

# What Is a Recovery College?

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Mental  
Illness

Personality  
Disorder

Learning  
Disability

Autism  
Spectrum  
Disorder

Brain  
Injury



# Recovery College

Partnerships in Care 

A Recovery College is an environment where people can discover their potential and learn the skills to develop their strengths and achieve their goals within a hospital setting.

The Recovery college will work alongside any therapeutic sessions people may be involved in and has an educational focus.

Courses will be developed between patients and staff, where possible co facilitated by those who have an interest in a specific topic and would like to assist with the workshop.

People will be able to choose courses from a prospectus that they feel they will benefit from, that develop their skills and that help them to rebuild their life regardless of mental health challenges.

All providers of medium and low secure mental health services will provide patients with access to a Recovery College.

Patient involvement is crucial but voluntary.



# Aims

- Mental Health services to assist people with their journey
- Services focus on helping people to re build lives
- Support people to develop skills to manage their own lives
- Support people to develop stronger social relationships
- Support people to develop a greater sense of purpose
- Support people to develop the skills they need for living and working
- Support people in securing improved places to live
- Reduced length of stay and fewer admissions



# Examples of workshops

- Keeping calm
- Feeling good
- How do I Do?
- Keeping myself safe
- My Insight
- Horticulture and general maintenance
- Moving on
- Retail skills
- Catering

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# A recovery college is not a day centre

From Hospital/Day Centre	To Recovery College
<p>Patient or client: <i>"I am just a mental patient"</i></p> <p>Therapist</p> <p>Referral</p> <p>Professional assessment, care planning, clinical notes and review process</p> <p>Professionally facilitated groups</p> <p>Prescription: <i>"This is the treatment you need"</i></p> <p>Referral to social groups</p> <p>Discharge</p> <p>Segregation</p>	<p>Student: <i>"I am just the same as everyone else"</i></p> <p>Tutor</p> <p>Registration</p> <p>Co-production of a personal learning plan, including learning support agreed by the Student</p> <p>Education seminars, workshops and courses Choice: <i>"Which of these courses interest you?"</i></p> <p>Making friends with fellow students</p> <p>Graduation</p> <p>Integration</p>



## A therapeutic approach

Focuses on problems, deficits and dysfunctions;

Strays beyond formal therapy sessions and becomes the over-arching paradigm;

Transforms all activities into therapies – work therapy, gardening therapy etc;

Problems are defined, and the type of therapy is chosen, by the professional ‘expert’;

Maintains the power imbalances and reinforces the belief that all expertise lies with the professionals.

## An educational approach

Helps people recognise and make use of their talents and resources;

Assists people in exploring their possibilities and developing their skills;

Supports people to achieve their goals and ambitions;

Staff become coaches who help people find their own solutions;

Students choose their own courses, work out ways of making sense of (and finding meaning in) what has happened and become experts in

- Assist individuals in their personal and collective journeys of recovery
- Assist organisations and services to become more recovery focussed
- Provide peer support
- Breakdown barriers between “Them and Us”
- Recognise the expertise of mental health professionals and the expertise of lived experience in a process of co – production
- Promote participation in the local community
- Afford choice, control and self determination.
- Create new network of social opportunities.

