



Spring Semester 2017

Activity Report

January – March, 2017

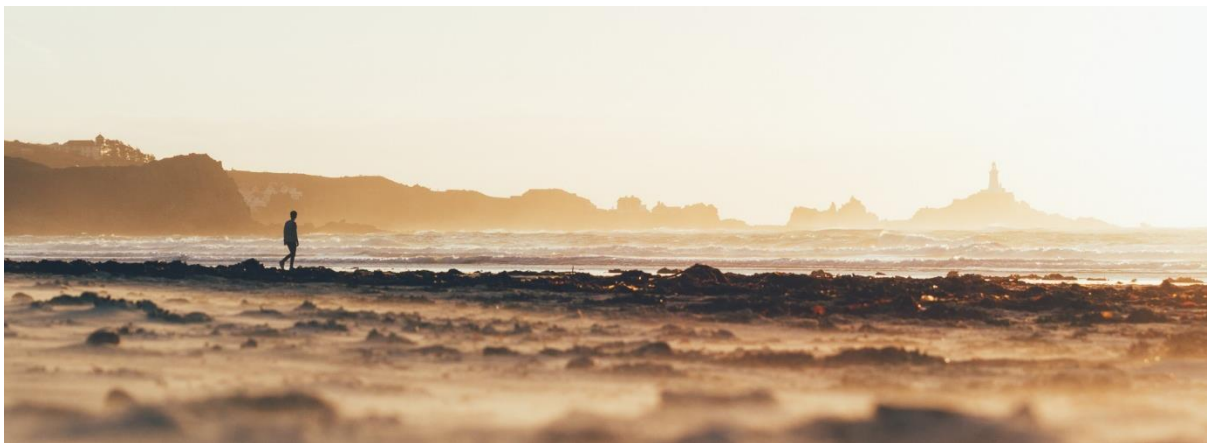
“There is something so liberating about the whole idea of service users working with mental health practitioners. Until I heard of it, I would never have thought it was possible...we are smashing down the barriers by working together. We get to see each other in a different light. It’s brilliant.”

Peer Trainer, Jersey Recovery College



Contents

<u>Spring semester 2017 – soft launch</u>	Pg. 2
<u>Student enrolment and attendance</u>	Pg. 3
<u>Student evaluations</u>	Pg. 4 - 5
<u>Course evaluations</u>	Pg. 6
<u>Trainer's evaluations</u>	Pg. 7 – 10
<u>Operations</u>	Pg.11
<u>SLA KPI tracker</u>	Pg. 12 – 14
<u>Appendix 1 - JRC Spring semester course details</u>	Pg. 15 – 16





Spring Semester 2017 - Soft launch

Jersey Recovery College (JRC) began operations as an independent organisation in January 2017. It ran its first semester as a soft launch from January – March 2017. We invited members of the JRC community, who had participated in the College’s development, to enrol on our courses and help us evaluate our delivery of their vision. We also opened enrolments up-to clients of our key partners – Mind Jersey, Jersey Employment Trust and Adult Mental Health.

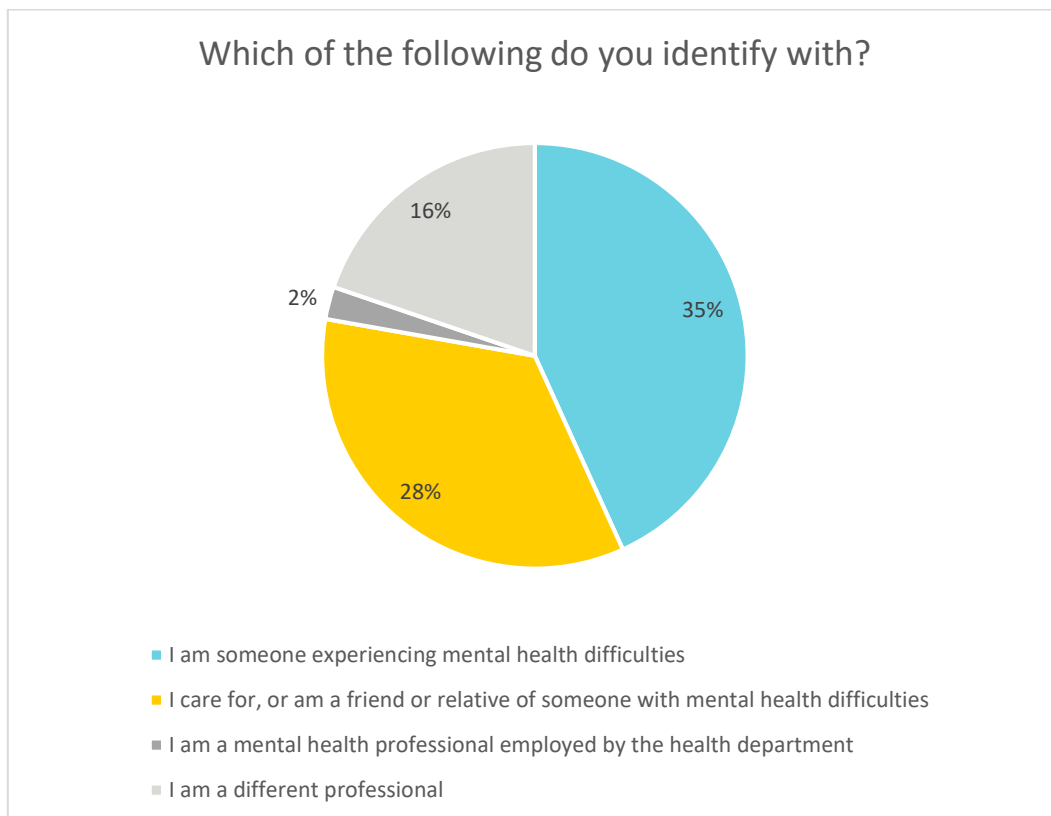
Our soft launch ran from 23rd January – 31st March, 2017.

We ran six different courses and repeated one in our Spring Semester 2017. Our courses were:

- *Introduction to Recovery* (repeated once)
- *Balanced Living for Beginners Lite*
- *Balanced Living for Beginners*
- *Compassionate Mindfulness*
- *Carers and Family Education and Support Programme*
- *Wellbeing in the Wild*

It was also planned to repeat *Wellbeing in the Wild* but had to cancel the second session.

Of the 76 students who applied for our courses, 35% identified as ‘experiencing a mental health difficulty’; 28% as being a carer, friend or relative of someone with mental health difficulties; and 18% as professionals.





Student enrolment and attendance

Every student who applied for JRC's Spring Semester was offered a place on a course. We could not accommodate everyone's first choice but offered an accepted alternative to 95% of applicants.¹

Of the 114 places available (a maximum of 14 students on each course²) we filled 101 spaces (89%) with 68 students, 24 of whom did more than one course³. We unfortunately had 10 students enrolled on our second *Wellbeing in the Wild* course which we had to cancel. These students are not included in the following numbers.

Of those students who enrolled on a single session course, 40 out of the 47 enrolled students attended their course (85% attendance). Of the students who enrolled on our longer courses, average attendance was 73%.⁴

Average drop-out rates between the beginning of the semester and when a course began was 8.6% across the curriculum across single session and multi-session courses. For our multi-session courses the average drop-out rate during the course was 11.3%.⁵

Drop-out rates can be measured as follows:

Course title	Total number of students enrolled	Number of drop-outs before the course starts	Number of students who completed less than 50% of course (drop-out) ⁶
<i>Introduction to Recovery</i> 1 session (repeated)	20 (over two sessions)	3 (15%)	n/a
<i>Balanced Living for Beginners Lite</i> 1 session	14	0 (0%)	n/a
<i>Balanced Living for Beginners</i> 6 sessions	16	1 (6%)	2 (13%).
<i>Compassionate Mindfulness</i> 8 sessions	14	0 (0%)	2 (14%).
<i>Carers and Family Education and Support Programme</i> 5 sessions	14	0 (0%)	1 (7%).
<i>Wellbeing in the Wild</i> 1 session	13	4 (31%)	n/a

¹ Two students applied late in the enrolment process for a spot on the Compassionate Mindfulness course which was full. We offered an alternative but the students chose not to accept the alternative space offered. This is the 5%.

² We had two additional students progress from our *Balanced Living for Beginners Lite* to the full course, taking the intake to 16.

³ We received 76 applications and offered places on a course to every applicant. 74 applicants accepted these offers (see FN 1) with 6 students withdrawing interest between accepting their enrolled place and the start of the semester. We began the semester with 68 enrolled students.

⁴ Calculated by the (total attendance across all sessions) ÷ (total number of sessions for each course x total number of students enrolled).

⁵ A drop-out on a single session course is defined by a student not attending; on a multi-session course it is defined by the number of students who attended less than 50% of the course.



Student evaluations – Spring Semester

We asked all students who attended the final session of each course to complete an evaluation form. Of the 73 students who attended a final session we received 72 evaluation forms.

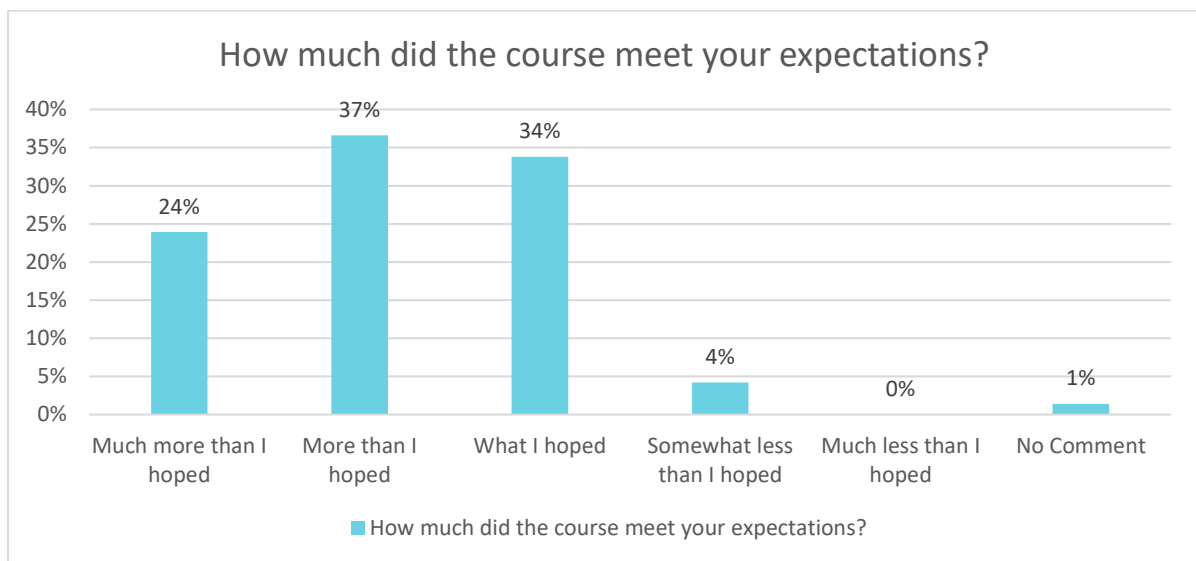
Student satisfaction – Quality of service

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

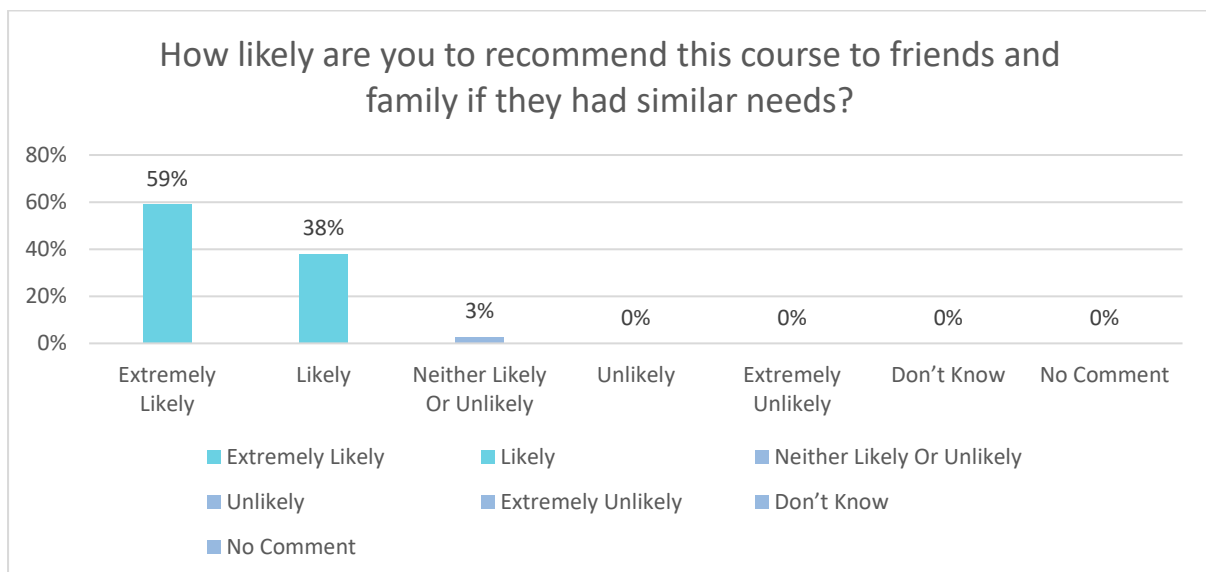
- How much did the course meet your expectations?
- How likely are you to recommend this course to family and friends if they have similar needs?

Results:

61% of respondents felt their course met expectations 'Much more than I hoped' or 'More than I hoped'. 34% felt their course met expectations with 'What I hoped'.



97% 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

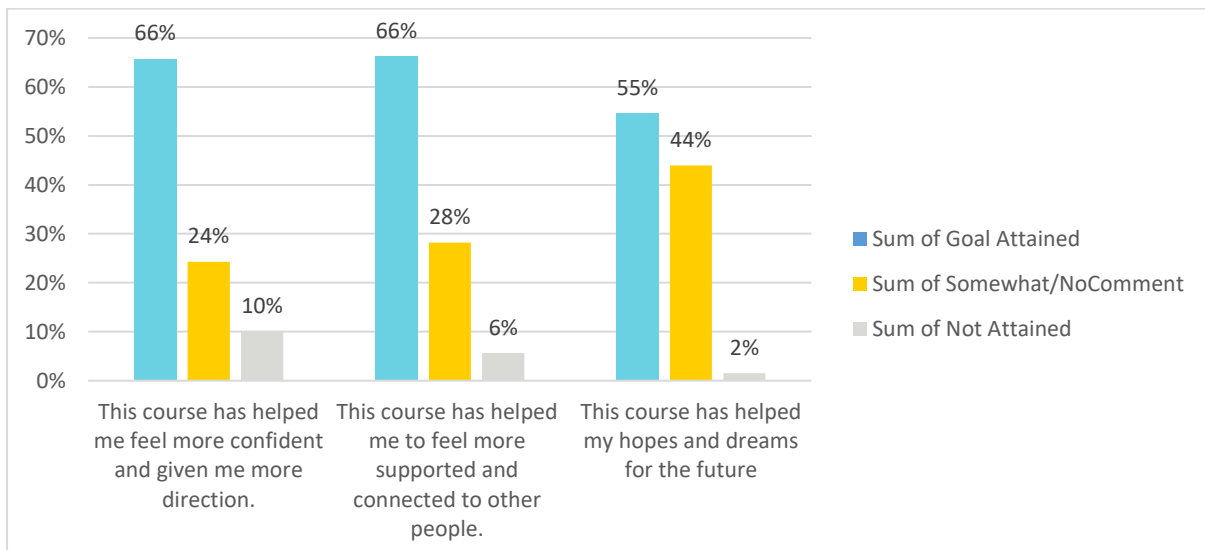
We measured student attainment against how much our courses helped our students feel hope, empowerment and opportunity.

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 my hopes and dreams for the future. (Hope)

Results:

- 66% of respondents felt our courses had helped them feel more confident / have more direction (empowerment) and feel more supported / connected to other people (opportunity) either 'Very much' or 'Quite a lot'.
- 55% of respondents felt our courses had helped them feel more hopeful for the future either 'Very much' or 'Quite a lot', with 44% answering 'somewhat'.



Student feedback:

“Very warm group.” *Student, Carer and family support*

“I liked it when [the peer trainer] told us she was a sufferer of mental health. This put me at ease...[after] years at suffering at overthinking finally I have conquered my thought patterns.”
Student, Balanced Living for Beginners

“Trainers had excellent interpersonal skills. I felt valued.” *Student, Wellbeing in the Wild*

“[The trainers] worked brilliantly together. [The co-trainer] explained everything really well and his voice is perfect for guided meditation. [The peer trainer] always brought great anecdotes to the class and plenty of laughter. A great team. A fun learning experience.” *Student, Compassionate Mindfulness*

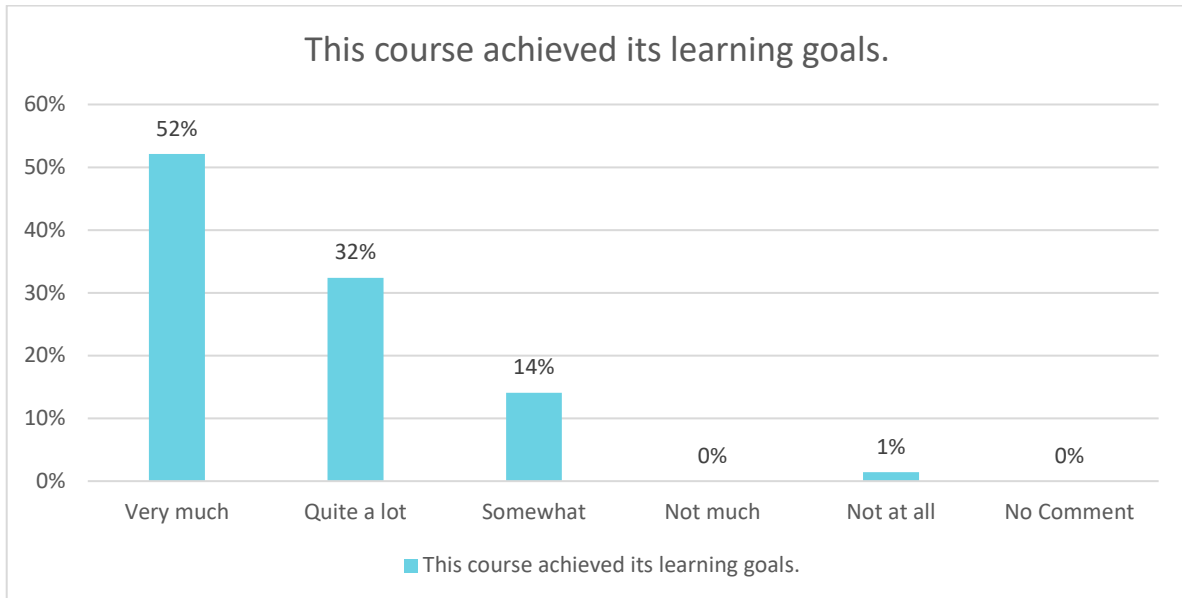


Course evaluations

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

Results:

84% of respondents felt their course met its learning objectives 'Very much' or 'Quite a lot'.



Student feedback:

"The course was informed and put you at ease immediately. The trainers were very appropriate and it was jargon free." *Student, Introduction to Recovery*

"Loved it. Well worth giving up a Sunday". *Student, Wellbeing in the Wild*

"Brilliant course, really helpful. Trainers were excellent." *Student, Balanced Living for Beginners*

"It is brilliant that we are talking about mental health (awareness). 100% support Jersey Recovery College." *Student, Carer and family support*



Trainer Evaluations

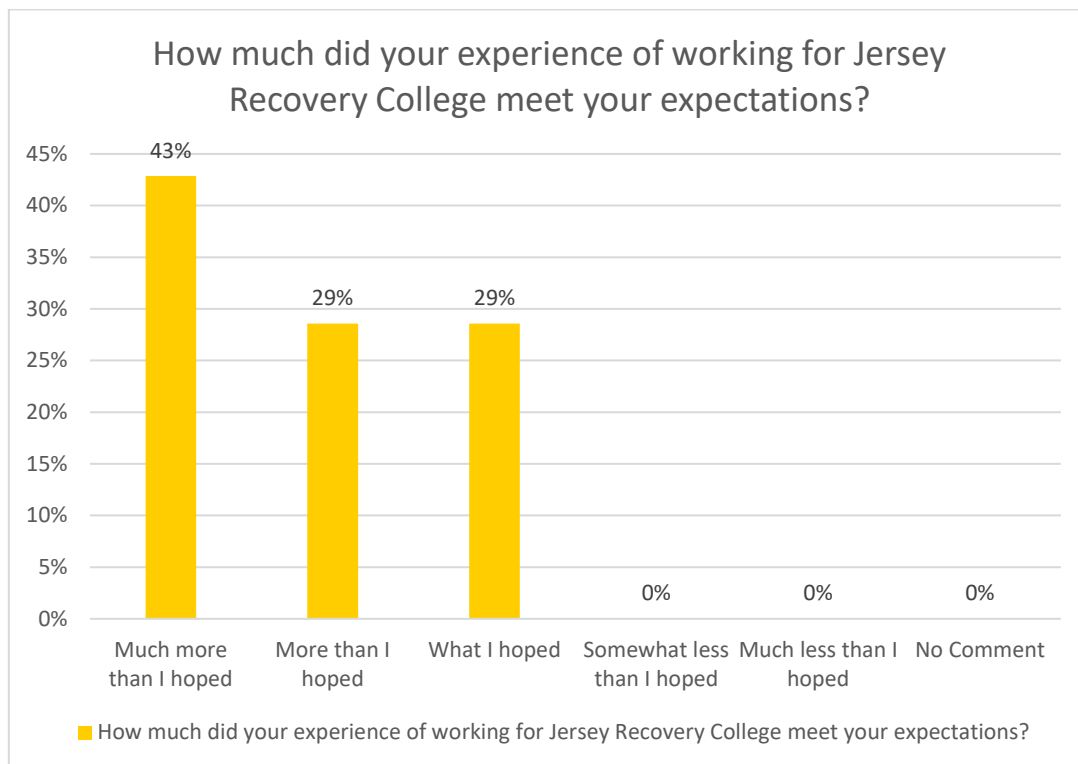
JRC recruited three Peer Trainers in November 2016; two with lived experience of a mental health difficulty, and one with lived experience as a carer. Our Peer Trainers worked an average of 4 hours per week from mid-November to 31st March, including course design and delivery time, training and supervision.

We worked with five co-trainers who brought professional experience and insight to our courses. Our Co-trainers volunteered all or some of their time to work with us; HSSD Adult Mental Health, Drug and Alcohol and Mind Jersey donated some of this time to us.

Our trainers were asked to evaluate their experience working with JRC and we received evaluations from 7 of the 8 trainers we worked with.

Experience vs expectations

Our trainers were asked how much the experience of working with JRC met their expectations. Of the trainers who responded 43% felt the experience was 'Much more than I hoped' and 29% felt the experience offered 'More than I hoped or 'What I had hoped'.



When asked what expectations were, answers included:

“The opportunity to use my existing knowledge and skills to help develop a recovery community in Jersey and improve services for those affected by mental health problems by promoting an agenda on wellness rather than illness.”

“To work and connect with enthusiastic, motivated people working together in a recovery ethos, to be part of setting up something worthwhile.”

“I hoped to be part of something that was meaningful and makes a difference. I was not disappointed.”



“To assist in building a college that was innovative in the way mental health issues were supported in Jersey. To enable me to share my personal experience of a mental health condition to aid others.”

Working in a co-production model

86% of our trainers found working in a co-production model rewarding but challenges were identified.



“The process has been time consuming but rewarding and has promoted more consideration of the teaching methods used during the course... Working with a peer trainer has encouraged a more humble and reflective approach to my work, in which I am able to acknowledge and utilise the expertise of someone with lived experience to ensure that the content is accessible, relevant and useful.”

“It's been positive and rewarding.”

“Having always taken the lead in training I found it challenging that there were only certain aspects of [the course] that I could deliver...due to having to be qualified to deliver [it].”

“This was challenging as I am used to running courses in a particular way...However, it was great to work with someone who was enthusiastic, organised and creative. This enhanced the production of course workbook; and the delivery of the course. It was nice to see how some of the group responded so well to the peer trainer.”

“I absolutely loved producing and delivering the course with [my training partner]. I think we worked well together.”

“It has felt a very supported and well-structured role to be involved with.”

Induction and central support

All trainers underwent our induction and training programme, to include:

- Police checks
- Recovery and Co-production training, delivered by SLaM Recovery College
- Facilitation Skills training, delivered by SLaM Recovery College



- Pre-course management meeting
- Course debrief management meeting

Completed by JRC employees, optional for Co-Trainers⁷:

- Mental Health First Aid Lite training, delivered by Mind Jersey
- Confidentiality and Boundaries training
- Safeguarding foundation training

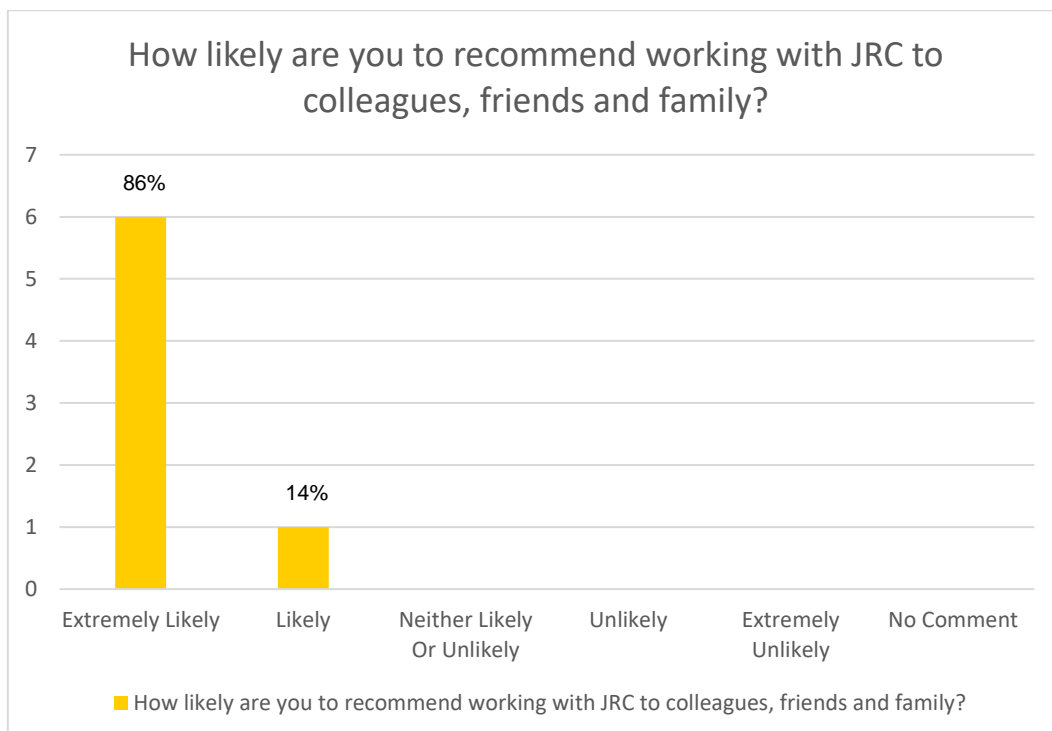
Completed by JRC employees:

- Bi-monthly line-management structured support
- Bi-monthly group supervision, led by a mental health professional (individual external supervision available on request)
- Wellbeing management plans

When asked 'How satisfied were you by the training and induction provided to you by JRC?', 100% of trainers who responded were 'Very satisfied'. When asked 'How satisfied were you by the level of support you received from the JRC central team?', 86% of trainers who responded were 'Very satisfied' and 14% were 'Quite satisfied'.

Continued engagement with JRC

When asked 'How likely are you to continue working with JRC?' 71% of trainers who responded answered 'Extremely likely' and 29% answered 'Likely'. Everyone would recommend working with the JRC.



⁷ We asked our Co-trainers to provide the dates the last undertook confidentiality and safeguarding training for our records.



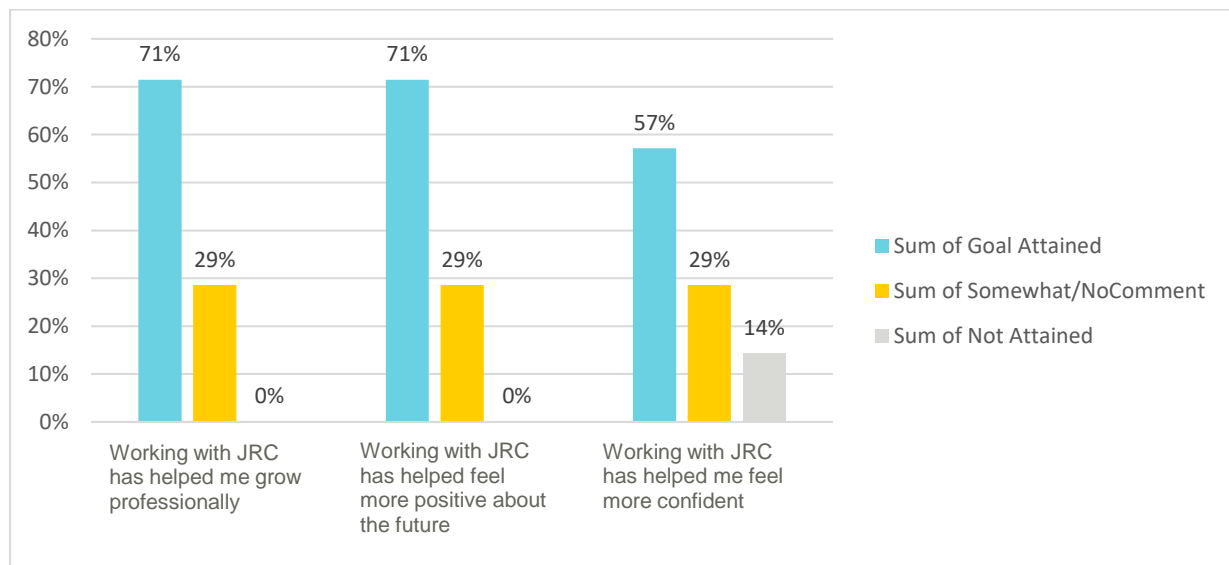
Personal and professional development

Personal and professional development was measured 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 students 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)

Of the trainers who responded, 71% felt working with the JRC helped them grow professionally. The same number felt more positive about the future and 57% felt working with the JRC helped them feel more confident.



Feedback included:

“I love my job, thank you for giving me the opportunities to grow personally and professionally. I could not have asked for more :-)”

“It has been a pleasure to be involved in a fresh initiative that was created from the bottom up at grassroots level and brought together a willing coalition of service users and professionals in a non-hierarchical set-up. It has helped dispel a long held cynicism about the futility of such action in Jersey and demonstrated what is possible when a small group of committed people come together.”

“The organisation of the Recovery College and website has been excellent. It would be great to have a fixed venue which would make it logistically easier (keys, storage, awareness of location for students).”

“I'd like to thank [everyone] that has been involved in this process...A wonderfully positive experience.”



Operations

Operations

JRC moved into an admin base in St Helier on 1st February 2017. Lincoln Chambers now hosts our central team, a meeting room, a welcome area, small library and workstations for students and trainers to work from.

Communications

JRC launched its website and social media channels on 16th February 2017. We have a presence on Facebook, Twitter and LinkedIn.

We issued a press release promoting our website and recruitment for our Board of Directors on 27th February and received media coverage on Channel TV, BBC Radio Jersey, and BBC Spotlight; in the JEP and Bailiwick Online. We have received a lot of enquiries since then.



This quarter we met the following organisations and individuals to raise awareness of our service and the potential for partnership working: independent artists; Adult Mental Health; Mind Jersey; Brighter Futures; Family Nursing and Homecare; Older Adult Mental health; Silkworth; Wetwheels; and, Citizens Advice Bureau.

We presented at the Mental Health Network event in February on co-production and at the OT conference in March.

“I really like the community feeling and spirit”.
Student, Balanced Living for Beginners Lite



**JRC Spring semester SLA KPI tracker
23rd January – 31st March, 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	8 courses planned (6 separate courses, 2 repeated) 7 courses delivered - 88%
Number of applications received vs number of places offered	No benchmark	Enrolment records	100% 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 95% of applicants. We received 76 applications. Of those students 74 students accepted our offer of a place on a course with 6 withdrawing before the semester began. We began the semester with 68 students. Of all available places we began the semester with 89% enrolment. Some students opted to do more than one course. A handful of students dropped out between the semester beginning and before the start of their course.
Average student attendance for each course	No benchmark	Attendance records	Single session courses: 40 out of the 47 students enrolled on a single session course attended. An attendance record of 85%. Multi-session courses: Of the 278 places (A: total number of sessions for each course x total number of students enrolled), 204 places were attended (B: total attendance across all sessions), averaging a 73% attendance rate (B÷A).
Course drop-out rates after enrolment	Below 40%	Attendance records	Drop-out before the start of a course: Average drop-out rates between the beginning of the semester and when a course began was 8.6% across the curriculum. This includes single session and multi-session courses.



			<p>Drop-out for single session courses: We had a 15% average drop-out rate for single session courses.</p> <p>Drop-out rate for multi-session courses: We defined 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 11.3% average drop-out on multi-session courses.</p>
Capturing demographic details of students	80 % completion on enrolment	Enrolment records	Demographic details were completed from 61 out of 76 of the students who applied for a course, totalling 80.2% completion.
Number of Peer Trainers contracted to the College	No benchmark	Enrolment records	3 Peer Trainers.
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>) 94% satisfaction.</p> <p>How likely are you to recommend this course to friends and family? (<i>Extremely likely / likely</i>) 97% 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>) 86% satisfaction</p> <p>How satisfied were you by the level of support you received from the JRC central team? AND How satisfied were you by the training and induction provided to you by JRC? (<i>Very satisfied / Quite satisfied</i>) 100% satisfaction</p>



			How likely are you to recommend working with JRC to colleagues, friends and family? AND How likely are you to continue working with JRC? (<i>Extremely likely / likely</i>) 100% satisfaction
Measures which show outcomes (made a difference)			
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. 66% attained / 24% somewhat or no comment / 10% not attained</p> <p>Goal – Opportunity This course has helped me to feel more supported and connected to other people. 66% attained / 28% somewhat or no comment / 6% not attained</p> <p>Goal – Hope This course has helped my hopes and dreams for the future. 55% attained / 44% somewhat or no comment / 2% not attained</p> <p><i>(Attained: Very much / Quite a lot; Somewhat / No comment; Not attained: Not much / not at all)</i></p>



Appendix 1 - JRC Spring semester course details
23rd January – 31st March, 2017

Course title	Trainers	Synopsis	Duration
<i>Introduction to Recovery</i>	Joanna Le Cocq, <i>Peer Trainer, JRC</i> Jake Bowley, <i>Clinical Psychologist, Adult Mental Health, HSSD</i>	This introductory workshop explores just what the "Recovery" in Jersey's Recovery College is. Looking 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>Balanced Living for Beginners Lite</i>	Joanna Le Cocq, <i>Peer Trainer, JRC</i> Luke Shobbrook, <i>Psychologist, Drug and Alcohol, HSSD</i>	This workshop provides an overview of some key skills to help manage emotions and relationships. It is a lite version of the longer six-week course. It can be attended as a standalone course or as a good precursor to anyone wishing to undertake the full course.	1 x 90-minute session. Weekday evening.
<i>Balanced Living for Beginners</i>	Joanna Le Cocq, <i>Peer Trainer, JRC</i> Luke Shobbrook, <i>Psychologist, Drug and Alcohol, HSSD</i>	This six-week course is for anyone who wants to learn skills to help restore balance to their life. It teaches a number of key skills that would be useful for anyone that regularly experiences difficult and stressful situations. With practice these skills can help you respond more flexibly and more effectively to all kinds of problems.	6 x 90 minute sessions. Weekday evening.
<i>Compassionate Mindfulness</i>	Jo Thorpe, <i>Peer Trainer, JRC</i> Steve Wharmby, <i>Senior Occupational Therapist, Adult Mental Health, HSSD</i>	Mindfulness and Self-compassion have been shown to improve many areas of wellbeing, including lowering stress, improving mood and increasing life satisfaction. The	8 x 2-hour session. Weekday evening.



		<p>Compassionate Mindfulness 8-week course aims to explain the concepts of mindfulness and self-compassion and to offer various practices to help embed these into our lives.</p> <p>A willingness to practice daily is essential to getting the most out of the course.</p>	
<p><i>Carers and Family Education and Support Programme</i></p>	<p>Karen Dingle, <i>Peer Trainer, JRC</i> Steve McCrimmon, <i>Carer and Family Support, Mind Jersey</i></p>	<p>The Carer and family education and support programme is a support course for carers of people experiencing mental health difficulties. It is innovative and covers key areas including information sharing and coping strategies for carers and family members.</p>	<p>5 x 3-hour session.</p> <p>Saturday morning.</p>
<p><i>Wellbeing in the Wild</i></p>	<p>Jo Thorpe, <i>Peer Trainer, JRC</i> Stephen Le Quesne, <i>Independent Trainer, Wild Days: Outdoor Learning</i></p>	<p>This course will explore the use and benefits of nature related activities on emotional health and wellbeing. Activities will include an introduction to bushcraft and Forest School, as well as exploring the wildlife of St. Ouen's Pond and discovering how the outdoors impacts on our wellbeing.</p> <p>Please note: Please dress appropriately for outdoor activities. There will be a campfire at the end of each session where we will have tea, coffee, hot chocolate and plenty of marshmallows to hand.</p>	<p>1 x 3-hour session.</p> <p>Course scheduled to be repeated once but second course cancelled.</p> <p>Sunday afternoon.</p>