

Recovery College: Influencing Recovery-Related Outcomes, Culture and System Transformation

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Ontario Shores
Centre for Mental Health Sciences
Celebrating a Century of Care



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Objectives

1. Outline the defining features of a Recovery College.
2. Provide an overview of the impact of Recovery College participation.
3. Discuss the ways that the Recovery College can lead to culture change and system transformation.

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Recovery and Recovery Colleges



We have joined an International community . Many countries (Australia, US, UK, Denmark, NZ and Canada) are moving toward a system that promotes recovery.... The Ontario Shores Recovery College is the first of its kind in Canada.



But what is recovery?

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What Do We Know About Recovery?

Clinical Recovery

- Remission of symptoms, functional impairments, deficits
- “Return to baseline”
- Observable, objective not subjective and rated by the clinician
- Definition doesn't vary between individuals
- Diagnostically driven
- Treatment required

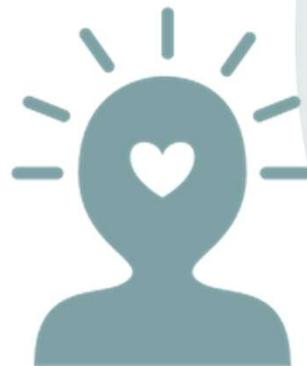
Personal Recovery

- Subjective and defined by the person
- Can mean different things to different people
- Strength-based
- Treatment is one route among many to recovery
- Meaningful and purposeful life even though...

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What Do We Know About Recovery?

- New meaning and purpose
- Stigma of the diagnosis often more difficult to deal with than illness



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Internal: Personal Recovery

Narrative accounts of recovery stories have yielded CHIME framework (*Leamy et al., 2011*)



Connection



Hope



Identify



Meaning



Empowerment

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Recovery College - Est. 2016

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What are the goals of a Recovery College?



To provide participants with access to learning that complements, but does not replace, clinical treatment for mental illness



To provide participants with the choice to learn new things and share their knowledge with others



To enhance connection among participants and a feeling of community, empowerment, positive identity and hope



To enhance personal recovery

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Defining Features of a Recovery College

- 1) Co-production between people with personal and professional experience of mental health problems.
- 2) College has classrooms and a library where people can do their own research and self-guided learning.
- 3) Operates on college principles (3 semesters/year, courses ranging from one day workshops up to 12 week long courses).
- 4) It is inclusive – not based on diagnosis or clinical condition.
- 5) There are peers who offer information and guidance about course selection.

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Co-design

- Core principle of the Recovery College.
- Pilot project with patients informed development of the college.
- Collaborated with family and individuals with lived experience from inception.
- Various ways co-design is represented in the college.
- Ongoing evaluation and feedback from students is the basis of curriculum development.

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Recovery College at Ontario Shores: Course Types



Learning about mental health and treatment options



Leisure, health and wellness



Vocational courses



Skills development



Self-discovery and identifying strengths

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Learning and Understanding Mental Health and Treatment Options

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- Explore options to help you manage your wellness.
- Learn about different diagnoses as well as treatment options that have been found to be helpful.

Examples: Understanding Psychosis, Understanding Treatment Options (What is CBT, What is DBT, etc), Medication and Mental Illness

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Leisure, Health and Wellness

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- Meaningful activities related to positive health, quality of life, and well-being in many different areas.
- Includes social, spiritual, physical, emotional, and mental wellness.

Examples: Committing to a Healthy Lifestyle, The Colouring Studio, Art Café, yoga, Walk and Talk, Tai Chi, Scrapbooking



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Vocational Courses

- Helps with goals and skills surrounding job/volunteer searching and job/volunteer support.
- Career and education information, skills training, and preparing for work and volunteer opportunities in a welcoming and recovery-oriented environment.

Examples: Job readiness, Group Facilitation Skills Training



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Group Facilitation

Group Facilitation Skills Training Course

- Prerequisite for any student interested in co-facilitating a course within the College.
- Prepares you to become a group facilitator and focuses on adult learning principles, communication techniques and presentation skills.



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Skill Development

- Using knowledge in the development of practical skills which can lead to a better life and managing mental health concerns.

Examples: Harm Reduction (addiction support), WRAP (Wellness Recovery Action Plan), Coping with Stress, When Panic and Anxiety Attack, Budgeting, cooking skills, etc



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Self-discovery and Identifying Strengths

- Opportunity to explore meaningful roles related to dreams and hopes.
- Sharing one's story to receive and give support as well as celebrate successes and strengths.

Examples: Telling Your Story, Pursuing Your Dreams and Aspirations



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Quality and Evaluation Committee 150

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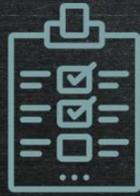
- Multi-disciplinary group of staff and peers to review course proposals for learning objectives, quality and co-design.
- Meets prior to launch of each semester.
- Reviews feedback and evaluation information to inform course development.

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Who can access the Recovery College?

- At present, the Recovery College is primarily available to Ontario Shores' registered inpatients and outpatients who would like to enroll in courses.
- Durham Mental Health Services collaboration began last year and we are co-offering 6 courses at one of their properties in our community.
- Recovery 101 course was launched as part of our clinical orientation and is open to all (students, family members and staff).
- Ultimately, it will be for everyone – inpatients, outpatients, family, students, staff, and community members. Plans will include increasing accessibility by leveraging technology and more satellite centers.

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Evaluation

- Over 350 unique students.
- Last semester saw over 125 students register for courses.
- High rate of recommendation 98-100% in first six semesters.
- 78% of students have reported an increase in course topic knowledge.
- 81% of students reported that they felt supported in their recovery by their peer worker.
- Beginning to look at longer term outcomes – Personal Recovery Outcome Measure.

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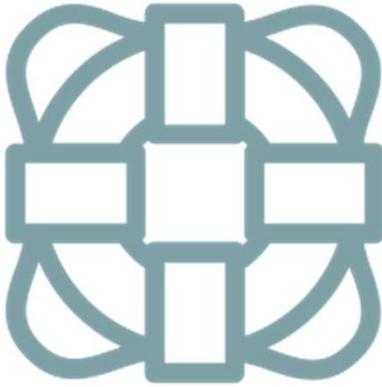
Evaluation (continued)

Qualitative Quotes Post Participation

- “I learned a lot of things and have made new friends”
- “My confidence has improved”
- “Helped me to like myself better and learn to speak out”
- “Helped me feel motivated and hopeful in taking charge of my life and helping others to do the same”
- “I’m ok with a little help from my peers”
- “I felt supported and like I can give back to my peers”
- “It was fun to engage, chat and share with others in a social setting without pressures or rigid expectations”
- “It’s a place where I finally feel like I belong”

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A Revealing



It is a darkness which is enveloping and total.
No ambient light for reference or company.
Treading water is an ocean of no horizons,
no wind,
no hint of what direction hope may lie.

So, I tread water.

This, to me, is how I envisioned my illness,
my isolation.

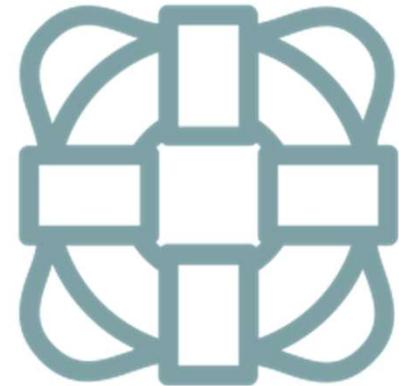
Recovery College is the breaking of the dawn.
The dim, scattered light that reveals the truth,
that I am not alone in the water.

I am surrounded by others.
And as the sun rises and brightens,
Previously hidden life preservers and safety lines appear.

These are the tools of my survival.
Learning how to continue with the assistance of others,
who are learning to tread,
or have already found their life preservers.
Continued practicing of survival techniques prepares me for the coming night.

For darkness will come again.
And I am prepared with the knowledge
That I am not alone.
That I can tread the night.
That dawn will break.
That I will survive.

~ *By Martin Blatherwick*





Lessons Learned : Staff, Students, and Systems

Staff

- Representation from all disciplines and experts with lived experience were involved in planning from the beginning.
- Some facilitators reported an increase in job satisfaction.

Students

- Students are enthusiastic about the college.
- Identified barriers included parking and transportation costs.
- Students choosing their courses increased engagement.



Lessons Learned: Systems

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- There is a greater demand for the Recovery College than our system can accommodate at this time. This affirms the vision for expansion.
- There is limited research literature in regards to Recovery Colleges internationally.
- Difficult to implement recovery initiatives into the Canadian Hospital context; constraints of risk averse systems, policies, etc.

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Discussion, Comments, and Questions

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