Edition 2—August 2016

Yorkshire and Humber Involvement Network

Recovery College CQUIN Bulletin 2

At the last meeting of the Recovery College CQUIN group on the 5th July we started off by getting an update from all the services that came to the meeting. There were a lot of services represented which was great to see so many people at the meeting and hear about all the great work that is already taking place. You can find the information from this update on pages 2 and 3.

We then had a presentation from Waterloo Manor and heard all about what Recovery College means to them and where they are up to so far, this can be found on pages 4 and 5.

We then had a presentation from Clifton House. This was from a slightly different slant and was really interesting to hear about some work that one of their OT's had undertaken before she trained as on OT around co production. They also brought along a huge poster and talked us through where they are up to and what Recovery College means to them, as well as their Recovery College Newsletter. Pages 6-9

After the break we had our final presentation from Newton Lodge telling us about the Forensic Recovery College across the BDU. One of their service users brought along some wonderful flower displays from the flower arranging course he is hoping to run there and you can find pictures and information from this on pages 10 and 13

Finally we had some group work so that everyone could reflect on the meeting and think about an action plan to take back to their services for the next few months, and to ensure everyone comes prepared for the next meeting in November. Information from this on page 14.

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Recovery College CQUIN Agenda

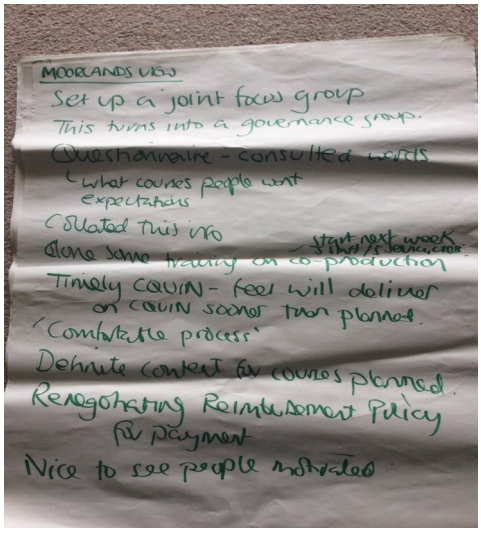
5TH July 2016 14.00 – 16.00

1. Welcome and Introductions
2. **Please come prepared to update everyone on:**
   - Where are you up to?
   - What is going well?
   - What is not going well?
3. Presentation – Waterloo Manor – what it means to us
4. Presentation – Clifton House – what it means to us

5. Presentation – Newton Lodge – what it means to us
6. Group work:
   - What has been most useful from today?
   - Where do you want to be by the next meeting?
   - What are you going to do to get there?

Next meeting – 1st November 2-4

Where are you up to?
What is going well?
What is not going so well?



Stockton Hall

Deciding milestones for rest of the year

Presentations

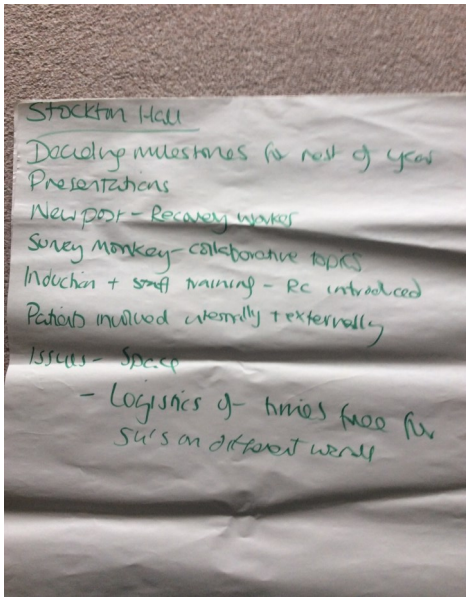
New post—recovery worker

Survey monkey—collaborative topics

Induction and staff training—introduce Recovery College

Patient involved internally and externally

Issues—space, logistics of times free for service users on different wards



Moorlands View

Set up a joint focus group—this turns into a governance group

Questionnaire—consulted with wards—what course people want, expectations—collated this info

Training on co production—starts next week with 5 service users

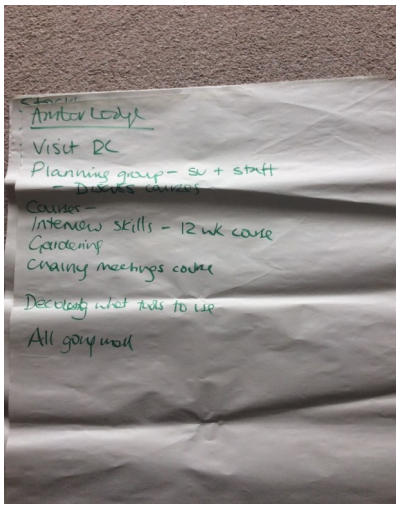
Timely CQUIN—feel will deliver on CQUIN sooner than planned.

Comfortable process

Definite context for course planned

Renegotiating reimbursement policy for payment

Nice to see people motivated



Amber Lodge

Visit Recovery College

Planning group—service users and staff—discuss courses

Courses—interview skills—12 week course

Gardening

Chairing meetings course

Deciding what tools to use

All going well

Bradley Woodlands

Started by discussing what a Recovery College is—Then what course people wanted to do.

This led to a questionnaire

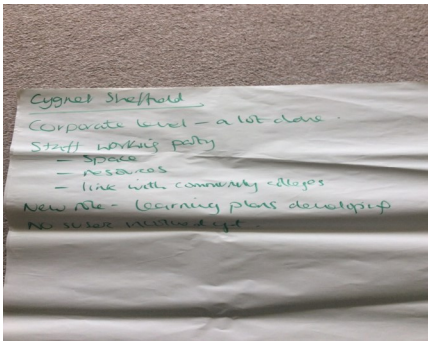
6 courses decided

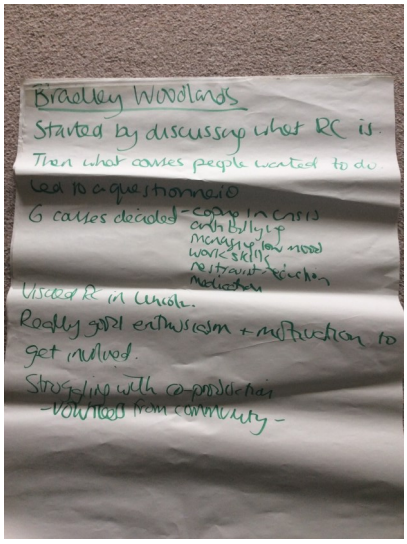
Coping in a crisis, Ant bullying, Managing low mood, Work skills

Restraint reduction, Medication

Visited Recovery College Really good enthusiasm and motivation to get involved

Struggling with co production — volunteers from the community





Cygnet Sheffield

Corporate level - a lot done

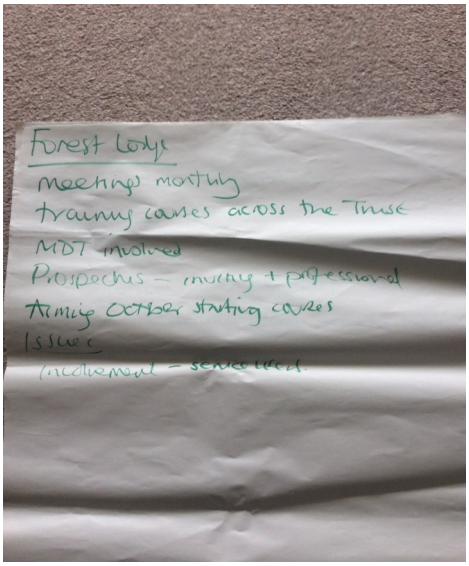
Staff working party—space, resources, link with community colleges

New role—learning plans developing

No service users involved yet, early days

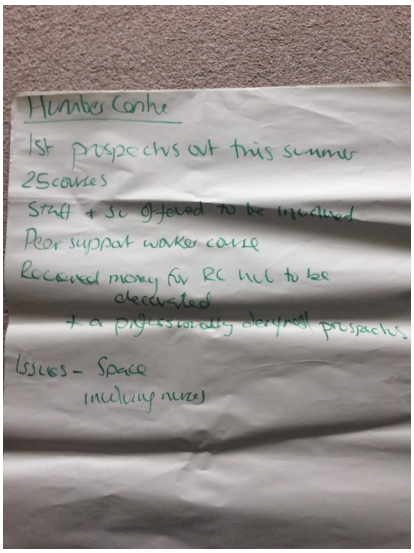
Forest Lodge

Meeting monthly
Training courses across the trust
MDT involved
Prospectus—nursing and professional
Aiming at course starting October
Issues—involvement of service users

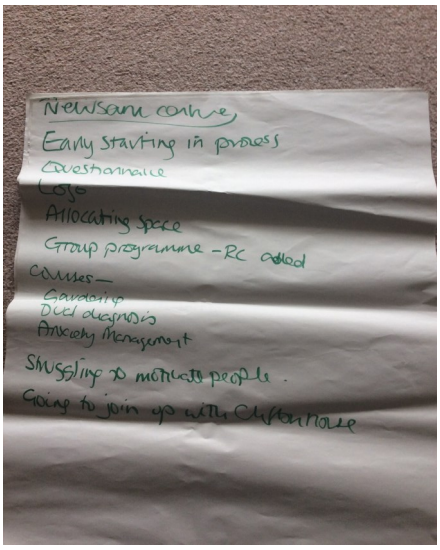


Newsam Centre

Early starting in process
Questionnaire
Allocating space
Group program—Recovery College added
Courses—gardening, duel diagnosis, anxiety management
Struggling to motivate people
Going to join up with Clifton House

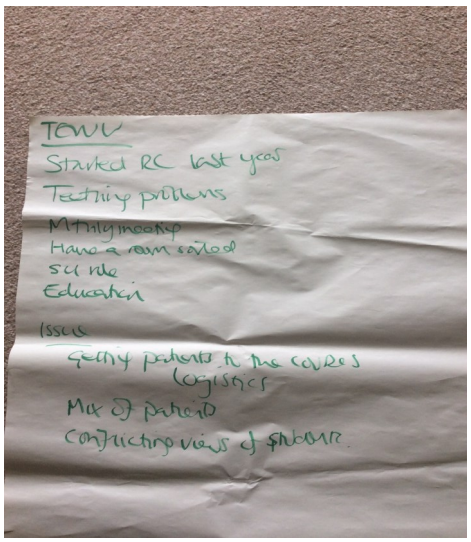


Humber Centre
1st prospectus out this summer
25 courses
Staff and service users offered to be involved
Peer support worker course
Received money for Recovery College will be used to decorate and professionally design prospectus
Issues
Space and involving nurses



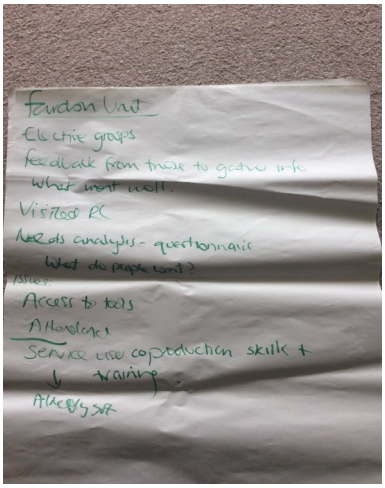
Farndon Unit

Elective groups
Feedback from those to gather info
Service user co production skills and training—already got
What went well
Visited Recovery College—needs analysis—questionnaire—what do people want?
Issues—Access to tools
Attendance,



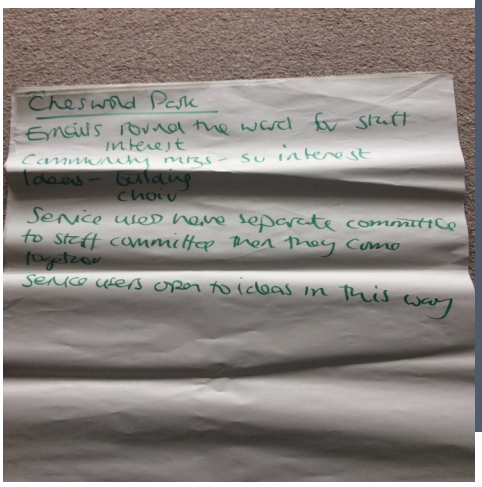
TEWV

Started Recovery College last year—Teething problems
Monthly meetings
Having a room sorted
Service user roles
Education
Issues
Getting patients to the courses—logistics
Mix of patients
Conflicting views



Cheswold Park

Emails round the ward for staff interest
Community meetings—service user interest
Ideas—building , choir
Service users have separate committee to staff committee - then they come together
Service users open to ideas in this way



Recovery College

WATERLOO MANOR

What is a Recovery College?

- INITIAL IDEAS: (google + discussion @ Y&H January 16!)
- Work experience program and accredited qualification (working in kitchen, decorating, prison initiatives-Bread, Gordon Ramsay behind bars?!)
- English and Maths qualifications (basic education)
- NVQ's
- Certificates
- Getting in teachers (information given to service users only)
- Having a classroom
- Life skills (ironing, cooking, paying bills, community living)
- CV building courses

Initially Linking Recovery college and My Shared Pathway (MSP)

- A- My Mental Health Recovery
- B- Stopping my Problem Behaviours
- C- Getting Insight
- D- Recovery from Drug and Alcohol Problems
- E- Making Feasible Plans
- F- Staying Healthy
- G- My Life Skills= focus
- H- My Relationships

What Recovery College actually is…

- Non therapeutic
- Not educational
- Not academic- no exams or homework
- Sits outside services already provided (OT, DBT, psychology)
- Compliments MSP
- Broadens recovery
- Individual "what does recovery mean to me"
- Courses are chosen collaboratively, co-written and co-delivered
- Expert by Profession and Expert by Experience
- 'Self – management education'
- Helping people become expert in their own self care

Where have we got out information?

- Yorkshire and Humber Network group (27/4/16)
- Recovery and Outcomes Group (8/6/16)
- CQUIN guidance 2016
- Recovery Colleges Briefing- R. Perkins et al at Centre for Mental Health
- Commissioners from NHSE
- Expert by Experience- Sandra Bell @ Ridgeway
- Online Examples of Established Recovery Colleges
- ImROC
- 'no health without mental health' DH (2011)

Recovery College Curriculum Aims

- Understanding Mental Health issues and treatment options
- Rebuilding life with Mental Health Challenges
- Recovery Tool Kit
- Developing life skills (within low secure)
- Getting the most from your care- MSP
- Developing peer support
- Family and Staff inclusion
- Changing Culture ~ Ending Stigma

Recovery College and MSP

- A- My Mental Health Recovery
- B- Stopping my Problem Behaviours
- C- Getting Insight
- D- Recovery from Drug and Alcohol Problems
- E- Making Feasible Plans
- F- Staying Healthy
- G- My Life Skills
- H- My Relationships
- Focus= all MSP

9/6/2016- Maple Ideas

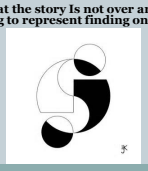
- **Religion and spirituality**
- Yoga
- Mindfulness
- Breathing techniques
- Relaxation
- Tai Chi
- **Diagnoses**
- Expectations from the hospital
- Importance of using medication
- Understanding triggers and traits
- Self management plan
- Relapse signature
- Therapeutic relationship
- **Technology and social media**
- Writing blogs
- Safe internet use
- Pinterest for activities
- Websites e.g. MIND

- **How would we achieve this?**
- Group work
- Service user stories
- Fun and games
- Team building

- **Logo for college:**

- Use of 2 semi colons ;

It signifies that the story Is not over and displayed a yin and yang to represent finding ones self



What do we do already to support recovery college?

- Clinical discussion- (professionals) - adapted
- Staying Safe group
- Risky business and collaborative Risk training
- Relaxation

- There is course material already jointly put together; service users have been through the courses and are ready to take over leading these groups

Other syllabus ideas:

- 'what does recovery mean to me?'
  - Building my Recovery Toolkit
  - Understanding my Rights- the Mental Health Act
  - Waterloo Constitution
  - Understanding my diagnoses
  - First Aid and Mental Health First Aid

Recovery College must CHIME

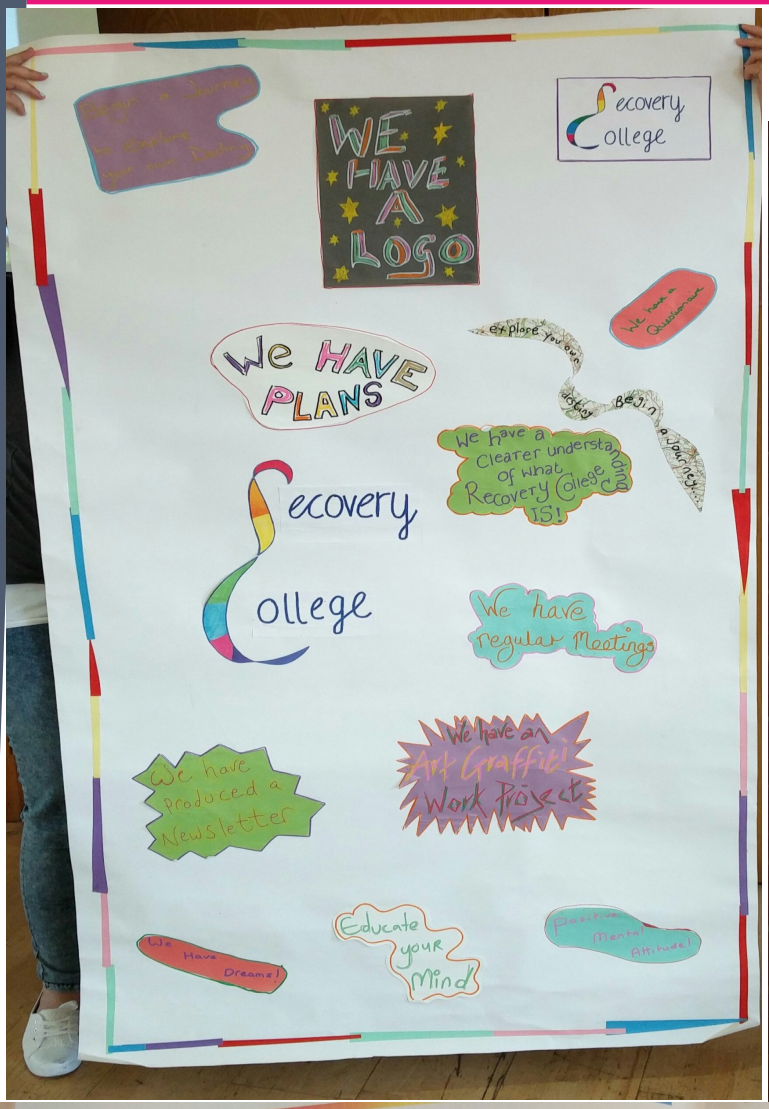
C-CONNECTIONS
H-HOPE
I-IDENTITY
M-MEANING
E-EMPOWERMENT

What's next?

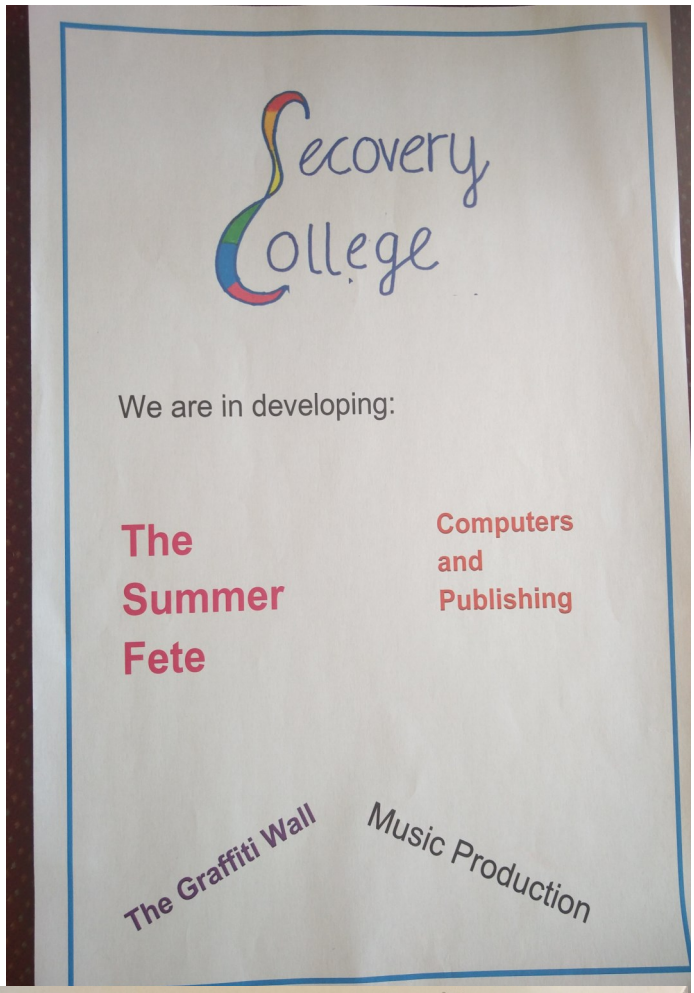
- Developing the curriculum jointly
- Timetable the curriculum
- Co-writing the syllabus
- Develop a Tool for data collection
- Develop a Prospectus
- ?committee or governing body
- Continue meeting with others in the region to develop ideas and share best practice

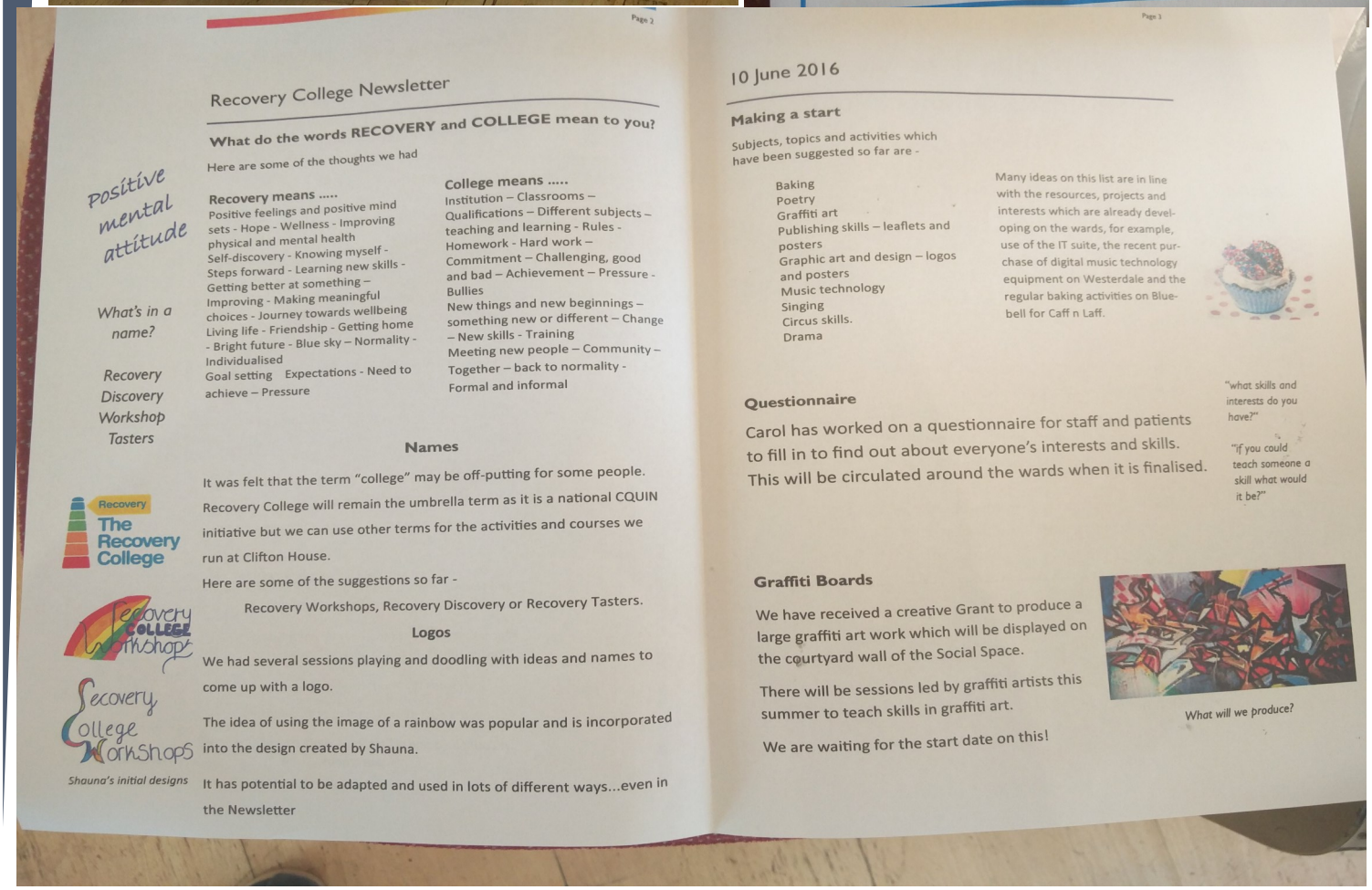
Question for the Audience

- What is the right number of college courses to offer?



Clifton House





Page 2

Recovery College Newsletter

What do the words RECOVERY and COLLEGE mean to you?

Here are some of the thoughts we had

Positive mental attitude

Recovery means .....
Positive feelings and positive mind sets - Hope - Wellness - Improving physical and mental health
Self-discovery - Knowing myself - Steps forward - Learning new skills - Getting better at something – Improving - Making meaningful choices - Journey towards wellbeing
Living life - Friendship - Getting home - Bright future - Blue sky – Normality - Individualised
Goal setting Expectations - Need to achieve – Pressure

College means .....
Institution – Classrooms – Qualifications – Different subjects – teaching and learning - Rules - Homework - Hard work – Commitment – Challenging, good and bad – Achievement – Pressure - Bullies
New things and new beginnings – something new or different – Change – New skills - Training
Meeting new people – Community – Together – back to normality - Formal and informal

What's in a name?

Recovery Discovery Workshop Tasters

Names

It was felt that the term "college" may be off-putting for some people. Recovery College will remain the umbrella term as it is a national CQUIN initiative but we can use other terms for the activities and courses we run at Clifton House.

Here are some of the suggestions so far -

Recovery Workshops, Recovery Discovery or Recovery Tasters.

Logos

We had several sessions playing and doodling with ideas and names to come up with a logo.

The idea of using the image of a rainbow was popular and is incorporated into the design created by Shauna.

It has potential to be adapted and used in lots of different ways...even in the Newsletter

Shauna's initial designs

Page 3

10 June 2016

Making a start

Subjects, topics and activities which have been suggested so far are -

Baking
Poetry
Graffiti art
Publishing skills – leaflets and posters
Graphic art and design – logos and posters
Music technology
Singing
Circus skills.
Drama

Many ideas on this list are in line with the resources, projects and interests which are already developing on the wards, for example, use of the IT suite, the recent purchase of digital music technology equipment on Westerdale and the regular baking activities on Bluebell for Caff n Laff.

Questionnaire

Carol has worked on a questionnaire for staff and patients to fill in to find out about everyone's interests and skills. This will be circulated around the wards when it is finalised.

"what skills and interests do you have?"

"if you could teach someone a skill what would it be?"

Graffiti Boards

We have received a creative Grant to produce a large graffiti art work which will be displayed on the courtyard wall of the Social Space.

There will be sessions led by graffiti artists this summer to teach skills in graffiti art.

We are waiting for the start date on this!

What will we produce?

CLIFTON HOUSE

10 June 2016

Recovery College Newsletter

The story so far
- What has happened?
- What is it?
- What does RECOVERY and COLLEGE mean to you?
- Names and logos
- Making a start
- Questionnaire
- Graffiti boards
- A summer event
- What next?

Recovery College is coming!

What has happened so far?

Various meetings and lots of ideas!

It started with a regional involvement event in Wakefield on 27th April which was attended by staff and patients. This information was shared with the rest of the team and patients, for example at community meetings and Caff n Laff, and generated ideas and suggestions of ways to move forward.

Two "working groups" have taken place on 2nd and 9th June

What is Recovery College?

The concept behind the Recovery College is to offer educational opportunities.

Courses and topics are chosen by you and co-devised and co-delivered by health professionals and patients. Outside facilitators may also come in and contribute.

Participants are students/learners and tutors/ coaches/mentors rather than patients.

It's not therapy!

It's education, learning or training!

It could be a one off taster, a short course or several workshops

Inside this issue:

What does recovery college mean to you?	2
Names and logos	2
Making a start	3
Questionnaire	3
Graffiti boards	3
A summer event	4
What next?	4

And then..... a summer event?

It could be a Festival Event Gala Party

With baking hubs

art and craft zones

music zones

What better way to promote the Recovery College and to try new things than with a summer event? And reveal the completed graffiti artwork at the same time!

We have been discussing what to call it!
A gala? Clifton Festival? CliFFest?

Lead-up activities can be run to prepare for the event in the shared space, for example

- visual art and craft workshops to produce flags, bunting and banners to decorate the area
- drama, music and singing workshops to create performances, sound tracks and playlists for the day
- food and drink to cater for the event, for example, barbeque food, smoothies, cakes and savouries
- And lots more possibilities!

What's next?

Next working Group is 23rd June at 1pm in the Social Space

All welcome!

Interest Questionnaire

We are currently looking at service users and staff interests and would appreciate if you would take the time to complete this questionnaire. Once completed please give to your ward occupational therapist.

With the following interests please tick the following:

	Do you have interest?	Would you be willing to learn the skill?	If you have the skill/interest would you be willing to teach it?	No interest
Academic				
English	☐	☐	☐	☐
Maths	☐	☐	☐	☐
Science	☐	☐	☐	☐
IT	☐	☐	☐	☐
Language	☐	☐	☐	☐
Food Hygiene	☐	☐	☐	☐
Health and safety	☐	☐	☐	☐
Other_____	☐	☐	☐	☐
Physical				
Football	☐	☐	☐	☐
Basketball	☐	☐	☐	☐
Netball	☐	☐	☐	☐
Keep fit	☐	☐	☐	☐
Yoga	☐	☐	☐	☐
Gym	☐	☐	☐	☐
Table tennis	☐	☐	☐	☐
Staying Well	☐	☐	☐	☐
Other_____	☐	☐	☐	☐

Interest Questionnaire

	Do you have interest?	Would you be willing to learn the skill?	If you have the skill/interest would you be willing to teach it?	No interest
Leisure/Hobbies				
Entertainment acts	☐	☐	☐	☐
Woodwork	☐	☐	☐	☐
Computer Games	☐	☐	☐	☐
Reading	☐	☐	☐	☐
Writing	☐	☐	☐	☐
Cooking/Baking	☐	☐	☐	☐
Gardening	☐	☐	☐	☐
Photography	☐	☐	☐	☐
Arts	☐	☐	☐	☐
Music	☐	☐	☐	☐
Upcycling	☐	☐	☐	☐
Drama	☐	☐	☐	☐
Other	☐	☐	☐	☐

If you are interested in developing/teaching a skill how many sessions would you like this to be?_____

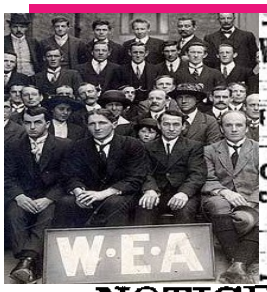
How long would you like each session to be? _____

Name_____ Ward_____

Thank you

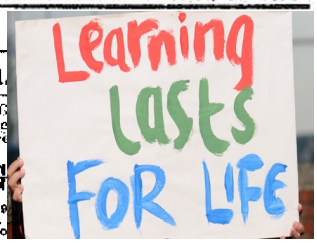
WEA

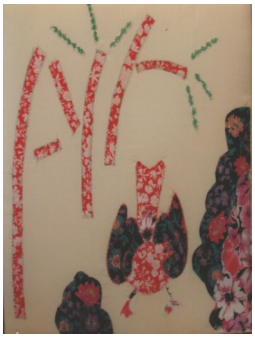
LearningforLife



Workers Educational Association
A SUMMER TERM COURSE
(Six Lectures) on
"International Affairs"
by A. Woolford, M.A. (Oxford)
On WEDNESDAY EVENINGS
commencing 24th April, at 7.15 p.m.
at the TECHNICAL INSTITUTE,
Ladywell, Dover.
COME! LISTEN! DISCUSS!

NOTICE.
School for Working Men.
A School is held at the FRIENDS' MEETING HOUSE, East Stockwell Street, to which Working Men above 18 years of age are invited, who desire instruction in
READING AND WRITING
The School is open every SUNDAY MORNING from 9 o'clock to a quarter-past 10, and a SCHOOL is held in connection with it on TUESDAY EVENINGS from 8 o'clock to





Teaching skills

- *What is it that we must teach?*
- *How shall we know when we have taught it?*
- *Which methods will work best to achieve the agreed outcomes?*
  - Assessing learners needs
  - Establishing learning outcomes
  - Planning
  - Teaching methods
  - Wider participation
  - Resources
  - Supporting learners
  - Feedback and evaluation

"....a student centred approach in which teachers and students work as equals"

The course content and objectives were shaped by the needs and choices of the group

Having someone outside of mental health services helps to reinforce inclusion and self-esteem

There was a lot going on besides the learning linked to the subject

Aims:
To facilitate an enjoyable and productive workspace where students can practise and develop sewing skills. The course will respect the values of workcrafts in helping students develop confidence and stamina and be responsive to their needs.

LEARNING OUTCOMES: *These are the intended Outcomes and may be revised in discussion with the class. Encourage learners to think about and identify their own individual outcomes.* **By the end of the course, learners should be able to:**

1	Demonstrate an improvement in their sewing skills.
2	Operate a sewing machine and use its functions appropriately.
3	Enjoy being productive and creative.
4	Produce their own sewing work.
5	Support others in the group.
6	

Questionnaire

The purpose of these questions is to review the course; it's content and value. There are also questions that will help me plan the course for next year so that it meets your needs.

1. Projects - Indicate whether you have experience of any of the following projects then choose three that you'd like to do, even if it's something you've done before but would like to repeat.

Clothes for you	…	**For your home**	…	**Small items**	…	**Seasonal projects**	…
Trousers	✓	Curtains		Shopping Bag		Special occasion card	
Skirt		Blinds		Hand bag		Easter	
Dress		Net curtains		Peg Bag	✓	Valentines Day	
Shirt/Blouse		Tie Backs		Oven Glove	✓	Mothers Day	
Waistcoat		Quilt Covers		Hot water bottle cover			
Dressing Gown		Pillows	✓	Soft Toys		**Textile Techniques**	…
Pyjamas/Nightie		Cushion Covers		Glove Puppet		Cross stitch, embroidery	
Hat		Loose Covers		Tidy All		Felting, knitting	
Shawl/Scarf		Bean Bags		Kites		Patchwork, quilting	
Tie/Cravat						Beading	
						Appliqué	

2. Skills - Please tick which skills you have covered and indicate to what degree (1 - 4), you feel you have made progress from -

1. No progress, task still difficult/forgotten.
2. Some improvement but requires assistance.
3. Great improvement with little guidance.
4. Able to Complete task independently with increased confidence and ability.

	Yes/no	Level 1-4		Yes/no	Level 1-4
Machine Skills			**Research**		
Thread up	✓	3	Developing Design	✓	3
Refill Bobbin	✓	3	Selecting Fabric	✓	2
Insert Bobbin	✓	2			
Replace Needle	✓	2	**Construction**		
Reverse function	✓	3	Identify components	✓	3
Select stitch function	✓	2	Make Pattern	✓	3
Tension control	✓	3	Marking Out	✓	2
			Cutting out	✓	2
Machine Sewing			Order of assembly	✓	3
Straight Seams	✓	3	Finishing	✓	3
Curved Sewing	✓	3			
Hems	✓	2	Hand sewing	✓	3
Binding	✓	2	Buttons	✓	3
Embroidery effects	✓	2	Fastenings, zips, velcro	X	X
Button Holes	✓	3			

Add any comments below.

3.The Course.

I would appreciate your comments on these questions. If you prefer to speak to me instead, please do so.

Have your needs been met on the course?

I have gained quite a good deal of confidence and ability to ~~not~~ met the needs of the Sewing class and feel that I am satisfied with my progress.

What have you gained from the course?

I have ~~have~~ gained a lot of new practical skills but need more practice and help from the tutor. Projects - cushion covers, pillow cases and a ~~p~~ oven glove have been done in the class.

Could any of these areas be improved?

- Arrangement and organisation of the work space
- Explanations, instructions or demonstrations
- Resources e.g. fabric, equipment, information
- Planning and development of projects
- The level (too easy or too hard) and pace (too fast or to slow)

The ~~S~~ arrangement and organisation of the work place is about right for Service Members. Workcrafts have just purchased some new Sewing machines. The level of the course is alright and I feel I have enjoyed the course projects level.

What would you like to achieve on next terms course?

Take to do ~~to~~ zips and make a pair of trousers and to do work for the home. To keep the standard already gained and move on to further afield.

Many thanks!

Final thoughts

- Be prepared and plan
- Be flexible to respond to each students interests and needs
- Pitch it right - Start at the students level not yours
- Offer challenges, build confidence
- Lead from behind
- Use the richness in life experiences

Forensic Recovery College

South West Yorkshire Partnership NHS Foundation Trust

The Forensic BDU of the South West Yorkshire Partnership NHS Foundation Trust (SWYPFT) has been involved since June 2015 in planning for a Recovery College. Our Forensic Recovery College will involve both medium and low secure services on the Fieldhead site including Newton Lodge; the Bretton Centre and Newhaven. The planning of the Forensic Recovery College was part of the Trust's initiative as there are other Recovery Colleges across the areas covered by SWYPFT.

The Steering Group for the Forensic Recovery College initially included professionals from all disciplines (Nursing, Occupational Therapy, Psychiatry, Psychology and Social Work) and across the three services. Group members attended ImROC (Implementing Recovery through Organisational Change) seminars and the benefits included the following:

- Meeting other secure services that had started Recovery Colleges and networking;
- Having the opportunity to visit other services and gain some understanding of how Recovery Colleges within Forensic Services work;
- Understanding that Partnerships are important (Trying to work in partnership with other Recovery Colleges; Local Colleges and other Departments such as Pastoral Care);
- Recognizing the importance of Co-production which is "the process of active dialogue and engagement between people who use services, and those who provide them." Allowing service users to become equal partners in designing and delivering services;
- Understanding that service users have to be **register** at Recovery College and **not** be **referred.** We recognized the need to start using a new and different language as forensic service users would be prospective students who would be enrolling on courses in which they were interested.

DEFINING FEATURES OF A RECOVERY COLLEGE (As defined by ImROC)

Co-production between people with personal and professional experience of mental health problems

During the planning of the Forensic Recovery College we have involved our service users and obtained their views through providing feedback at Service User meetings and ward community meetings. Our Steering Group now also includes one service user from Newton Lodge. We are still actively seeking more service user membership from low secure services though it is recognized that since some service users for the Bretton Centre have already enrolled in Recovery Colleges in the community they may not be as interested in becoming involved in the Forensic Recovery College.

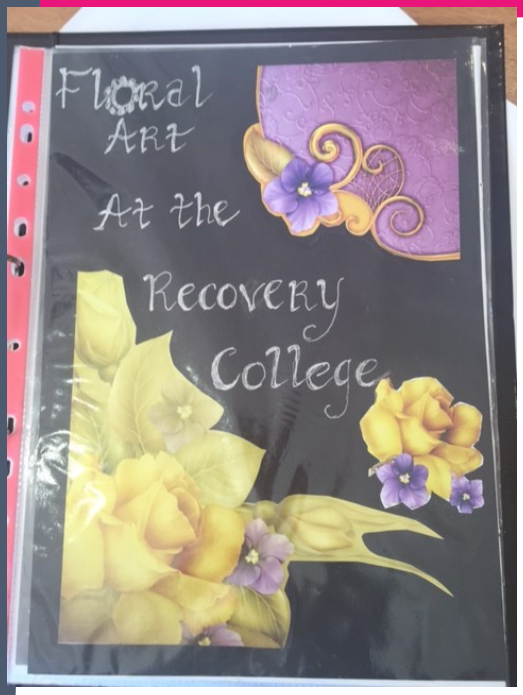
We have also informed the carers across the Forensic BDU in the planning of our Recovery College by providing information at Carers events held over the past nine months.

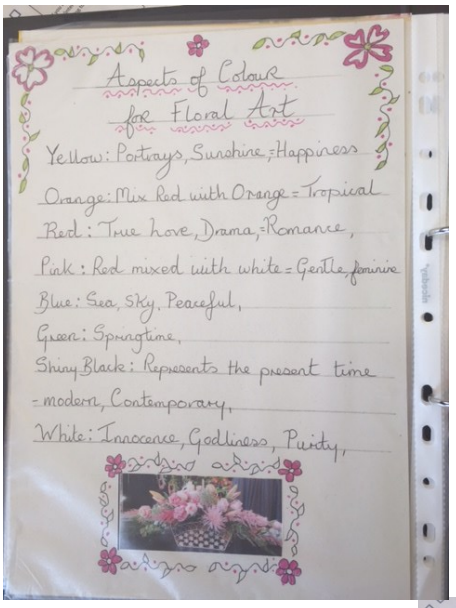
There is a physical base (building) with classrooms and a library where people can do their own research

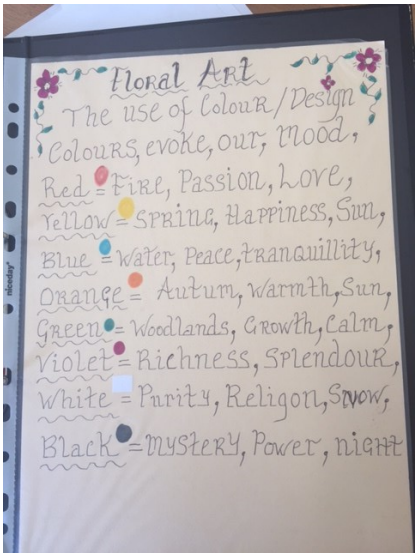
A classroom has been identified in all of the three forensic services for one day per week so that courses will be provided from three campuses – the Newton Lodge campus, Bretton Centre campus and Newhaven campus. We have liaised with the librarian based within SWYPFT who has recommended several books for our library and these have been ordered. The library now contains recovery materials including books, self-help materials and DVDs. The Newton Lodge Recovery College site will house the library facilities.

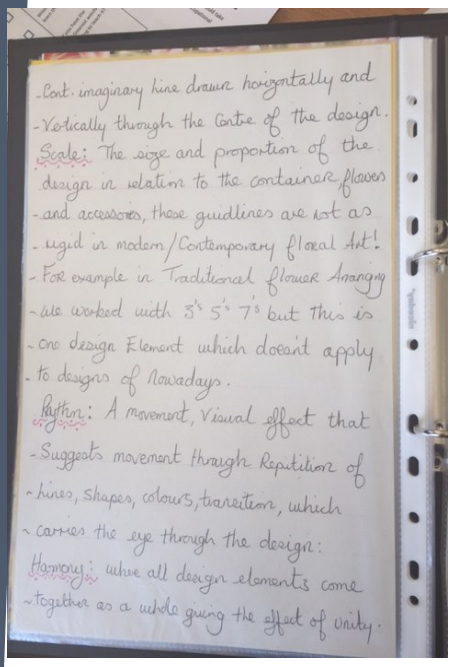
We continue to liaise with the Trust's IT Department regarding service users gaining access to the internet access so that people can find out things for themselves via the internet.

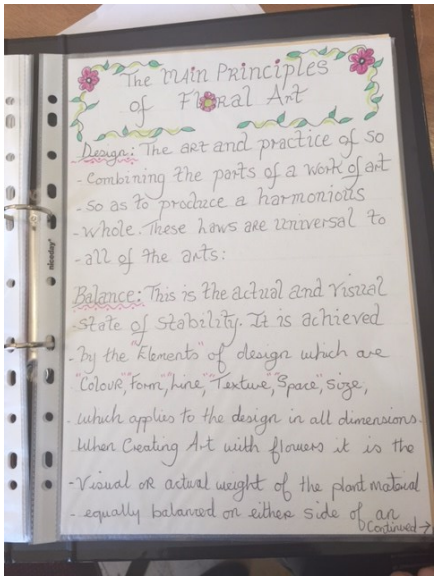
Newton Lodge

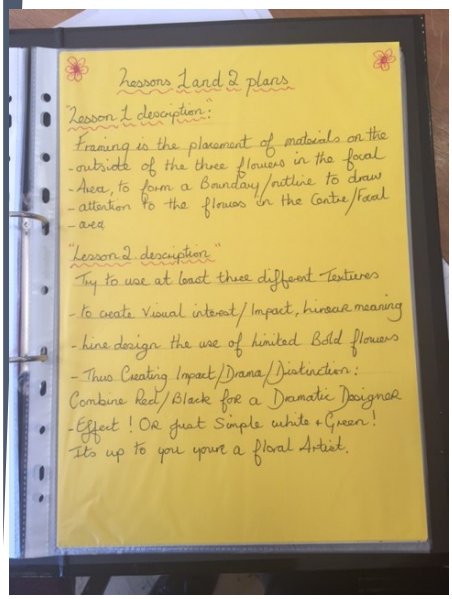


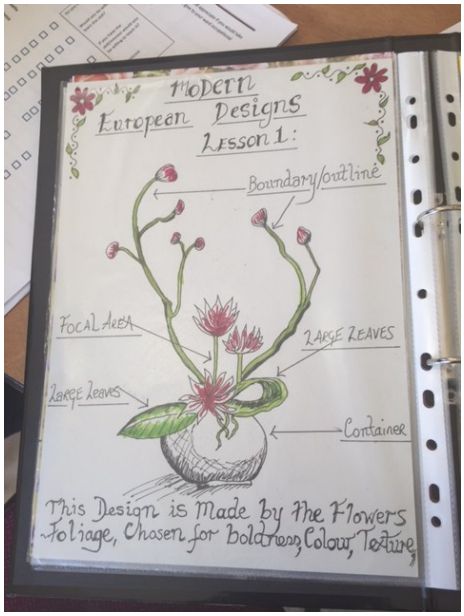


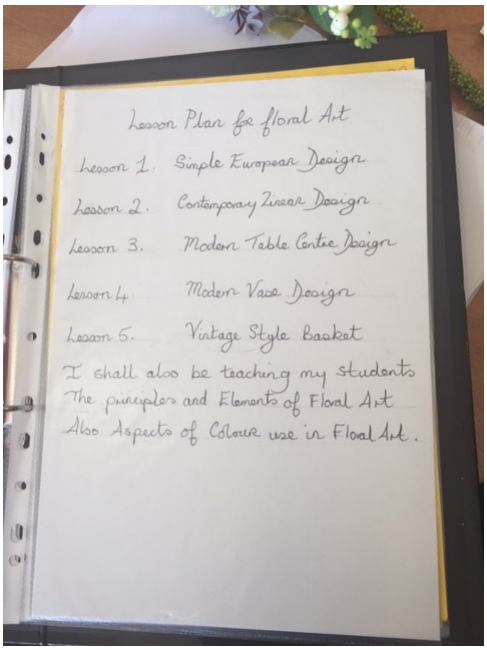










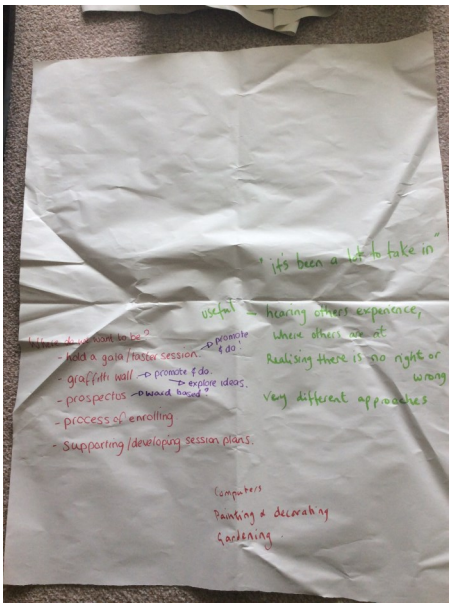


Intro: About Myself:
Hi my name is Martin Jowitt I am a
- Service User, and I am at this time
- Staying at Priestly Ward Newton hodge
- Hospital.
I am a qualified City + Guilds Florist I
- achieved level 1-2 and Advanced level 3
- all national Certificates in Floristry.
What the Recovery College means to me is:
I am to make my classes a fun, friendly,
- Sociable and Creative environment.
I hope what my students design and
- achieve will have a positive effect
- on their mental Health status as it has
- and does for mine every time I work
- with Flowers.
I will teach them how to creat beautifull
- designs.
To myself and my students I feel and
- know its a positive way of Spending time
- If you feel down and can become a
- very good coping Strategy.
From me it also means I will have a
- Commitment to my students along with
- Care and Focus.

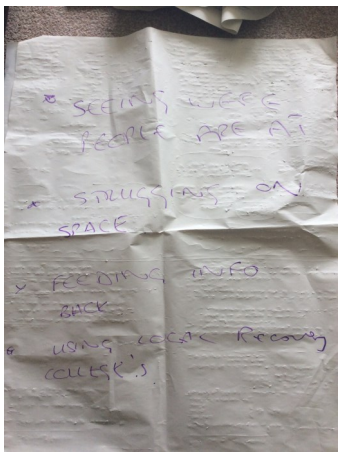
Recovery College
Floral Art Classes
Hi, My Name is Martin Jowitt, I am
- a Service User, I am also a qualified
- advanced "City + Guilds Florist" my
- Certificates are in the beginning of
- this portfolio.
I have won competitions and exhibited
- at Harrogate/Tadcaster Flower Shows.
I have made Bouquets for a wakefield
- Celebritys Mum!
I aim to teach you how to make
- stunning and Distinctive Floral Designs
Suitable for gifts/which will compliment
- any Room in your Interior/Home.
Flowers Certainly make people Smile
- Friendships are made with them.
Flowers cheer us up and brighten the
- Hearts of us all.
M. Jowitt

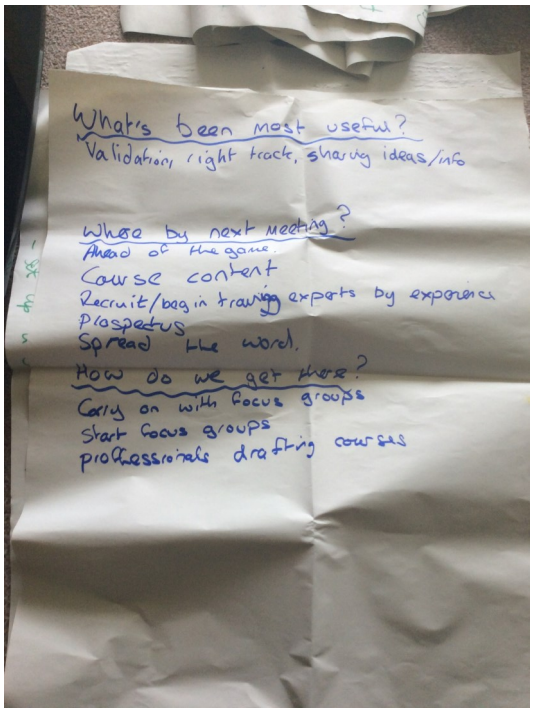
Reflections and action planning for the next quarter

It has been a lot to take in
Useful—hearing others experiences and where others are at
Realising there is no right or wrong
Very different approaches
Where do we want to be?
Hold a gala/taster session—promote and do! Graffiti wall—promote and do—explore ideas. Prospectus—ward based
Process of enrolling
Supporting/developing session plans
Computers, Painting and decorating
gardening



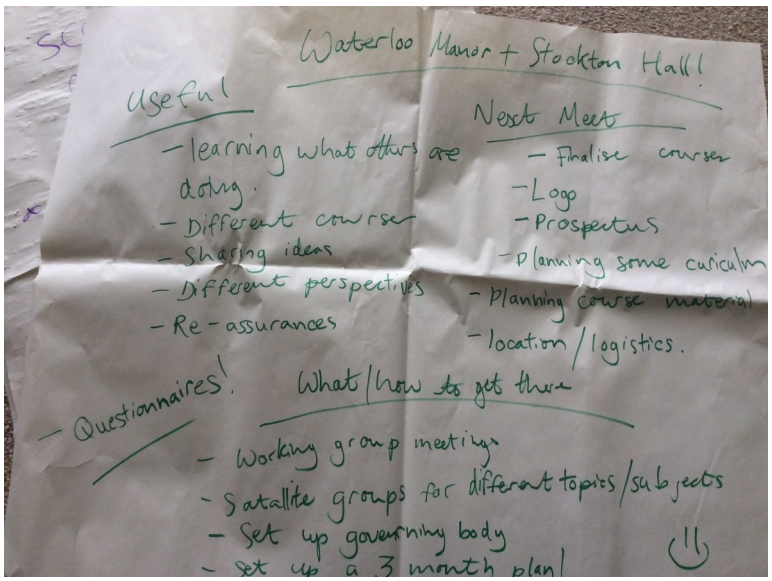
Seeing where people are at
Struggling for space
Feeding information back
Using local recovery college

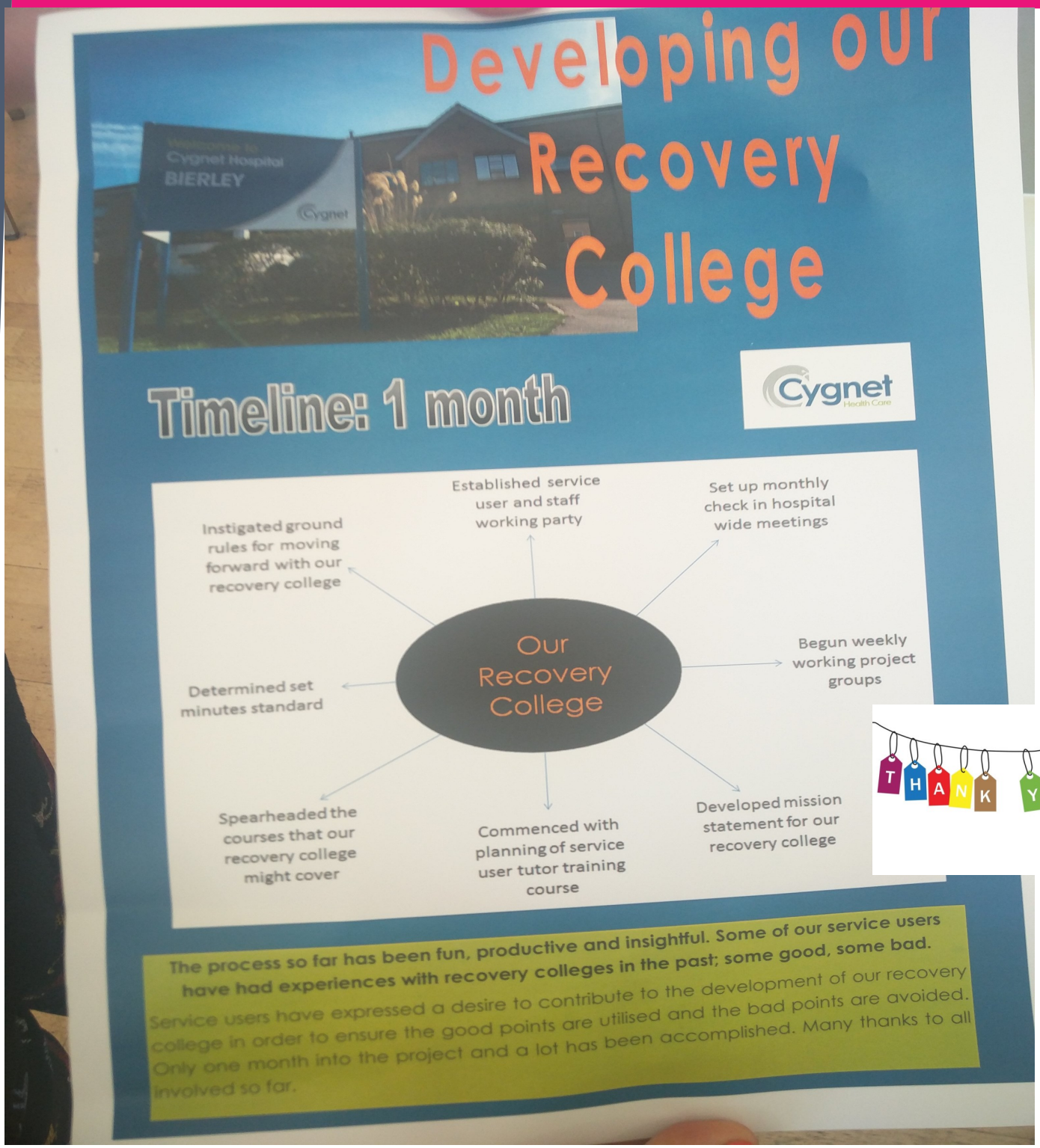




<u>Waterloo Manor and Stockton Hall</u>
Useful. Learning where others are and what they are doing. Different courses. Sharing ideas
Different perspectives. Reassurances
Questionnaires!!
<u>What/how do we get there?</u>
Working group meetings
Satellite groups for different topics/subjects
Set up governing body
Set up a 3 month plan
<u>Next meeting</u>
Finalise courses. Logo and prospectus
Planning curriculum
Planning course materials
Location and logistics

<u>What has been most useful?</u>
Validation, right track, sharing ideas and info
Where by next meeting?
Ahead of the game
Course content
Recruit/beg in training experts by experience
Prospectus
Spread the word
<u>How do we get there</u>
Carry on with focus groups
Start focus groups
Professionals drafting courses





Can you help?

At Waterloo Manor's last governing body meeting for Recovery College they addressed having outside experts coming in, as they are a small service and resources aren't as readily available as some larger organisations. They were wondering how the Network felt about having 'travelling workshops'; Expert by profession with Expert by experience sharing a workshop or session with another service? Logistics may be a problem for some services– they have a room that can be used by visitors that is big enough for a workshop and is already identified as part of their college rooms. Their visiting policy would be adapted to allow for these special educational visits to be facilitated. They are also happy to visit other services to share ideas and practices.

Please let either me or Charlotte Byrne from Waterloo Manor know if you are interested or in a position to facilitate.

holly.alix@nhs.net
charlottebyrne@inmind.co.uk

MH2 Recovery Colleges for Medium and Low Secure Patients

Scheme Name	MH2 Recovery Colleges for Medium and Low Secure Patients
Eligible Providers	All providers of medium and low secure mental health services
Duration	April 2016 to March 2018.
Scheme Payment (% of CQUIN-applicable contract value available for this scheme)	CQUIN payment proportion [Locally Determined] Target Value: 1% CQUIN %: 2.5%

Scheme Description

The establishment of co-developed and co-delivered programmes of education and training to complement other treatment approaches in adult secure services. This approach supports transformation and is central to driving recovery focused change across these services.

Recovery Colleges deliver peer-led education & training programmes within mental health services. Courses are co-devised and co-delivered by people with lived experience of mental illness and by mental health professionals, and are based on recovery principles.

In mental health the term recovery is used to describe the personal lived experiences and journeys of people as they work towards living a meaningful and satisfying life. Recovery does not only equate to cure or to *clinical* recovery, which is defined by the absence of symptoms. Recovery principles focus on the whole person in the context of their life, considering what makes that person thrive. Positive relationships, a sense of achievement and control over one's life, feeling valued, and having hope for the future are some of the factors we know contribute to personal wellbeing.

Most secure services will have access to an appropriate base from which the college will run. Staffing costs are incurred as re-profiling roles and job plans of individuals displaces other activity. Service user involvement is crucial but voluntary. There are some costs associated with printing and publicity.

It is expected that after one year of this CQUIN, a needs analysis and patient engagement programme would have produced a prospectus, and the means to deliver the programme identified, and by quarter four course will have commenced. In year two, the college will have begun to establish itself and begin delivering courses and the expected outcomes in terms of patient engagement and satisfaction.

Measures & Payment Triggers

Year 1 (2016/17)

Trigger 1:

- Evidence of engagement of staff and patients in developing the Recovery College.
- Minutes of planning groups
- Course Prospectus
- Outcome Measures
- Agree standardise measures of intervention to allow evaluation of impact.
- Agree groups of patients to be targeted for courses by Q4, with exclusions justified.
- Q1: agree plan of milestones for process measures for rest of year.

Trigger 2:

- Proportion of target patient group enrolled and participating in courses in Q4.

Note that the purpose of linking payment to enrolment and participation is to ensure courses are designed in such a way that patients find them valuable; that aim would of course be subverted were engagement with patients to encourage participation coercive.

Year Two (2017/18) scheme to be developed in course of 2016, but to include:

1. Evidence of implementation of Recovery College strategy and description of evaluation and assessment tools:
   - Quarterly Report
   - Course Prospectus
   - % of patients participating in courses
2. Development Plan to Improve:
   % of patients who understand their condition and how to manage it
   % of patients reporting positive outcome measures

Definitions

Patient eligibility:

- Excluded, patients expected to stay less than three months
- Other restrictions of scope (if any) as agreed at contract between provider

In both cases, groups of patients who are excluded from the scope of the CQUIN scheme are not being judged ineligible for the Recovery College *per se*, or unable to benefit. Eligibility for the scheme is rather determined on the basis of prioritisation:

- nationally priority is given to patients with expected length of stay > 3 months;
- locally priority may be given to particular groups of patients according to the commissioner's and provider's judgment of the best value roll-out of the Recovery College service.

Partial achievement rules

Year 1 payment: 80% process (Trigger 1) and 20% outcome (Trigger 2)

Payment trigger 2: % targeted population enrolled and participating in courses in Q4 determines payment: Enrolment percentage plus one ninth i.e. 100% payment at 90%+ enrolment and participation, 50% payment at 45% enrolment and participation. Proportionately lower payment for lower achievement.

"Participation" is to be defined locally and reasonably – the intention is to count those patients who are likely to be deriving benefit from the College.

In Year Payment Phasing & Profiling

Year 1
Q1 – 20% (Trigger 1 – Process)
Q2 – 20% (Trigger 1 – Process)
Q3 – 20% (Trigger 1 – Process)
Q4 – 20% (Trigger 1 – Process) and 20% (Trigger 2 – Outcome)

Rationale for inclusion

The Government's Mental Health Strategy 'No Health without Mental Health' sets an objective for more people with mental health problems to achieve recovery. This builds upon the objectives in the Health and Social Care Act to allow service users to be partners in their care, to have clear involvement in planning at both individual and service level and have genuine treatment choices made available to them. Embedding a recovery-based approach will play a central role in achieving positive patient reported outcomes and improving patient experience. This in turn leads to improved clinical outcomes, reduced lengths of stay and fewer readmissions.

Data Sources, Frequency and responsibility for collection and reporting

Reports of achievement of payment triggers should be made available to commissioners on a standard report form.

Baseline period/date & Value	N/A
Final indicator period/date (on which payment is based)	As above.
Final indicator reporting date	Month 12 Contract Flex reporting date as per contract
CQUIN Exit Route *How will the change including any performance requirements be sustained once the CQUIN indicator has been retired?*	The start-up costs of a Recovery College relate to the initial scoping, identification of need, developing courses and securing an appropriate base to operate from. A temporary financial incentive will allow providers to prioritise the development of a recovery college which will yield longer term benefits. Once established, it is expected that the running of Recovery College should be met within the general operating costs of a service.

Supporting Guidance and References

"Service user experience in adult mental health: improving the experience of care for people using adult NHS mental health services, NICE clinical guideline 136" National Institute for Health and Clinical Excellence (2011)
www.nice.org.uk/cg136

'No Health Without Mental Health' DH (2011)
'Recovery Colleges briefing', Centre for Mental Health (2012)

This scheme is relevant to all adult medium and low secure providers nationally. Benefits from this CQUIN scheme are service-user focused and include:

- Improved Patient Experience
- Improvement in recovery related outcomes
- Improvement in self-awareness and self-management
- Reduced length of stay
- Fewer readmissions

Secure services represent high cost low volume services, with lengths of stay running into many years and an annual bed price of between £150,000 and £200,000. Costs of establishing and running a Recovery College centre are estimated to be modest in relation to the outcome gains expected.

Recovery College

CQUIN Group

Tuesday 1st November 2016

Sandal Rugby Club Wakefield

2 – 4 pm - Refreshments Provided

Role Description for attending Yorkshire and Humber Network meetings:

Represent your service and share experiences and ideas

Celebrate achievements and share learning

Find out what is happening in other services

Give your perspective

Meet staff and service users from other services

Take back and share what you have learnt with people in your service