

Summer Semester 2018

Activity Report

May - July 2018



“I am really grateful and appreciative of this, thank you very much.”

- Student, Jersey Recovery College

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Summer Semester 2018

Executive summary

Since opening in January 2017, Jersey Recovery College has:

- Enrolled **647 students** on our courses.
- Welcomed **455 returning students** with 131 of those returning for more than one semester.
- Consistently received over 90% satisfaction rates from students on:
 - Meeting our learning objectives;
 - Meeting their expectations;
 - Whether they would recommend us to family/friends;
 - Whether attending our course made them feel more confident, supported, connected and more positive about the future.

Courses

Jersey Recovery College's (JRC) Summer Semester 2018 ran from 8th May – 27th July 2018. We began the semester with a programme of 21 courses, however, due to unexpected staff illness and low registration numbers on some courses, we had to scale back our programme during the semester.

Where we could we found replacement Peer Trainer cover to ensure courses went ahead and we managed to successfully move 49 of the 87 students affected by cancellations onto the same course on another date or onto a different course.

By the end of the semester we successfully delivered 13 courses, four of which were new. Our delivery partners were HSSD Mental Health services, Mind Jersey, Public Health and Jersey Talking Therapies.

Scheduled courses were:

Delivered:

- *Introduction to Recovery*
- *Recovery in Action*
- *Understanding Low Self-Esteem*
- *Balanced Living for Beginners Lite*
- *Exploring Self-Compassion*
- *Co-production in action*
- *Facilitation skills*
- *Open Water Swimming*
- *Tune into Recovery – Singing - NEW*
- *Suicide Awareness - NEW*
- *Sleep Management (repeated) – NEW*
- *Mindful Moments - NEW*



Programmed but cancelled:

- *Introduction to Recovery; Recovery in Action; and Balanced Living for Beginners Lite*
 - Reason: Each of these was programmed to be run twice. We delivered one of each, streamlining registrations into one session. We also found alternative Peer Trainer cover for each as the Trainer originally scheduled to run these was unwell.
- *Understanding Peer Support*
 - Reason: This was cancelled due to the Peer Trainer being unwell.
- *Carer and Family Education Programme*
 - Reason: This was cancelled due to low registration numbers. We are looking at re-branding this course for our next semester.
- *Suicide Awareness and Self-Harm Response*
 - Reason: These courses are licensed content from *Connecting with People*. Our trainers felt they needed more time to work on the content and become familiar with it before delivering to the community.

Attendance

169 students were enrolled on JRC courses this semester. Average attendance on our nine single session courses was 72% and 73% on our four multi-session courses¹. Of those who attended at least one session of a multi-session course, 67% of students completed more than half the sessions.

Satisfaction levels

Satisfaction levels remain high, 94% of students said they would recommend JRC to their family and friends² and 93% of students stated the course they attended met or exceeded their expectations.³

Of our peer trainer evaluations, 100% of trainers were satisfied working with us and 100% found working in a co-production model rewarding. 100% of trainers would work with us again, while 86% would recommend working with us to their peers.

Impact

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).⁴

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'm really grateful for having this opportunity and for the support from JRC."

Student, Jersey Recovery College

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

² Answering 'Extremely Likely' and 'Likely'

³ Answering 'Much more than I hoped', 'More than I hoped' and 'What I hoped'.

⁴ Answering 'Very much', 'quite a lot' or 'somewhat'.



At a Glance

Courses

	Courses				Students Evaluation of the Courses			Attendance	
Semesters	No. of different courses programmed	No. courses repeated	No. of courses new	No. of courses delivered	Met Learning objectives	Exceeded or met expectations	Would recommend the course to family/friends	One-off session average attendance	Multi-sessions average attendance
Summer 2018	15	6	5	13	98%	93%	94%	72%	73%
Spring 2018	11	6	2	10	100%	97%	96%	50%	83%
Autumn 2017	11	3	5	14	99%	97%	91%	61%	67%
Summer 2017	8	4	2	12	99%	94%	90%	84%	85%
Spring 2017	6	2	6	7	99%	95%	97%	51%	73%

Students

	Enrollments			Students identified as			When asked how much a course has		
Semesters	Students Enrolled	Enrolled on more than one course	No. of places filled across curriculum	Mental Health Difficulty	Carers	Professionals	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
Summer 2018	169	90	97%	56%	22%	22%	94%	94%	99%
Spring 2018	146	74	97%	57%	28%	15%	91%	96%	97%
Autumn 2017	152	70	100%	59%	25%	16%	98%	98%	99%
Summer 2017	106	59	80%	58%	24%	18%	93%	91%	100%
Spring 2017	74	24	89%	35%	28%	18%	90%	94%	98%
				some students ticked more than one			answered 'very much', 'quite a lot' or 'somewhat'		



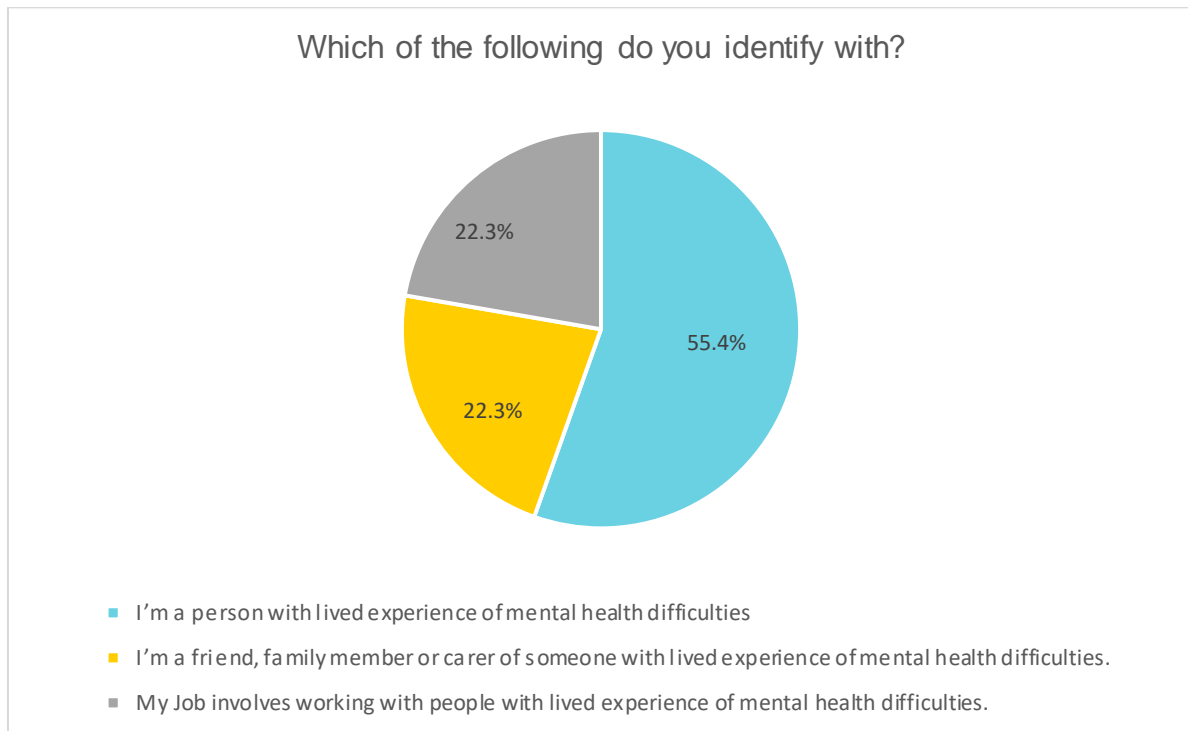
Semesters	Recommend working with JRC	When asked how much a course has			Working in a co-production model	Satisfied with level of training and induction
		has helped me grow professionally	made me feel more positive about the future	helped me feel more confident		
Summer 2018	86%	100%	100%	100%	100%	100%
Spring 2018	86%	100%	100%	100%	86%	100%
Autumn 2017	100%	100%	100%	100%	100%	100%
Summer 2017	100%	100%	86%	79%	100%	100%
Spring 2017	100%	100%	100%	86%	100%	100%
answered 'very much', 'quite a lot' or 'somewhat'					Extremely rewarding' or 'rewarding'	

Demographics

Of the students who attended our courses, 80 completed a demographic form⁵, our students identified with our service criteria in the following ways:

- 55% identified as 'experiencing a mental health difficulty';
- 22% as being a carer, friend or relative of someone with mental health difficulties;
- 22% 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.



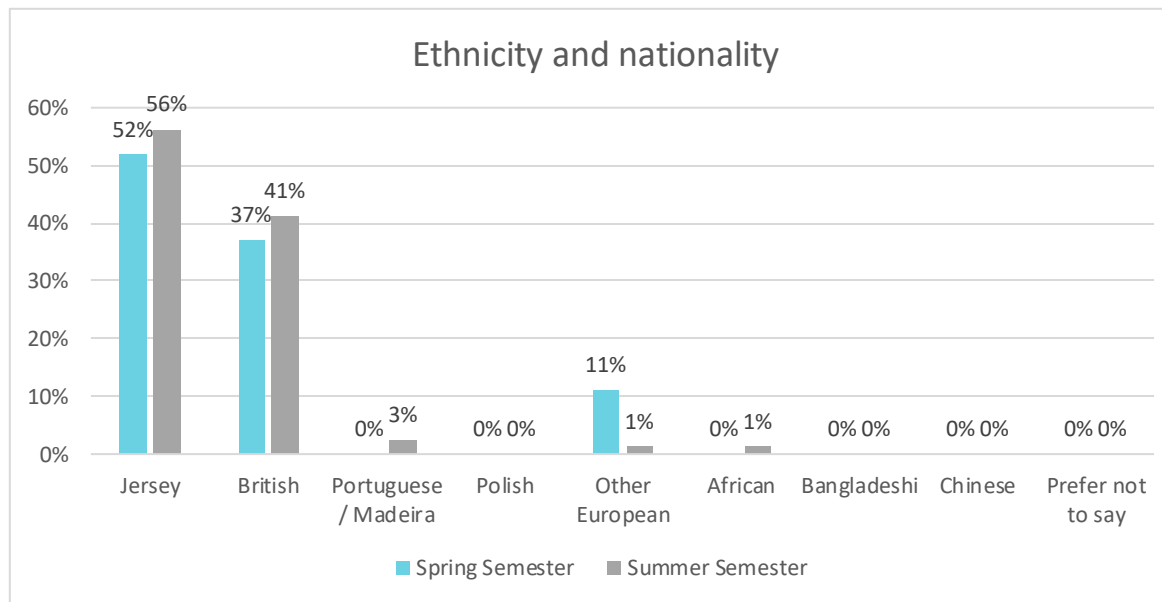
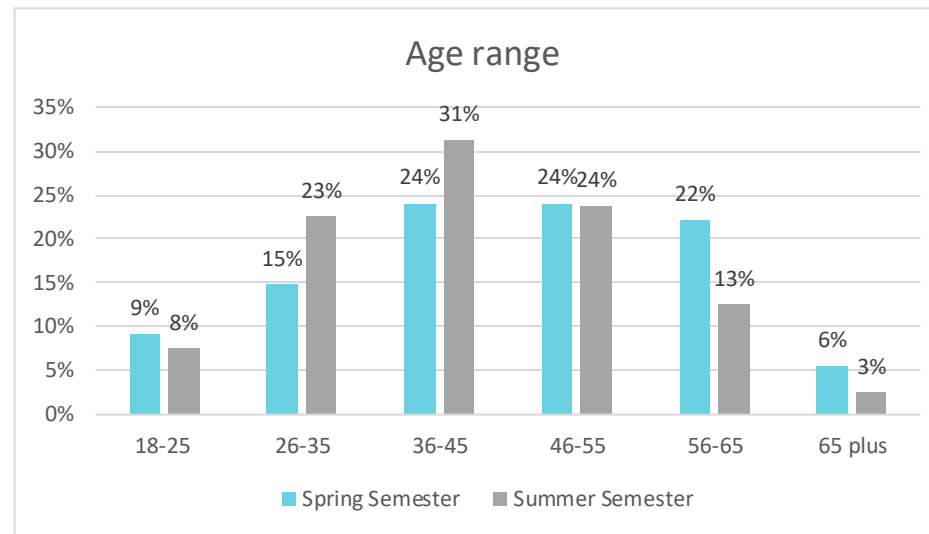
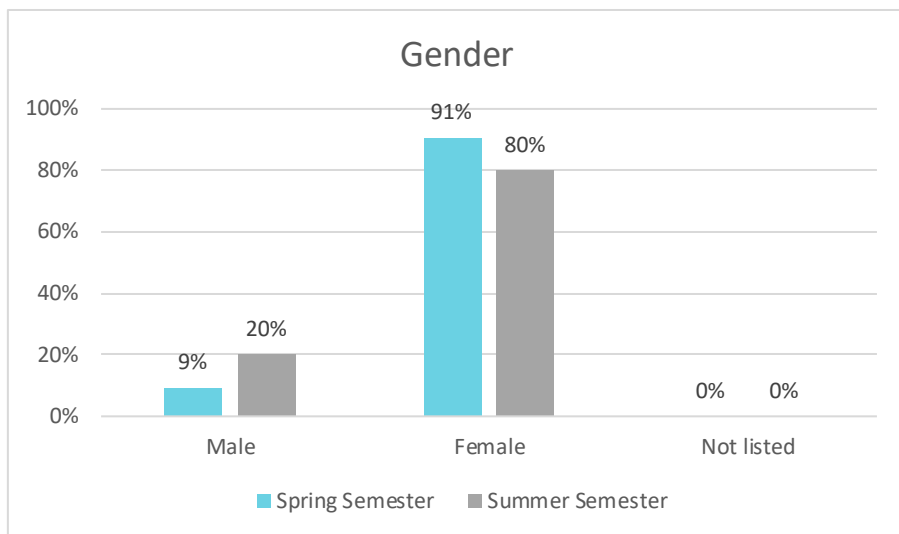
Of the 80 people who completed a demographic form the demographic split was:

- **Gender:** 20% male (increase of 11% from last semester)/ 80% female
- **Age:** majority aged 36-55 (55%), 30% students were 18-35 and 15% were over 55.
- **Ethnicity / Nationality:** 98% of students identified as being British or Jersey, 3% identified as Portuguese/Madeira, 1% as African and 1% as 'other European' which is change from last semester

⁵ 80 students out of 108 that had attended a course completed a demographic form



Summer semester demographic split has been:





Student enrolment and attendance

Number of applications received vs number of places offered: 175 students applied to attend our Summer Semester, of these, we offered 169 students (97%) a place on a course.⁶ Each semester we aim to offer a student a place on their first choice of course and almost always manage to do this. 90 of our students this semester enrolled on more than one course. We oversubscribed our courses by 13% to allow for dropouts.

Average student attendance: Of those students who enrolled on a single session course, 113 out of the 157 attended their course (72% attendance). Of the students who enrolled on our longer courses average attendance was 73% across all sessions⁷; of this number 67% completed over half the course.

Course no shows: This semester 28% of those enrolled were 'no shows'⁸. This is a 45% decrease from last semester.

Drop-outs: The average drop-out rate for students attending multi-session courses was 6%.⁹

Semesters	Single Session		Multi-session			
	Notified non-attendance	No Shows	Notified non-attendance	No shows	Completed less than 50%	Completed over 50%
Summer 2018	15%	27%	11%	26%	6%	67%
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%

Cancelled courses: Cancelling courses this semester affected 87 students, we offered every student an alternative spot on either the same course on a different day or a different course. 49 (56%) students accepted the alternative and moved course.

Of those we did not move, 29 did not wish to register on another course and 9 students did not respond to our offer.

⁶ With the exception of 6 students: Courses were full for 3 students, they had not selected any other courses. The students were placed on a waiting list. 1 student had registered for a course that was cancelled, 1 student registered for a course that was due to take place the next day and 1 had not selected any courses on their application form.

⁷ 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).

⁸ A 'no show' is a student who is enrolled for a course and does not show up at all.

⁹ 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.



Drop-out rates per delivered course:

Course title	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			
<i>Introduction to Recovery</i> (1 session)	22	3	6
<i>Recovery in Action</i> (1 session)	24	2	6
<i>Understanding Low Self-Esteem</i> (1 session)	25	9	6
<i>Balanced Living for Beginners Lite</i> (1 session)	14	3	3
<i>Exploring Self-Compassion</i> (1 session)	25	6	4
<i>Co-production in action</i> (1 session)	17	1	2
<i>Facilitation skills</i> (1 session)	13	2	2
<i>Suicide Awareness</i> (1 session)	22	1	3
<i>Mindful Moments</i> (1 session)	21	0	12
Multi-session courses			
<i>Open Water Swimming</i> (8 sessions)	16	2	3
<i>Tune into Recovery</i> (6 sessions)	23	5	5
<i>Sleep Management</i> (2 sessions) (repeated)	48 (over both courses)	7	13
TOTALS	270	41 (15%)	65 (28%)



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 148 evaluation forms, representing 90% of eligible students.¹⁰

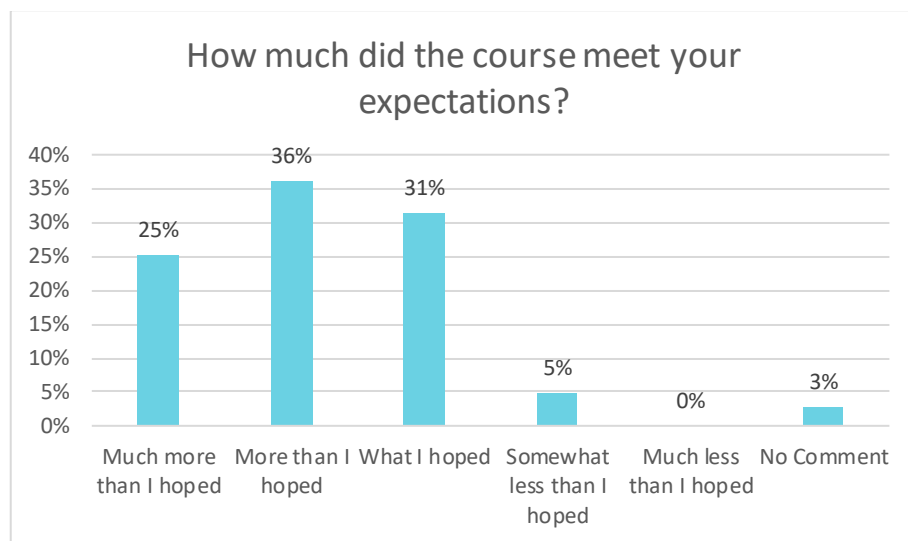
Student satisfaction – Quality of service

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

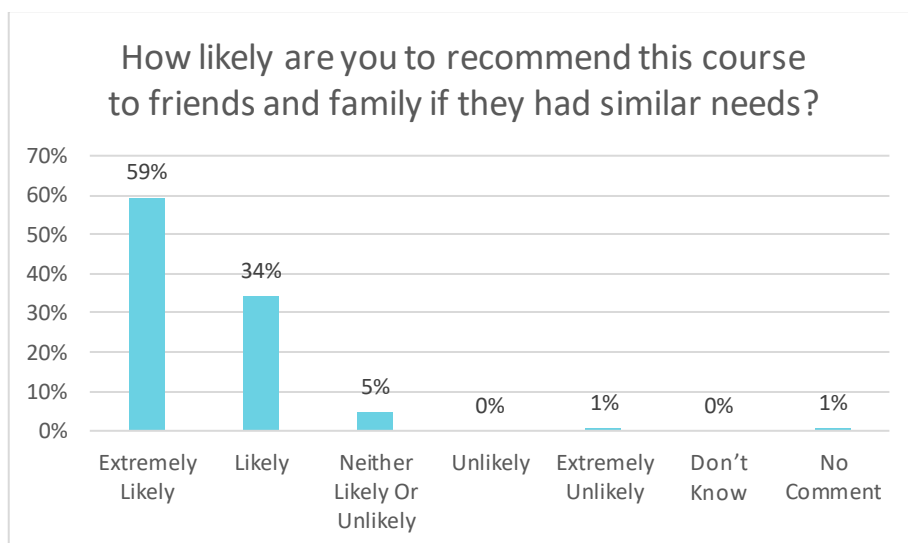
- How much did the course meet your expectations?
- How likely are you to recommend this course to family and friends if they have similar needs?

Results:

61% of respondents felt their course met expectations 'Much more than I hoped' or 'More than I hoped'. 31% felt their course met expectations with 'What I hoped'.



93% of respondents would recommend their course to their family and friends if they had similar needs.



¹⁰ 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

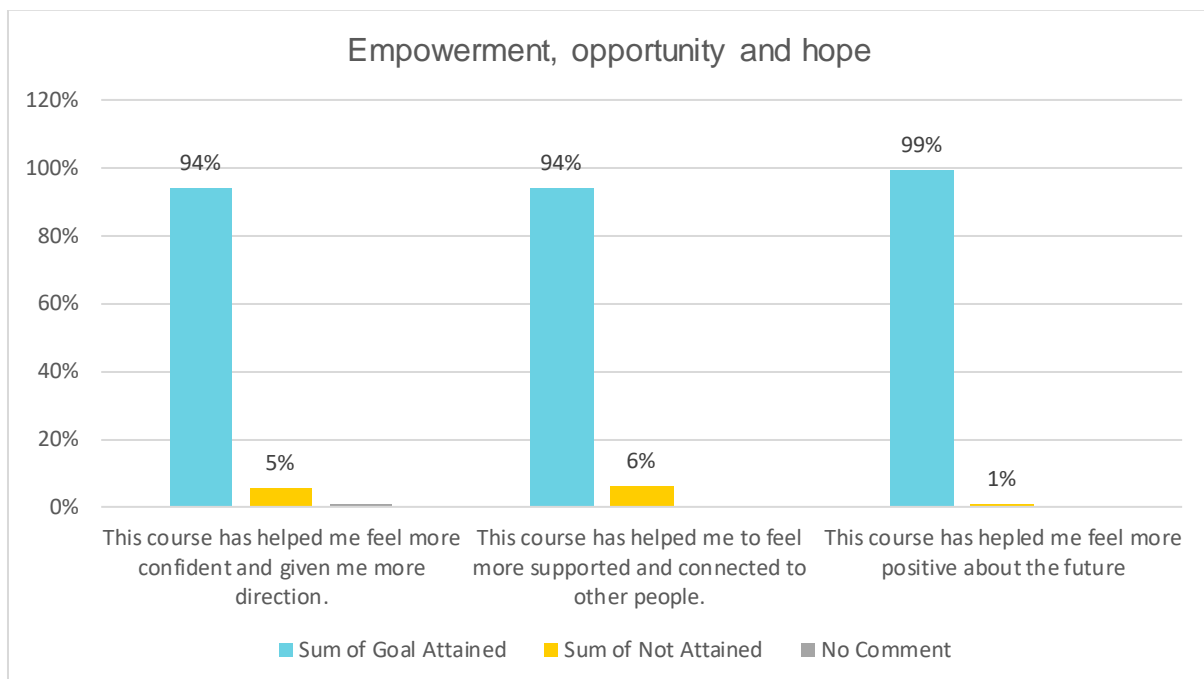
We measured student attainment against how much our courses helped our students feel hope, empowerment and opportunity.

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 96% 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 thoroughly enjoyed it. It was so much fun and I felt good after and a lot more positive and confident of singing. I have anxiety so that is saying something."

Student, Jersey Recovery College

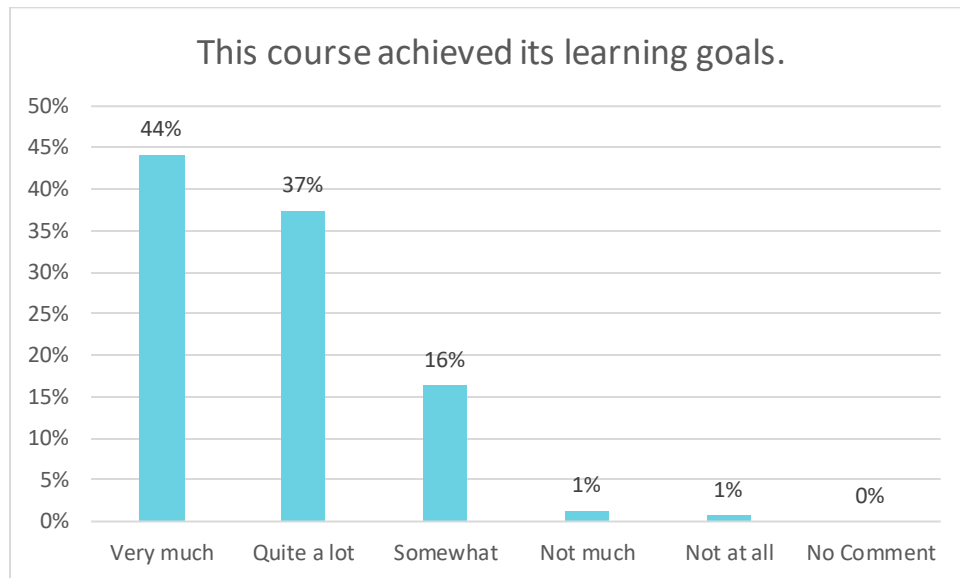


Course evaluations

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.



"Best course I've done so far... Really looking forward to the next course. Left in a much better positive mood. Thanks".

Student, Jersey Recovery College



Trainer Evaluations

JRC has four employed Peer Trainers and two trainers delivered all courses this semester due to illness. We re-engaged with five of our existing co-trainers and welcomed four new co-trainers to the team this semester. HSSD Adult Mental Health, Drug and Alcohol, Jersey Talking Therapies and Mind Jersey supported us with delivery of our courses.

Experience vs expectations

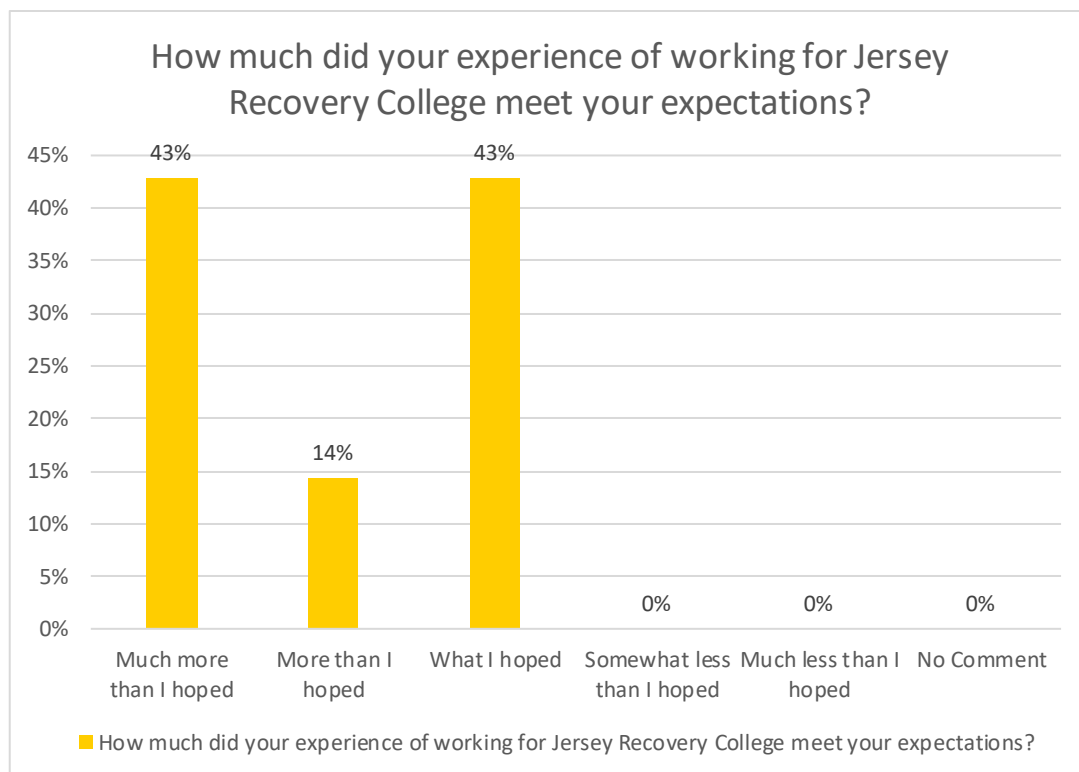
Our trainers were asked how much the experience of working with JRC met their expectations. 100% felt the experience was 'Much more than I hoped', 'More than I hoped' or 'What I had hoped'.

When asked, what expectations were, answers included:

"Co-developing another stand-alone workshop that would meet the needs of those not able to commit to a long meditation practice."

"I was enthusiastic about working with the JRC as I hoped it allowed me the opportunity to share ideas."

"...keen to share my other passion (singing) to see if some/all of the benefits of a really good sing could add value to the lives of the students attending."





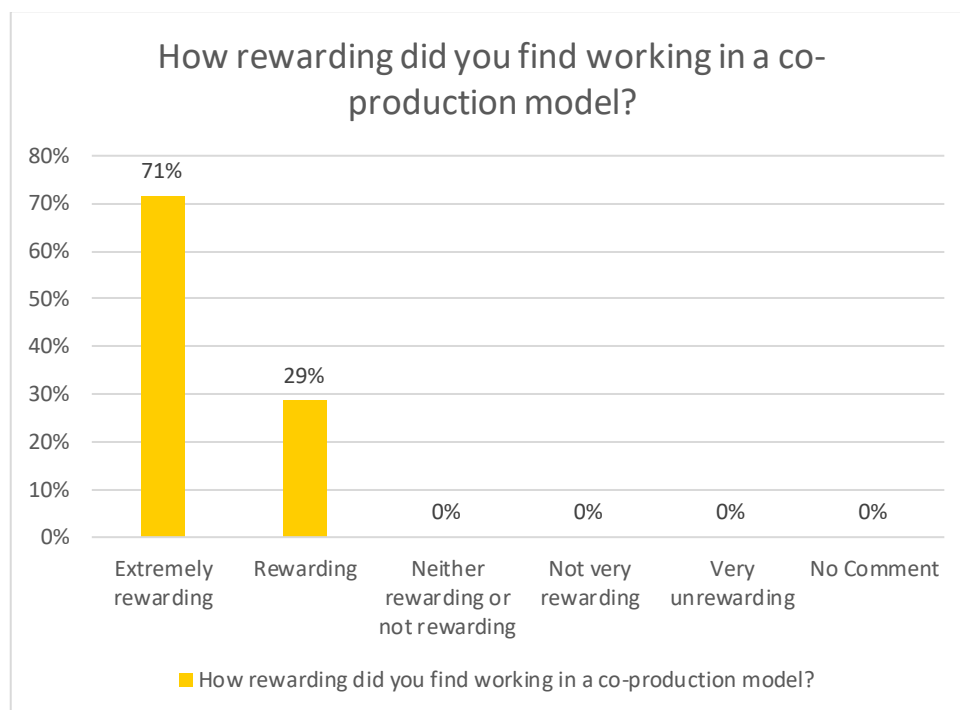
Working in a co-production model

100% of our trainers found working in a co-production model 'Extremely rewarding' or 'rewarding'. One peer trainer commented *"I really enjoy working using the co-production model and it has been really well received by our students."*

When asked about co-production, other comments included:

"I was not involved in the co-production of the workshop itself [from the start], yet I found the experience of co-delivery very rewarding. I learnt from my co-trainer about delivery styles and found the experience supportive."

"I very much enjoyed the co-production experience and with it adds valuable weight."





Central support and training

The central team continued to support all trainers with logistics, student management and course development. The central team continued to be impacted by the absence of the College Manager due to illness, this put additional strain on resources. 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 offer our Peer Trainers access to group supervision regularly and line management structured support if required during the absence of the JRC Manager, who returned to light duties mid-May.

Continued engagement with JRC

When asked 'How likely are you to continue working with JRC?' 86% of trainers answered 'Extremely likely' or 'Likely'. 86% would recommend working with the JRC.

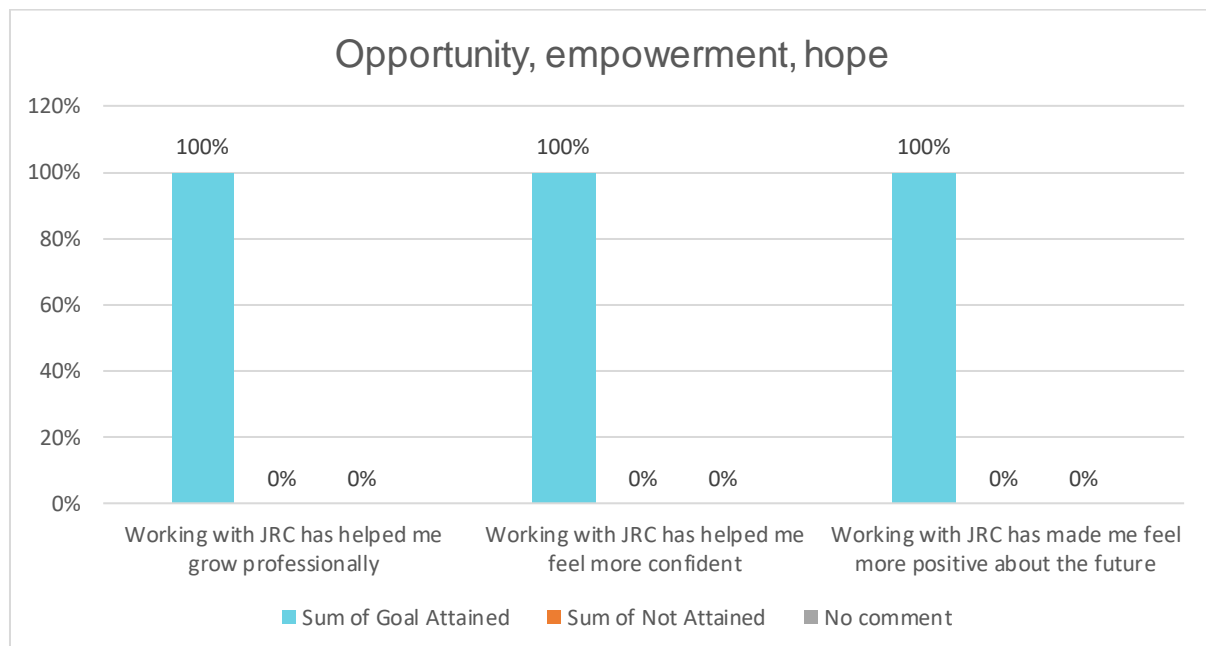
Personal and professional development

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

The summer semester was programmed to be delivered by 3 Peer Trainers. One of our Peer Trainers continued to be signed-off and a second peer trainer stepped back at the start of the summer semester due to ill health. Where possible we organised replacement Peer Trainer cover to ensure delivery of as many scheduled courses as possible.

Administrative Team

The JRC College Manager returned to light duties and reduced hours mid-May. The office continued to work with 2 part-time administrators and 1 part-time office manager throughout the summer semester.

Communications, outreach and extra-curricular activities

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

- Safeguarding Partnership Board Town Hall
- Co-Op Flag Day
- Exercise for Mental Health at the Co-op

We have a number of events organised for the last 3 months of the year.

Governance

We have updated our policies and processes to be GDPR compliant this semester.



JRC Summer Semester SLA KPI tracker

8th May – 27th July 2018

<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	62% 21 courses planned (15 separate courses, 6 repeats) 8 courses cancelled due to sickness and low registration numbers.
Number of applications received vs number of places offered	No benchmark	Enrolment records	97% of applicants were offered a place on a course. We were unable to provide alternatives for the remaining students. We received 175 applications. Of those students 169 students accepted our offer of a place on a course and were enrolled. 90 students were enrolled on more than one course. Of those students affected by cancelled courses, we were able to offer an alternative course place to all, with 56% of those students accepting.
Average student attendance for each course	Above 60%	Attendance records	Single session courses: 131 out of the 157 students enrolled on a single session course attended. An attendance record of 72%. Multi-session courses: There was 73% attendance across our multi-session courses. (A: total number of sessions for each course x total number of students who attended at least one session) / (B: total attendance across all sessions).
Course No Shows (those who do not attend any session after confirmed enrolment)	Below 40%	Attendance records	Drop-out before the start of a course (no shows): Average drop-out rates between the beginning of the semester and when a course began was 15% across the curriculum. This includes single session and multi-session courses.
Course drop-out rates (those who complete less than 50% of multi-session courses)	Aim for no more than 15%	Attendance records	Drop-out rates for multi-session courses: We define drop-out for a multi-session course as any student who attended at least one session of that course and completed less than 50% of the course. This semester we measured 6% average drop-out on multi-session courses.



Capturing demographic details of students	80 % completion on enrolment	Enrolment records	74% 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 (1 peer trainer had been signed off and 1 peer trainer stepped back due to illness this semester)
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>) 93% satisfaction.</p> <p>How likely are you to recommend this course to friends and family? (<i>Extremely likely / likely</i>) 94% 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>) 86% satisfaction</p>



			How likely are you to continue working with JRC? (<i>Extremely likely / likely</i>) 100% satisfaction
Measures which show outcomes (made a difference)			
Peer Trainer self-reported recovery measure	Per peer with lived experience	Annually	Next required Autumn Semester 2018 Report
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. 94% attained / 6% 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 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	Next required Autumn Semester 2018 Report



Appendix - JRC Summer semester course details [delivered courses]

8th May – 27th July 2018

Course title	Trainers	Synopsis	Duration
Introduction to Recovery	Jo Thorpe, Peer Trainer, 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	Jo Thorpe, Peer Trainer, 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
Understanding low self esteem	Jo Thorpe, Peer Trainer, JRC Tracy Meson, Clinical Psychologist, Jersey Talking Therapies	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
Balanced Living for Beginners Lite	Jo Thorpe, Peer Trainer, JRC Luke Shobbrook, Psychologist, Drug and Alcohol, HSSD	This workshop provides a brief overview of some key skills to help manage emotions and relationships.	1 x 90-minute session Thursday evening
Exploring Self-Compassion	Jo Thorpe, Peer Trainer, 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



Co-Production in action	Karen Dingle, Peer Trainer, JRC Jake Bowley, Clinical Psychologist, Adult Mental Health, HSSD	<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
Facilitation Skills	Karen Dingle, Peer Trainer, JRC Jo Thorpe, Peer Trainer, JRC	<p>This workshop is for anyone who would like to run a Jersey Recovery College Course. 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>	1 x 7-hour session Wednesday
Sleep Management	Karen Dingle, Peer Trainer, JRC Marcus Leonard, Service Lead & Operational Manager, Jersey Talking Therapies Kerrie Clark, Psychological Wellbeing Practitioner, Jersey Talking Therapies	<p>Since the industrial revolution sleep has been trimmed from each end of the working day. Research is now highlighting the dire effects this is having on individuals and society.</p> <p>The course will discuss this research, its far-reaching effects and why you should make sleep the most important part of your waking day.</p>	2 x 1.5-hour sessions Thursday evenings (repeated once)



Open Water Swimming	Jo Thorpe, Peer Trainer, JRC Mike Swain, CPN, Adult Mental Health, HSSD and Joanna Newton, OT, Adult Mental Health	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.	1 x 1.5- hour session (classroom) 7 x 1-hour sessions (Havre des Pas) Monday's and Friday's
Tune into Recovery	Jo Thorpe, Peer Trainer, JRC Sue Le Marquand, Leader of Hospice Choir, JRC Volunteer	A fun and informal singing group. Singing is brilliant for stress relief so come along and join us. The course is open to everyone. No musical knowledge or experience is needed, just a ‘give it a go’ attitude and the willingness to take part in a non-judgemental and safe environment. Each week we will sing a variety of songs and hopefully introduce new ones, possibly requested by yourselves, to build our collection. Come along and sing your tensions away!	1 x 1-hour sessions Wednesday afternoon
Suicide Awareness	Karen Dingle, Peer Trainer, JRC Lisa Kennedy, Education, Information and Training Officer, Mind Jersey	This module aims to create empathy and challenge stigma by helping participants develop their understanding of suicidal behaviour, suicide mitigation and promotes their role in suicide prevention. It is suitable for frontline professionals working in health and social care or anyone with a special interest. At the end of the module participants will be able to develop a compassionate approach suitable for a demanding and time-pressured environment. They will know their role in suicide prevention and be able to respond to someone in distress. They will also be able to use the resources provided to know how to seek help from Statutory and third sector services.	1 x 2-hour session Wednesday afternoon
Mindful Moments	Jo Thorpe, Peer Trainer, 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