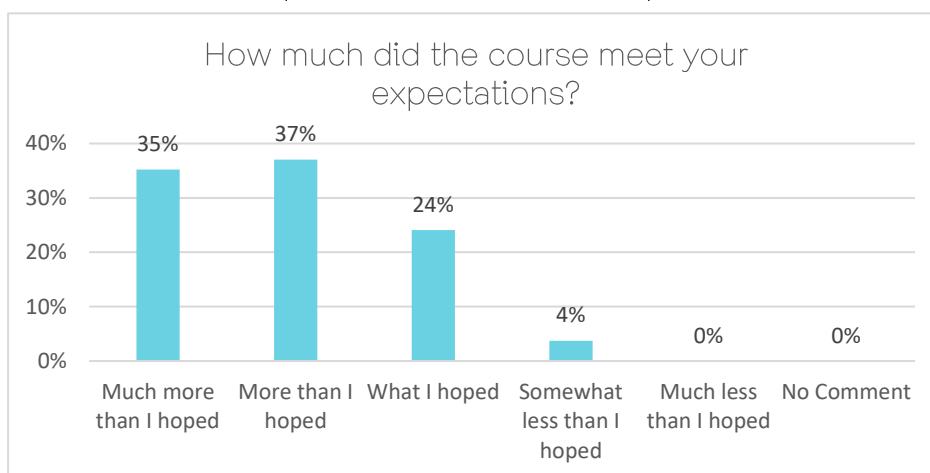
### Student satisfaction – Quality of service

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

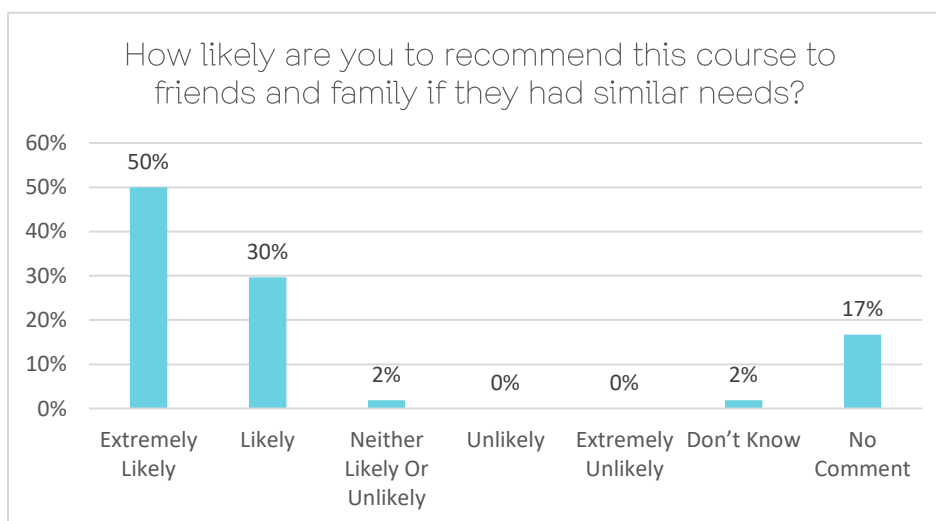
- How much did the course meet your expectations?
- How likely are you to recommend this course to family and friends if they have similar needs?

#### Results:

- 72% of respondents felt their course met expectations 'Much more than I hoped' or 'More than I hoped'
- 24% felt their course met expectations with 'What I hoped'.



- 80% of respondents would recommend their course to their family and friends if they had similar needs.
- 17% evaluation forms did not complete this question which shows in 'no comment'



<sup>11</sup> 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

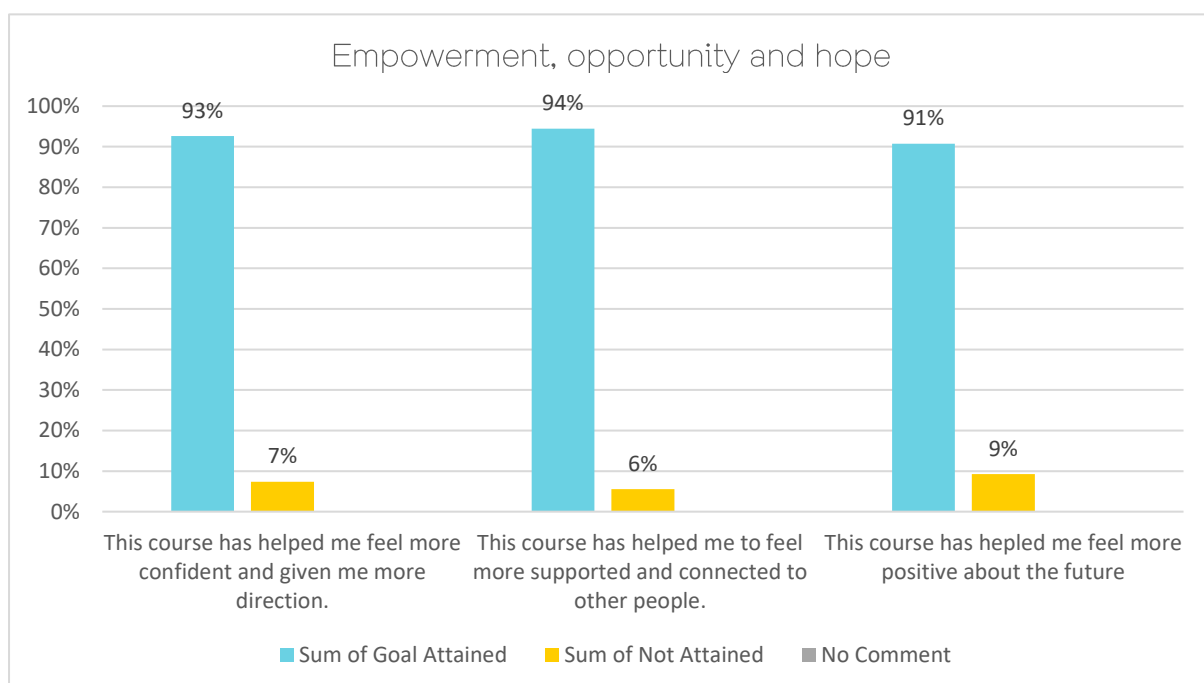
We measured student attainment against how much our courses helped our students feel hope, empowerment and opportunity.

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 93% 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).



“Just that I really enjoyed it, both trainers were amazing and I feel I’ve got a lot out of today.”

*Student, Jersey Recovery College*

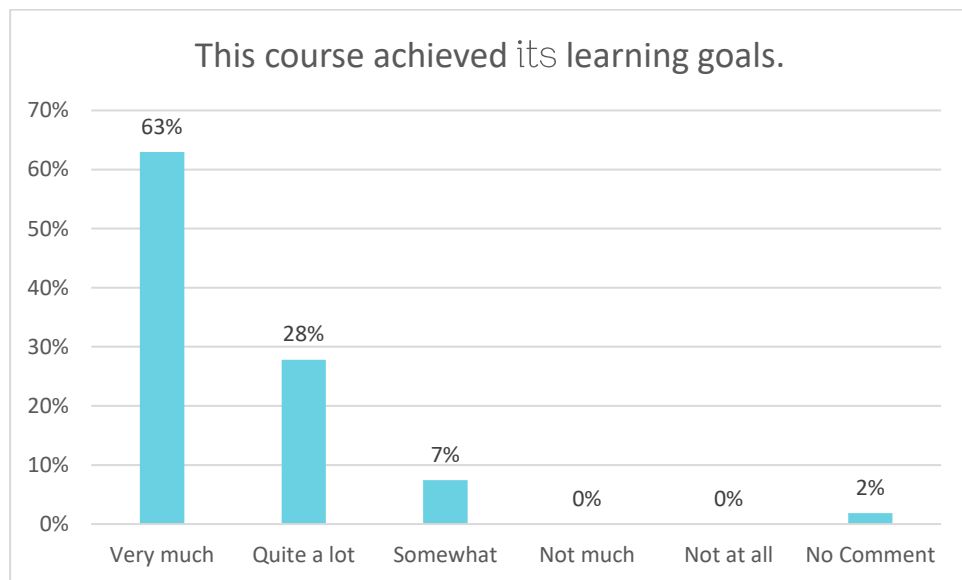


## Course evaluations

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

### Results:

98% of respondents felt their course met it's learning objectives.



"It was really helpful with lots of well explained ideas and resources to look up at home."

*Student, Jersey Recovery College*



## Trainer Evaluations

JRC had four employed Peer Trainers at the beginning of the semester. Two trainers were unable to deliver courses this semester due to illness. We re-engaged with four of our existing co-trainers this semester. HSSD Adult Mental Health and Mind Jersey supported us with delivery of our courses.

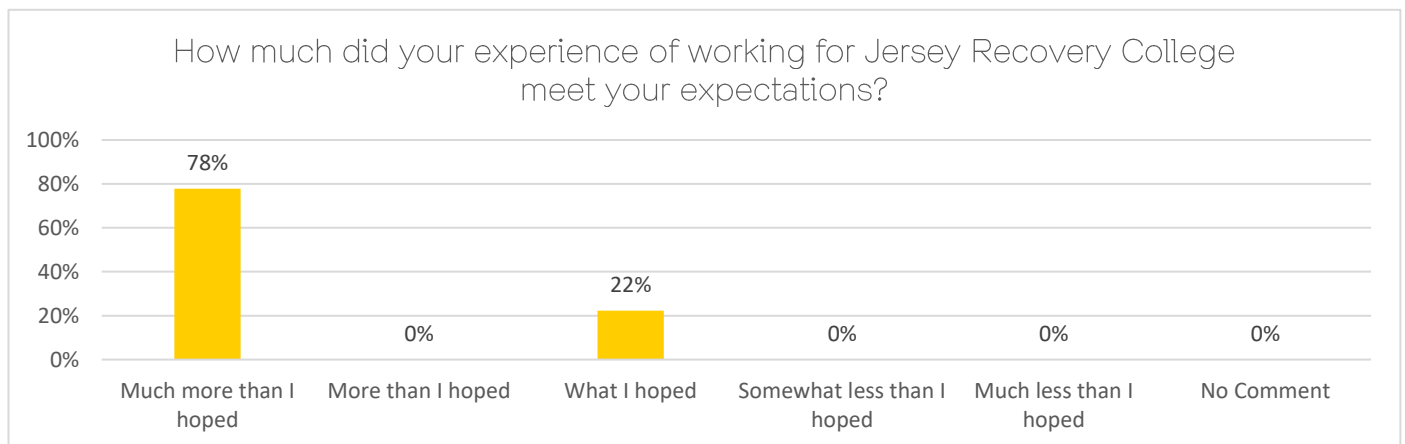
### Experience vs expectations

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:

'I was hoping to be able to attend all courses confident that I would be able to deal with any situation that might arise'

'To be able to provide course to the students especially after the year we've had with cancelling/rescheduling courses'

'Supporting the Recovery College and offering new learning to others'



### Central support and training

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

We continued to organise our Peer Trainers access to group supervision regularly and line management structured support.

### Continued engagement with JRC

When asked 'How likely are you to continue working with JRC?' 100% of trainers answered 'Extremely likely' or 'Likely'. 100% would recommend working with the JRC.

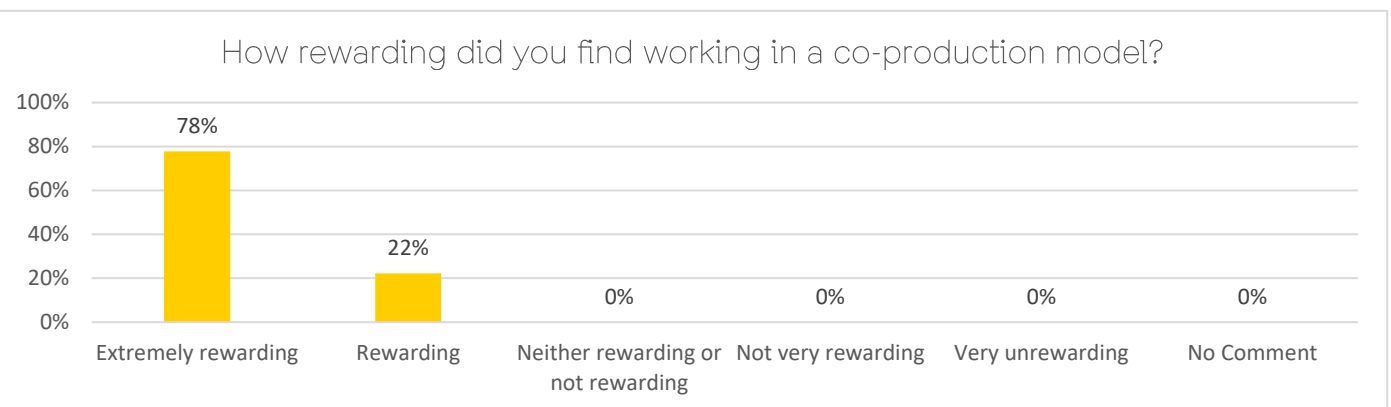
## Working in a co-production model

100% of our trainers found working in a co-production model 'Extremely rewarding' or 'rewarding'. When asked about co-production, other comments included:

'I think it is also good for the professionals to hear the interaction between the students and the Peer Trainer as they can learn from it'

'Peer Trainer gains by learning from the professional so everyone gains using the model of co-production'

'As the courses were already co-produced with another peer trainer... [we] went through the courses and we were able to adapt the courses and use my experience not only with a mental health issue but as a trainer'



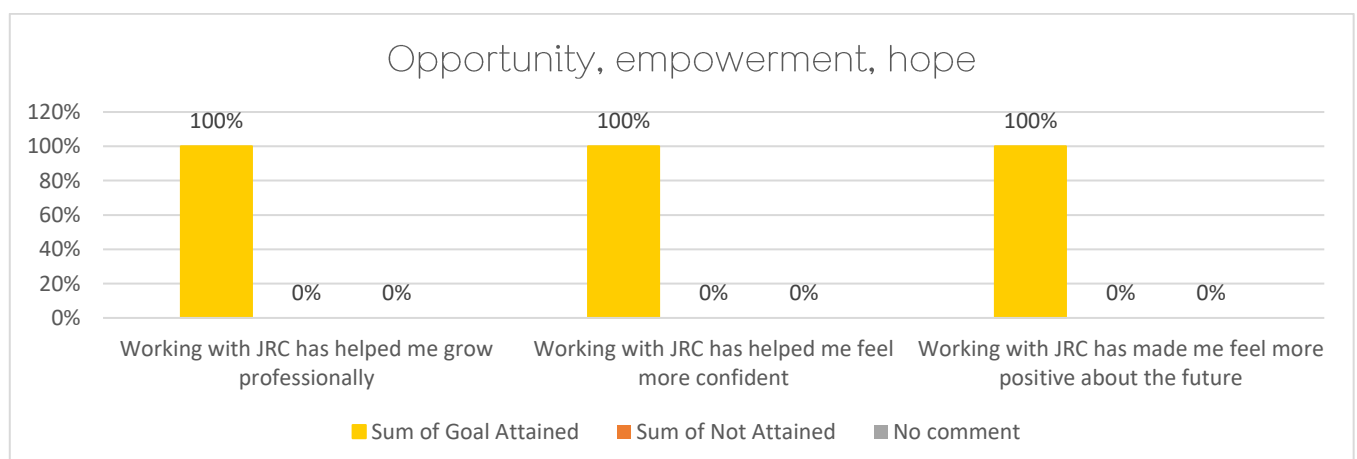
## Personal and professional development

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

### Peer Trainers

This semester two of our existing Peer Trainers continued to be signed-off and a third peer trainer resigned half way through the semester. The College Manager and Office Manager stepped in as peer trainers as they both have lived experience and have attended the courses previously.

By December the college had recruited four new Peer Trainers who are currently being trained to deliver courses.

### Administrative and Central Team

A new administrator joined the admin team in December.

JRC have received funding for an in-house clinician to support our development and growth of our Peer Trainers and courses. This position is open for applications and closes 31<sup>st</sup> December 2018.

The Office Manager received a promotion to Service Manager and her hours have increased from 27.5 hours to 30 hours per week.

### Communications, outreach and extra-curricular activities

The team attended and/or organised the following events during the semester:

- Jersey Football Aid
- World Mental Health Day Flag Day in St Helier
- WellFest
- RBS invited JRC to attend their Volunteering event for their staff
- JRC's College Manager, Office Manager and the experienced Peer Trainer attended Safeguarding Train the Trainer course
- JRC invited students, volunteers, staff and trainers for a planning meeting
- Fundraising Panel are to meet once a month to arrange events for 2019
- Curriculum Panel started to discuss Summer Semester 2019
- JRC introduced a new Student Learning Portal, this is where students will register and manage their courses. Admin staff will now have automated enrolling and be able to manage students more efficiently.



## JRC Autumn Semester SLA KPI tracker

9<sup>th</sup> September – 15<sup>th</sup> December 2018

Indicator	Threshold	Source of Data	Result
<b>Measures for Activity (how many)</b>			
Number of courses planned vs course delivered	Above 70%	Teaching records	100% 7 courses planned (7 separate courses, 0 repeats)
Number of applications received vs number of places offered	No benchmark	Enrolment records	88% of applicants were offered a place on a course. We were unable to provide alternatives for the remaining students.  We received 86 applications. Of those students 76 students accepted our offer of a place on a course and were enrolled. 29 students were enrolled on more than one course.
Average student attendance for each course	Above 60%	Attendance records	Single session courses: 55 out of the 86 students enrolled on a single session course attended. An attendance record of 56%.  Multi-session courses: There was 70% 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	<b>Drop-out before the start of a course (no shows):</b> 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.
Course drop-out rates (those who complete less than 50% of multi-session courses)	Aim for no more than 15%	Attendance records	<b>Drop-out rates for multi-session courses:</b> 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 9% average drop-out on multi-session courses.
Capturing demographic details of students	80 % completion on enrolment	Enrolment records	57% completion (total amount of forms completed vs number of individual students attended)
Number of Peer Trainers contracted to the College	No Benchmark	Enrolment records	4 Peer Trainers (2 peer trainers had been signed off and 1 peer trainer had resigned, date to leave 31 <sup>st</sup> October 2018)



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>) 80% 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>) 100% 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>) 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	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. 93% attained / 7% not attained</p> <p>Goal – Opportunity This course has helped me to feel more supported and connected to other people. 94% attained / 6% not attained</p> <p>Goal – Hope This course has helped me feel more positive about the future 91% attained / 9% 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	See appendix two - four



## Appendix 1 – Trainer Case Study

### How working with JRC has helped me

#### Peer Trainer Account

I feel that I have gone from strength to strength during my second year working at the college. I was able to take on more work during this year due to the fact that my home life has started to settle down.

My daughter is away in the UK receiving treatment for Anorexia Nervosa and my son, although he's home and not working very often, is well and is not causing me to become stressed. My mother is also coping a little better with her depression and anxiety disorder.

During this year, I was asked to take on a few extra courses to cover for other Peer Trainers who had become ill. At times, this was a challenge, but I feel that I coped quite well with the extra work and it gave me a sense of achievement when I managed to do all that was asked of me. This would not have been possible when both my children's illnesses demanded a lot of my time. This year has given me the opportunity to prove that I can step up to the mark when I need to and this has made me feel that I am achieving something for me and my whole life is not totally taken up with trying to sort out my family's problems caused by their mental health difficulties.

Working with new professionals has increased my self-esteem and made me feel that I am capable of adapting to working with many different people. Each time I work with a new co-trainer, I learn from them and this has made me feel that I am increasing my knowledge, which is helping me to do a better job.

I completed my counselling training this year and after five years of hard work quite late in life, I am proud of myself for managing to complete everything within the time limits and to the standard required. I feel that this qualification has greatly helped me to do my job as a Peer-trainer as I have learnt how to talk to and relate to all different types of people and to be empathic. I have always wanted to gain a professional qualification and I was very happy and relieved to pass my exam at the end of the five years.

I have felt very supported whilst working at the college. I enjoy and appreciate the regular Line Manager meetings and Group Supervision. I feel that any problems that may come up are dealt with quickly and efficiently and I'm not afraid to mention what is on my mind as I might have done with my previous employers. We are encouraged to be open and honest and this aids me to feel like I can air any problems that come up as soon as they arise so that I am not dwelling on them which could affect my mental health and cause me to become stressed.

The office is run brilliantly by the Office Manager and she always takes time to make sure that any instructions given are clear but I never feel afraid to query things if I am unsure of anything. I am never made to feel inadequate despite my computer skills sometimes not being as good as they could be.

The Recovery College has become a big part of my life and I look forward to hearing which courses I will be doing, who I will be working with and I have thoroughly enjoyed being part of the team during fundraising activities such as the round the island walk, cycling in town and manning the information desk at various events. Feeling part of a team is so important as being at home caring for loved ones made me feel very isolated so it's a great feeling to work with some lovely people who make me feel I belong. I have enjoyed some great social events such as bowling and a beach barbecue, which included a game of rounders. It was great to have fun with my work colleagues and their families.

I was delighted to be asked if I would be part of the panel to assess and interview new peer trainers. I feel that this has put co-production into practice and I have really enjoyed the process. I feel that my opinions are listened to and valued, and this has massively improved my self-confidence. Knowing that I was where the potential new trainers were two years ago and now, I am the one doing the interviewing has made me realise how far I have come in those two years.

I am very much looking forward to seeing the college develop and grow and I feel very lucky to be a part of such a great initiative which is improving the lives of people with mental health difficulties and their carers in the island. I certainly feel that my life has improved because of working for the college, and I am very grateful to all those involved.



## Appendix 2 – Student case studies

### Student testimonial 1

*Written by a student*

I have had mental health problems for the majority of my life, however I only began to address these difficulties in the last few years. Having reached an all-time low in my mental state in 2017, I was admitted into the Orchard House adult mental acute ward, and then referred to the mental health services upon my release. Since then I have engaged in a one-to-one therapy programme with a mental health Psychologist, and we are currently working towards addressing, understanding and managing my extensive list of Complex PTSD issues.

I had initially seen posts about the JRC on various social media platforms (Facebook predominantly), and I looked into the goals and objectives of the College in an attempt to find out as much as I could about the resources available to me as I began to address my own issues.

As I had no idea what to expect when I turned up to these courses, I was pleasantly surprised at the relaxed and informal atmosphere, and the non-judgemental way in which the courses are conducted. I was expecting a "school type" situation, however the dual mix of professional and "lived experience" trainers genuinely made me feel as though the courses are run to help and support the students as well as to educate, and offer tried and tested methods to aid people in similar situations.

The singing course in particular was a highlight for me, as having often debilitating anxiety, and the constant fear of experiencing flashbacks / panic attacks, the thought of being in a room full of strangers was terrifying. But the fun and friendly leadership from the trainers, and the supportive nature of the other students, helped to alleviate the anxiety and created a safe space where I was able to come out of my shell enough to meet likeminded people.

Initially I attended the Recovery College courses in an attempt to learn more about my "issues" and the way in which I deal with them. However, since enrolling I have met some amazing people who are immensely supportive, and always willing to be a sounding board in the times where I am not able to see the good in things around me. Through the college I have begun to interact with people in a more open and honest way and learn to appreciate that even in the times when my mental health issues isolate me, there is always someone there and we are never alone.

More importantly, through meeting the people involved in the College, I am slowly learning that Mental Health issues are *NOT* something to be afraid of or embarrassed about. I am gradually beginning to re-train my brain into accepting that having a mental health problem should not be stigmatised, and I now find myself talking candidly and openly about my own mental health far more than I ever would have imagined. I am still on my journey of Recovery, but through the college I have learned that it is definitely *OK - TO - BE - NOT - OK!*



## Appendix 3 – Student case studies

### Student testimonial 2

*Written by a student*

Whilst I was in Orchard House another patient spoke to me about what JRC did and showed me a leaflet which I took away with me when I left Orchard House in April 2017.

The welcoming safe environment provided by the trainers and being able to relate to what's being taught through the trainer with lived experience was very inspiring.

I had almost given up hope of ever finding any help that would work for me, a way through my difficult times. Over the last year and a half JRC have been instrumental in my recovery. JRC gave me hope for my future and gave me a valuable toolset to proceed with my recovery.

I was inspired by the way the college was coproduced, giving people with mental health difficulties a voice and taking away the stigma that I had felt for all those years. JRC provided me with a safe environment where I felt comfortable and able to participate in the courses. I could actually take-in the information being taught because I was made to feel safe, therefore I was not so preoccupied with where I was or who was in the room as we were all there for the same reason.

I have gained in confidence and have a better understanding of the key foundations of well-being management thanks to the JRC and feel that my recovery is truly in action.



## Appendix 4 – Student case studies

### Student testimonial 3

*Written by a student*

I remember first hearing about Jersey Recovery College at Mind Jersey. I was there at the beginning when seminars, workshops, teams, committees and finally a Board were put in place.

I live in a Mental Health care home called Camelot. Due to my increasing confidence and independence partly caused by the JRC. I went on a trip on my own to France and I am about to move into a flat which will be a new chapter in my journey. I was regularly seeing my psychiatrist, once every three months. Who had me on a cocktail of drugs which were suited to me after 35 years. Recently the depot injection was decreased to make me less drowsy and stiff in the muscles. It meant I could do more work in the gym and pool. This suits me well because I am a member of the Mind Jersey Swimathon Team. I challenged myself to the 'Open Water Swimming' course run by the JRC this Autumn. Mike Swain and Jo Thorpe who are two hardened sea water swimmers took the course.

In the theory classroom I was very sceptical with the hard sell approach. At the end of the week I was in the sea water for the first time in many years. Getting in up to my chest was the worst part and I was freezing cold. As the sessions progressed swimming and getting in became easier. The feel-good factor was definitely there, and it was lasting for up to a day. Near the end of the course my G.P said my weight and blood pressure were the best for many years. It made me want to sea swim in the summer.

Probably the greatest insight into my condition was in the course 'Understanding Low Self-esteem'. In the evening workshop I started to feel dizzy while staring at blank paper and a feeling of dread coming over me. Tracy Meson the tutor calmly said to me, 'You are experiencing a seizure just do what you normally do to come out of this situation'. Now knowing it was a temporal lobe epileptic seizure meant I could deal with it more effectively. The course taught me a lot about confidence.

'Exploring Self-compassion' was instructed by a Jersey local expert on mindfulness. The trainers were Steve Wharmby and Jo Thorpe. He taught a range of techniques for combating many mental health problems. Material for further study was also recommended.

'Introduction to Recovery' and 'Recovery in Action' were taken by Jake Bowley and Jo Thorpe. He talked about having a toolkit to counteract mental health issues. Being a psychologist, he highlighted a holistic approach which may include medication. He spoke highly of cognitive base therapy and counselling. He referred to relaxing, exercise, talking and counselling, art, CBT, mindfulness spirituality. I took away some useful lessons from this course.

In the new year I'm hoping to take 'Understanding Peer Support', 'Co-production in Action' and 'Facilitation Skills'. I am aiming to tutor for the college maybe on new courses such as art or storytelling. Perhaps I will even venture to highlands where I was once a lecturer. Adult education courses sound attractive as does computer and learning. All of this is possible due to the fact that yes, I can still operate at the heart of learning due to the JRC. The office manager, Siobhan Poingdestre, does a good job and she is also friendly and efficient. Beth recently received a further accolade in Leadership from the Jersey Evening Post.

The JRC will enter a new phase by 2020 with the hope of funding for bricks and mortar. Hopefully Beth will lead her team into a hopeful, positive future. All the best to the JRC.



## Appendix 5 - JRC Autumn semester course details [delivered courses]

9<sup>th</sup> September – 15<sup>th</sup> December 2018

Course title	Trainers	Synopsis	Duration
Introduction to Recovery	Siobhan Poingdestre, Office Manager, JRC Jake Bowley, Clinical Psychologist, Adult Mental Health, HSSD	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 hours session Tuesday afternoon
Recovery in Action	Siobhan Poingdestre, Office Manager, JRC Jake Bowley, Clinical Psychologist, Adult Mental Health, HSSD	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 hours session Tuesday afternoon
Exploring Self-Compassion	Beth Moore, College Manager, JRC Steve Wharmby, Senior Occupational Therapist, Adult Mental Health, HSSD	Self-compassion involves treating ourselves kindly, like we would a person we care about. During this introductory workshop we will explain the meaning of self-compassion and its benefits and challenges. We will invite students to participate in some brief exercises and meditations, which are designed to bring awareness to our experiences and to ourselves. We will provide some resource information for those wishing to continue to explore the subject.	1 x 3-hour session Tuesday evening
Mindful Moments	Beth Moore, College Manager, JRC Steve Wharmby, Senior Occupational Therapist, Adult Mental Health, HSSD	Mindful Moments is a taster workshop for those new to mindfulness who may not have the time for long, meditative practice. We will explore what mindfulness is and isn't, and then introduce a number of short, informal practices, which can be integrated into daily life.	1 x 3-hour session Tuesday evening





Co-Production in action	Karen Dingle, Peer Trainer, JRC Beth Moore, College Manager, JRC	<p>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.</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. We recommend this course for anyone interested in becoming a trainer with Jersey Recovery College in the future.</p>	1 x 3-hour session Tuesday afternoon
Open Water Swimming	Jo Thorpe, Peer Trainer, JRC Mike Swain, CPN, Adult Mental Health, HSSD and Joanna Newton, OT, Adult Mental Health	<p>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.</p> <p>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.</p>	<p>1 x 1.5- hour session (classroom) 7 x 1-hour sessions (Havre des Pas)</p> <p>Monday's and Friday's</p>
Supporting Someone with a Mental Health Difficulty	Karen Dingle, Peer Trainer, JRC Steve McCrimmon, Carer and Family Support, Mind Jersey	This programme aims to educate anyone involved with caring for someone with a mental health difficulty. It includes sharing and learning from one another, looking after ourselves, communication skills, crisis planning, where to find support and hope for the future.	4 x 3-hour session. Saturday morning.