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The RECOLLECT Project: First Steps in The Scientific Evaluation of Recovery Colleges

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Presentation overview

- ▶ Back ground and rationale for RECOLLECT
- ▶ Overview of RECOLLECT methodology
- ▶ Findings to date
- ▶ Coming together: Collaborative relationships

Back ground and rationale for RECOLLECT



RECOLLECT: Key information

- ▶ RECOLLECT = Recovery Colleges Characterisation and Testing project
- ▶ Recovery in mental health:
 - ▶ connectedness
 - ▶ hope and optimism
 - ▶ identity
 - ▶ meaning
 - ▶ empowerment

(Leamy et al. 2011)

What are Recovery Colleges?

- ▶ Offer educational opportunities to people with mental health needs to support their recovery (i.e. developing connectedness, hope and optimism, identity, meaning and empowerment)
- ▶ Seek to do this through:
 - ▶ using co-production, co-facilitation and co-learning
 - ▶ appreciating the importance of lived experience and developing genuine partnerships between students and tutors
 - ▶ adopting a strengths based, person centred approach
 - ▶ a focus on pedagogical principles (in particular transformative learning)

(Perkins et al. 2012, McGregor et al. 2014, Meddings et al. 2015)

What are Recovery Colleges?

- ▶ Prevalence in England:

- ▶ Estimates prior to RECOLLECT = 28 – 40
- ▶ RECOLLECT identified = 69

(Meddings et al. 2015, Taggart and Kempton 2015)

- ▶ Costs:

- ▶ Approx. £500,000 per annum per college

(Central and North West London NHS Foundation Trust 2015)

- ▶ Approx. £34.5 million national total spend per annum

Recovery College research to date

- ▶ Despite large uptake and considerable investment, research into effectiveness is in its infancy
- ▶ Some robust evidence to underpin the founding concepts of Recovery Colleges e.g. the value of self-management in improving quality of life
(Health Foundation 2011)
- ▶ Use of 'return on investment' and descriptive statistics to try and demonstrate impact
(Rinaldi, Marland and Wybourn 2012)
- ▶ However, evidence to date consists mostly of descriptive, single site case studies and opinion pieces
(Perkins et al. 2012, Zucchelli and Skinner 2013, Skipper and Page 2015, McGregor et al. 2016)

The required direction of research

- ▶ Evidence based practice vs. 'belief' based practice
- ▶ "Do Recovery Colleges effectively enable their students to achieve their recovery orientated aims in a cost effective manner?"
- ▶ Need for more methodologically robust evaluation
- ▶ Need for more quantitative evaluation
- ▶ Need for common group rather than single site evaluation

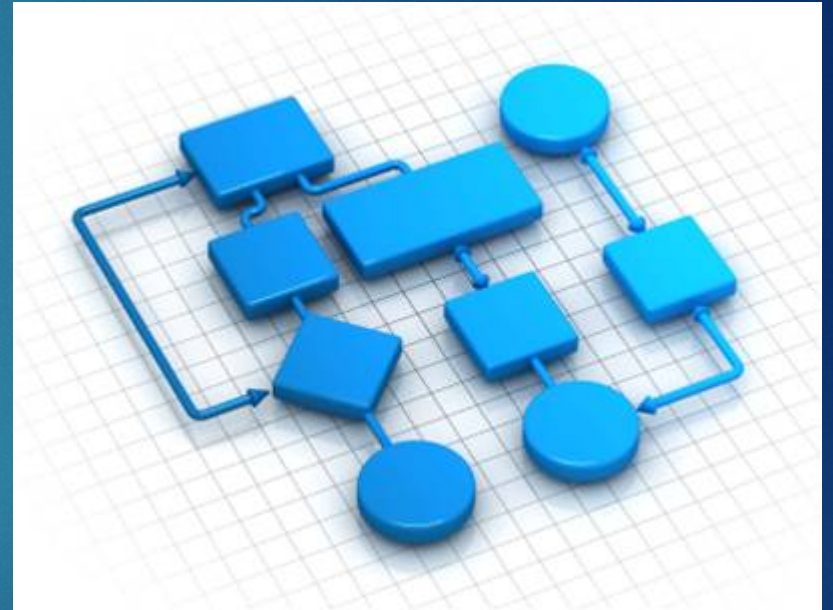
Rationale for RECOLLECT

- ▶ Considerable variation in how the Recovery College model is being interpreted and delivered, making group evaluation challenging

(McCaig et al. 2014, McGregor et al. 2014)

- ▶ Before we can evaluate a group, we need to be confident we have a homogenous sample e.g. are we looking at a bowl of apples, or a bowl of apples, oranges and bananas?
- ▶ RECOLLECT - Pilot project :
 - ▶ Development of a fidelity measure
 - ▶ Identify the characteristics of Recovery Colleges and how they work
- ▶ Will feed forward into a 5 year RCT investigating effectiveness

Overview of RECOLLECT methodology



RECOLLECT methodology overview

- ▶ Research questions:
 - ▶ What are the defining features of a recovery college?
 - ▶ How do recovery colleges work?
- ▶ Epistemology: Critical realist
- ▶ Design includes:
 - ▶ Descriptive exploratory case series
 - ▶ Inductive and deductive qualitative document analysis
 - ▶ Descriptive exploratory consultation with stakeholders
 - ▶ Psychometric evaluation

RECOLLECT methodology overview

- ▶ Participants:
 - ▶ Students / people with lived experience
 - ▶ Peer trainers
 - ▶ Managers
 - ▶ International stakeholder experts
 - ▶ Commissioners
 - ▶ Community organisations
- ▶ Research methods:
 - ▶ Semi structured interviews
 - ▶ Focus groups
 - ▶ Survey
- ▶ Data analysis:
 - ▶ Framework analysis
 - ▶ Content analysis

RECOLLECT findings
to date



Module 1: What are the defining features of a recovery college?

- ▶ Draft fidelity checklist completed (6 dimensions, 5 categories)

• Valuing equality	• Available to all
• Learning	• Location
• Individualised need	• Distinctiveness of course
• Co-production of the RCs	• Strengths-based
• Community focus	• Progressive
• Passion	

- ▶ Dimensions = 3 point descriptive scale for students, peer trainers and managers to rate their college
- ▶ Categories = type 1 or type 2
- ▶ Developed from survey and document analysis

Module 1: What are the defining features of a recovery college?

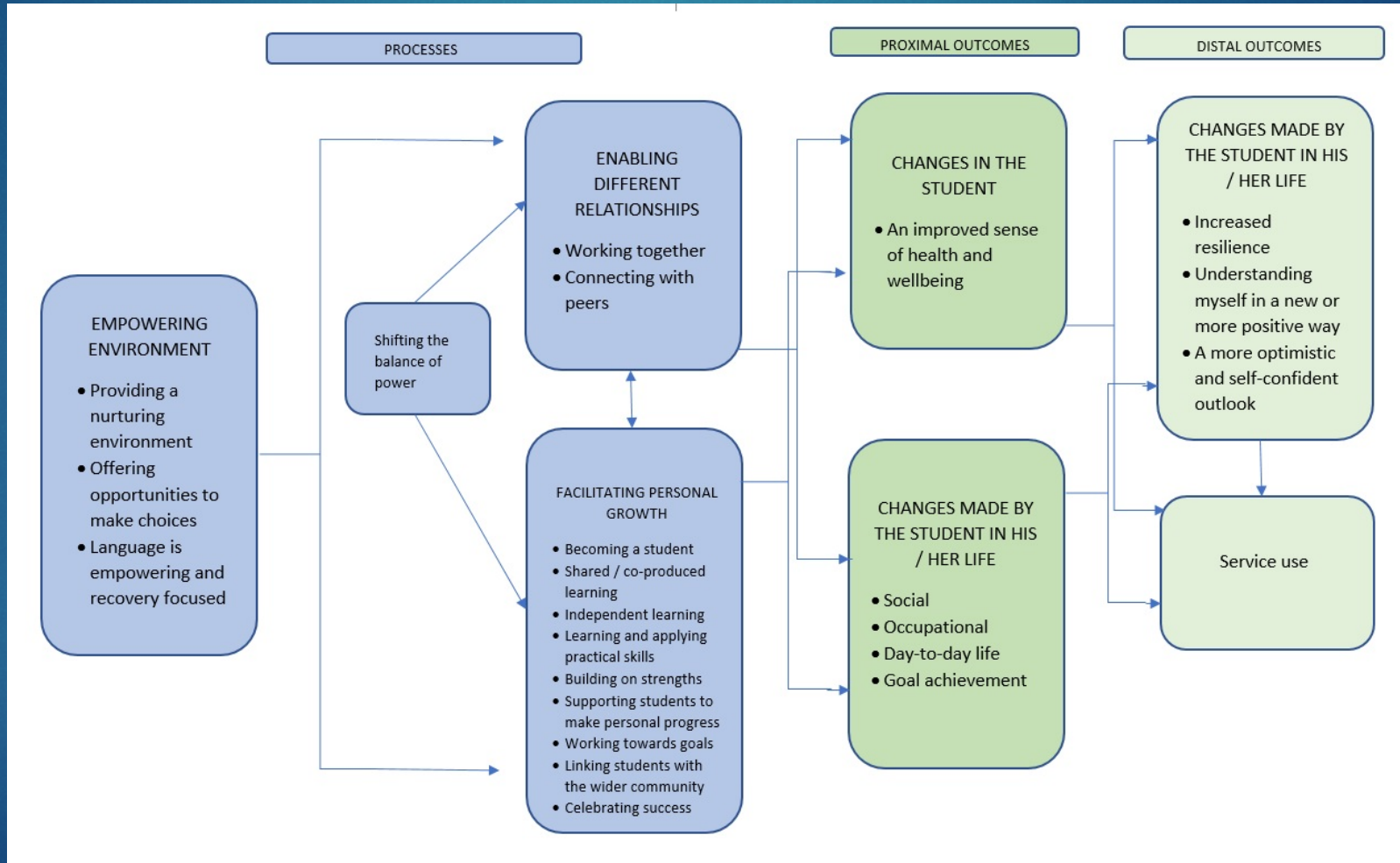
- ▶ Feedback on draft fidelity checklist received from RC managers
- ▶ Draft fidelity checklist V2 being currently developed
- ▶ Next steps:
 - ▶ Further consultation with stakeholders to check this for face validity, acceptability and usability
 - ▶ Finalise the fidelity checklist and develop a single respondent quantitative fidelity measure from this
 - ▶ Conduct psychometric evaluation of face validity, discriminant validity, test – retest reliability, internal consistency and floor / ceiling effects via trial in recovery colleges
 - ▶ Refine and finalise fidelity measure for the RCT

Module 2: How to recovery colleges work?

- ▶ Stratified ontology where change occurs:
 - ▶ Student level
 - ▶ Staff level (inc. peer trainers and MH professionals)
 - ▶ Organisational level
 - ▶ Societal level
- ▶ Mechanisms of action (processes) and outcomes
 - ▶ What happens in recovery colleges to enable change?
 - ▶ What changes do we see occurring?

Module 2: How do recovery colleges work?

Model of change V1:
student level
(created 05.09.17)



Module 2: How do recovery colleges work?

Level	Mechanism of action	Outcome
Staff	<ul style="list-style-type: none">• Professional competence• Personal commitment	<ul style="list-style-type: none">• Attitudes and beliefs• Professional – student relationship• Learning• Distributed leadership• Wellbeing
Organisational	<ul style="list-style-type: none">• Challenging traditional models of mental health care• Learning from people with lived experience• Shifting the perception and enactment of power relations	<ul style="list-style-type: none">• Culture, attitudes and beliefs• Models of care<ul style="list-style-type: none">• Education and recovery• New jobs for people with lived experience
Societal	<ul style="list-style-type: none">• Family and friends as students• Co-production with community organisations• Pathways to communities	<ul style="list-style-type: none">• Communities as agents of change• Stigma and discrimination• Public health• Employment

Coming together: Collaborative relationships



RECOLLECT: Collaborative relationships



- ▶ Partnership between institutions:
 - ▶ University of Nottingham – Institute of Mental Health (project leader)
 - ▶ South London and Maudsley NHS Foundation Trust
 - ▶ Sussex Partnership NHS Foundation Trust
 - ▶ Leicestershire Partnership NHS Trust
 - ▶ Peter Bates Associates Ltd.
 - ▶ King’s College London
 - ▶ York St. John University
- ▶ Partnership within the research team:
 - ▶ Mental health professionals (clinical psychology, OT, counselling)
 - ▶ Academics (Profs, SL, research assistants, Principal Research Fellow, PPI consultant)
 - ▶ People with lived experience as service users and carers

RECOLLECT: Collaborative relationships

- ▶ Partnership with experts by experience
 - ▶ The Lived Experience Advisory Panel (LEAP)
 - ▶ Collaboration at ALL stages of RECOLLECT
 - ▶ Collaborative data analysis
- ▶ Partnership in publications / presentations
 - ▶ 8 x planned publications
 - ▶ 3 x accepted presentations
 - ▶ Papers = 1 x first author, 4 x co-author
 - ▶ Presentations = 1 x first author, 2 x co-author

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