



**Northumbria
University**
NEWCASTLE



Northumberland,
Tyne and Wear
NHS Foundation Trust

A Qualitative Service Evaluation of the Gateway Recovery College within a Secure Intellectual Disability Service

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Introduction

- Northumberland, Tyne and Wear NHS Foundation Trust operates from over 60 sites.
- These are made up of 7 principal sites and a number of satellite properties across a large geographical area of 2,200 square miles.
- Trust services are provided in a wide range of settings, including:
 - Mental health, disability and acute hospital sites
 - Health centres, clinics and GP surgeries
 - Stand alone inpatient and community facilities
 - Service users' homes



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Setting the Scene

Northgate Hospital: Learning disability

- 20 Medium secure male beds
- 15 Low secure male beds
- 12 Locked rehabilitation beds

St Nicholas Hospital: Mental Health

- 34 Medium secure male beds
- 14 Low secure male beds



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Recap - CQUIN Target Summary:

- Q1: Scope current recovery college footprint, identify gaps specifically in relation to learning disability service, develop action plan.
- Q2: Identify and put in place the necessary resources required to oversee the delivery of CQUIN.
- Q3: Begin to engage with staff and patients to achieve genuine partnership with the college.
- Q4: Courses to be running.



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Task 1

- Identified and linked with current recovery colleges within NTW.
- Developed recovery councils within both services
- Developed recovery college steering group
- Questionnaires on course ideas.
- College name
- Imroc requirements.



Task 2

- Approach professionals to give support
- Peer support
- Patient engagement.
- Establish college bases
- Staff awareness
- Embed governance requirements
- Review outcomes measures



Task 3

- Agree prospectus
- Hold engagement events
- Enrolment events
- Address risk issues
- Develop co-produced training packages.
- Develop feedback forms.



Initial issues

- Engaging patients
- Ensuring courses are recovery focused
- Engaging staff/MDT
- Accessibility for detained patients
- Learning disability need.
- Links to therapy!
- Coordination/classes of timetables
- Dependency on interested individuals



How we have solved some of those issues?

- Perseverance
- Belief in the benefits of the college
- Collaborative working in developing timetables.
- Patient involvement at every stage.



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Some of our many Courses offered

- WRAP
- DBT Awareness
- Personality Disorder Awareness
- Recovery Garden
- Recovery through Strength and Hope
- Bikeability
- Football
- Immediate Life Support & First Aid
- DIY
- Mechanics



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What we have developed...

- The Gateway Recovery College, name and emblem.



- Decision to run 3 terms, holidays clearly identified with workshops running during holiday periods.
- 4 guiding principles
- Staff attending courses are students too.
- Co-production throughout.



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How did we do? – Initial Data

First term, January – April 2017

- Over 80 students attended our enrolment events
- Student I.D cards
- We have 9 courses ran
- One workshop
- 130 students enrolled
- 35 students attending courses/workshop
- Waiting lists for courses
- Evaluation of completed courses positive

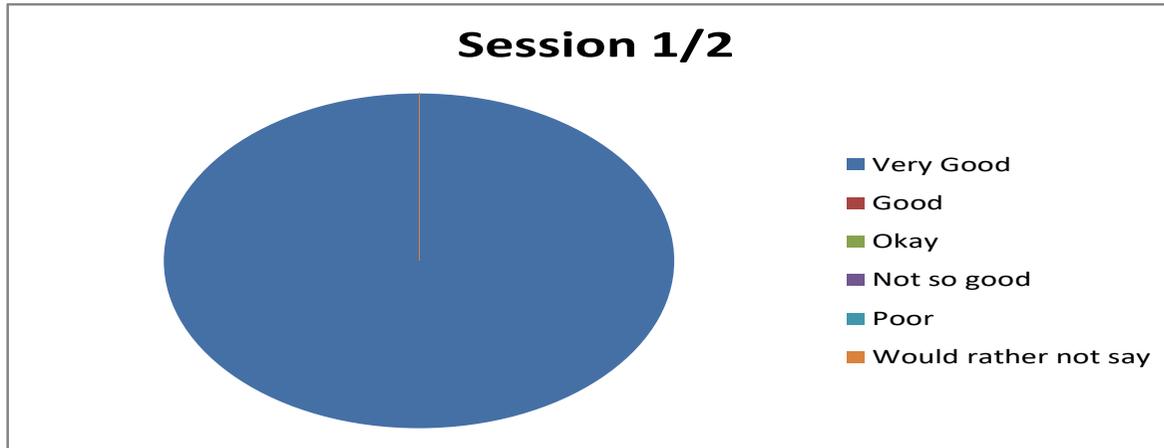


The Gateway Recovery College feedback evaluation

Recovery Garden

Facilitators A.Oliver

Patient led group



Question	Yes	No
Do you feel more confident in your abilities	100%	
Do you feel your level of motivation has increased	100%	
Do you feel more confident around people?	100%	

Did we create a place where people feel valued and accepted.

You said: We all worked together as a team
Nice small group
I used a still saw for the first time
No one minded me asking questions
It was a very relaxed experience



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Start of term (SWEMWBS) FEB 2017

NG

Statement	None of the time 1st	Rarely 2nd	Some of the time 3rd	Often 4th	All of the time 5th
I've been feeling optimistic about my future	3	5	5	1	1
I've been feeling useful	3	6	9		
I've been feeling relaxed	1	11	4		
I've been dealing with problems well	5	1	5		
I've been thinking clearly	4	4	9	2	
I've been feeling close to other people	1	7	3		
I've been able to make up my own Mind about things	6	7	2		



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End of term (SWEMWBS) MAY 2017

NG

Statement	None of the time 1st	Rarely 2nd	Some of the time 3rd	Often 4th	All of the time 5th
I've been feeling optimistic about my future	—	1	5	6	3
I've been feeling useful		—		6	9
I've been feeling relaxed			—	6	9
I've been dealing with problems well		1		10	4
I've been thinking clearly		1		2	12
I've been feeling close to other people	1		3	4	7
I've been able to make up my own Mind about things			2		13



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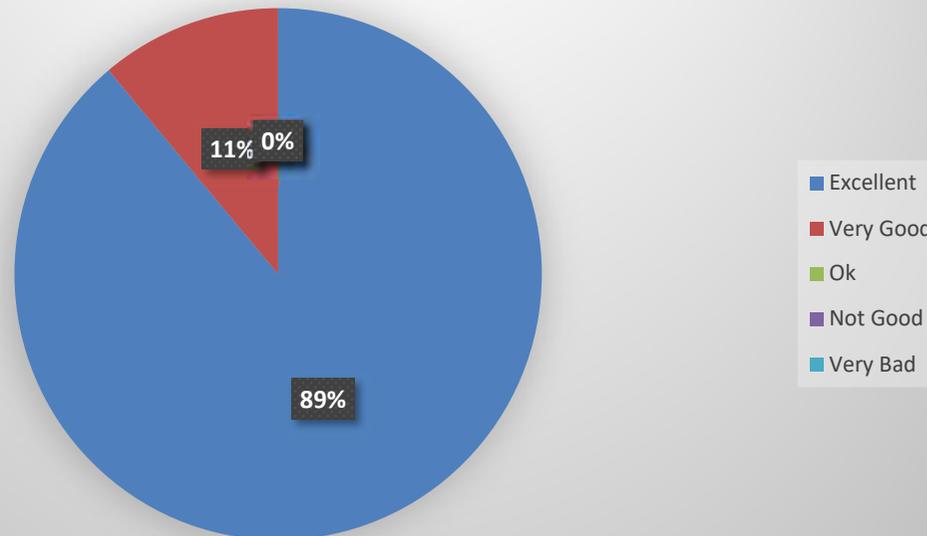
Where are we now?

- Re-enrolling students
- Engagements events
- Attending community meetings
- Attending community Recovery Colleges
- Holding Graduation events
- Review of courses will be ongoing
- Reviewing accessibility



Current Data

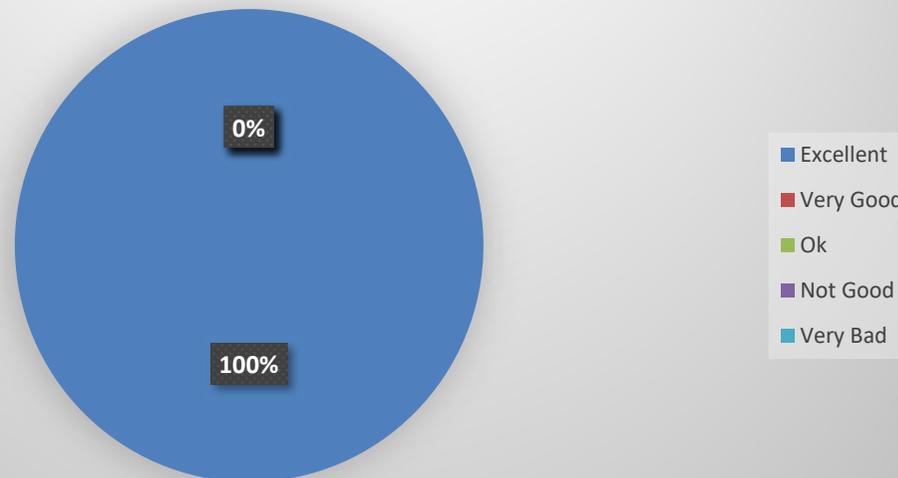
What Recovery Means to me:
How would you rate your self confidence?



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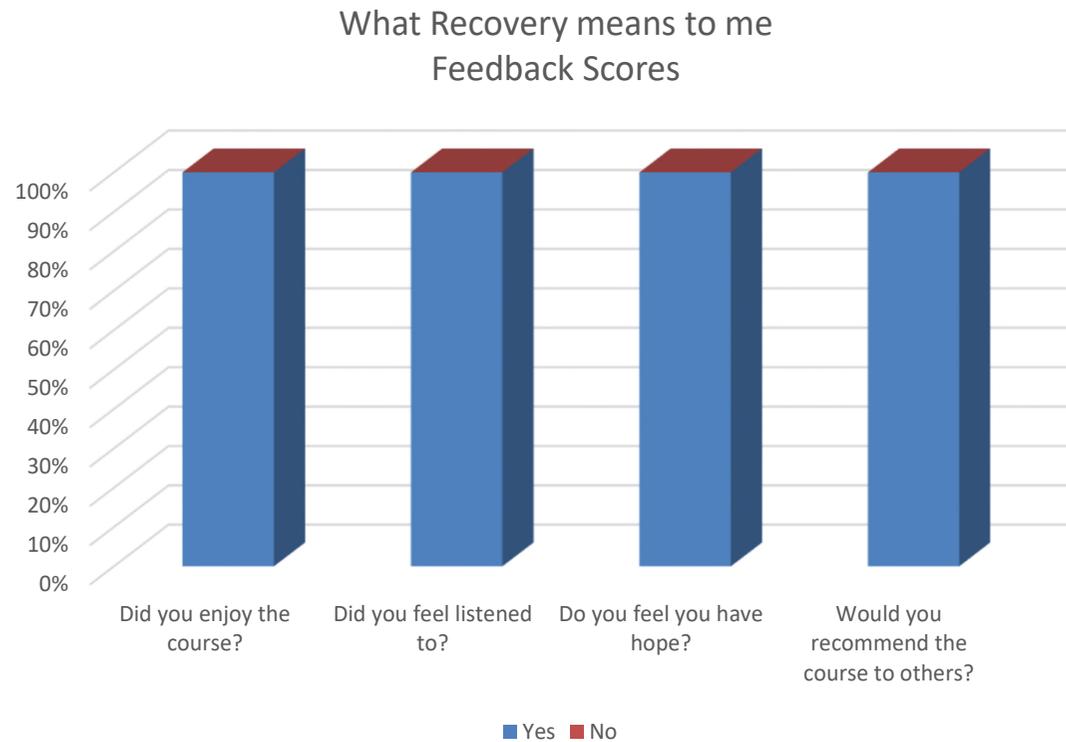
Current Data

What Recovery Means to me:
How would you rate your motivation to do things?



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Current Data



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Service Evaluation – The Literature

- Recovery Colleges have been around for a few years now and are based around specific principles in relation to recovery.
- We know that the implementation of Recovery Colleges both within inpatient and community settings have been successful, however we know that outcomes are measured differently across individual services.
- Recovery colleges within forensic settings are also quite novel and this brings another level of obstacles to overcome in terms of generating similar outcomes in relation to measuring recovery.



Service Evaluation – The Literature

- Studies have found that those individuals who attend Recovery Colleges have reported increased hope, increased purpose and a sense of identity.
- As well as feeling empowered, they feel they have increased their knowledge and learnt new skills.
- Recovery Colleges have also provided vocational opportunities for individuals, data suggesting that there has been an increase in employment or attendance at mainstream education from those individuals who have attended a Recovery College.
- Most importantly those who had attended a Recovery College required less professional input or intervention. (Jay et al. 2017).



Service Evaluation – The Literature

- Recovery Colleges were first established in the UK around 2007/2008.
- The first pilot of a Recovery College was in London boroughs Merton and Sutton. (Imroc 2018).
- Recovery Colleges now form a core part of recovery focussed mental health services, with the ethos to help individuals develop a new sense of self and a feeling of purpose.
- However, there appears to be a lack of research evidence concerning the concept of Recovery and the efficacy of Recovery Colleges within **Intellectual Disability Services**.



Service Evaluation - Aims

- To explore the experiences of people with an intellectual disability within the recovery college
- To identify if the recovery college meets the expectations of service users
- To find out what the concept of recovery and the recovery college means to patients within secure intellectual disability services.



Service Evaluation - Objectives

- To find out what the barriers are within the recovery college
- To find out what the enablers are within the recovery college
- To share findings both nationally and internationally
- To find out what works well and what could work better and therefore to provide recommendations for practice and the sharing of good practice.



Service Evaluation - Method

Yet to be carried out but we intend to discuss what we plan to do as below:

- This research will involve semi structured interviews of inpatients within a secure intellectual disability service across various levels of security who access the recovery college.
- Students of the college have been consulted about this research commencing within our local Patient Recovery and Outcomes meetings

Inclusion Criteria:

- Current inpatient within secure intellectual disability services (detained/informal) all adult males over the age of 18 years.
- Currently an enrolled student of the recovery college.
- Responsible Clinician has agreed the patient has the capacity to consent taking part in the research.

Exclusion:

- Actively mentally unwell
- Previously attended the recovery college however are now discharged.



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Service Evaluation - Results and Conclusions

- This research is currently at the early stages and therefore there are currently no results or conclusions to report.
- We hope and endeavour to report this at a later stage at this forum.



Questions?



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