RECOLLECT Checklist for Recovery Colleges

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PEER TRAINER VERSION – Adolescent/Youth Peer

Disclaimer: Recovery College/Recovery High School refers to a learning space with non-clinical courses or workshops that help students develop life skills, improve mental health and wellness, and provide social support through lived experience, peer connection, and shared learning to help students achieve their personal recovery goals (your version of Recovery College/Recovery High School might be called something different e.g. Discovery College, Well-being Centre, etc.).

DESCRIPTION
This Checklist is designed to assess how close your Recovery College/Recovery High School is to our best understanding of an ideal Recovery College. It is a self-development tool which is intended to help you to further develop your college by encouraging you to reflect on your college's current strengths and areas for development. It does not produce a numerical score.
INSTRUCTIONS
The following pages list seven key dimensions of a Recovery College/Recovery High School. For each dimension, there are three statements which describe a Recovery College that is achieving this dimension to a low (**RED**), moderate (**AMBER**) and high (**GREEN**) standard. Please only complete this Checklist if you are a Recovery College/High School peer leader/trainer who has delivered at least one course. For each dimension, **please TICK the statement which best matches <u>your own</u> views and experience of your Recovery College/Recovery High School.**

1. Valuing equality

The contributions and assets of students, trainers (peers, clinicians, external) and other staff are equally valued. No one is judged or treated differently because of their background or mental health difficulties.

RED	AMBER	GREEN
☐ I feel less valued than my non-peer colleagues, less supported and have less access to staff resources and training. Expertise is seen as sitting with a non-peer trainer or 'professional'.	☐ I have fewer opportunities, less access to resources and training, and less responsibility than other trainers. I have lots of involvement in college decision-making and/or course delivery and planning, but my expertise, knowledge and skills are sometimes undervalued.	☐ I feel equal to and am given the same opportunities, training, supervision and responsibilities as other trainers. My knowledge and skills are equally respected, and I am seen as just as much an expert as a non-peer trainer.
Comments (optional)		

2. Learning

Recovery Colleges and High Schools follow an education approach whereby students and peers/trainers collaborate and learn from each other by sharing experiences, knowledge and skills. Students have responsibility for their learning and learn through interactive and reflective exercises. Students gain self-awareness, understanding of their difficulties and practical, relevant self-management skills. Students choose courses which best suit their interests and aspirations.

RED	AMBER	GREEN
☐ I do not have any formal understanding of Recovery College education principles and do not receive relevant training. My role in class mainly involves doing things for students and giving information to them (e.g. via handouts and videos). There is little opportunity for the students or myself to share our knowledge and expertise in class.	☐ I have some training and a reasonable understanding of delivering Recovery College education. I occasionally do things for students but I also encourage students to do some reflective and group exercises. Students and I have the opportunity to discuss and share our expertise, but not often.	☐ I have a good understanding of Recovery College education and have received relevant training (e.g. in creating lesson plans, using educational language). Rather than doing things to/for students, my job is to encourage shared learning. I use a range of skills to facilitate this, e.g. allowing time for students and trainers to share their expertise and as much reflective group work as possible.
Comments (optional)		

3. Tailored to the student

Recovery Colleges and High Schools don't offer a one-size-fits-all experience. Students' individual needs are actively enquired about and accommodated during courses (e.g. personalized handouts, translated text, materials adapted for learning difficulties). Their needs outside the course are also accommodated (e.g. individual learning plans).

RED	AMBER	GREEN
☐ I do not usually ask about my students' individual learning needs or adapt the content or delivery of courses in response to them. I do not ask about my students' needs outside classes.	☐ I am aware of students' individual learning or personal needs and give them some opportunity to share these (e.g. via a group agreement), but sometimes I do not/cannot provide individual support (e.g. tailored materials).	☐ I actively enquire about and am responsive to the individual learning and other needs of students, as much as possible in a group setting. I accommodate these through activities such as creating group agreements, tailoring course materials and mentoring.
Comments (optional)		

4. Co-production of the Recovery College/High School

People with lived experience (Peer Leaders/Trainers and students) are brought together with professionals and subject experts to design and deliver all aspects of the Recovery College/High School. This includes collaborative decision-making about the program, courses, policies, staff recruitment, advertising, etc., as well as the co-design and co-delivery of all courses.

RED	AMBER	GREEN
☐ I am not involved in decision-making processes about the design or running of the Recovery College/High School. Some courses are not delivered by a Peer Leader alongside someone else. My involvement in course planning and delivery is sometimes less than the non-peer trainer's involvement.	☐ Most or all courses are equally planned and delivered by a Peer Leader alongside someone else. I am occasionally involved in decision-making about the design and running of the Recovery College/High School.	☐ I am always an equal partner in the planning, delivery and evaluation of courses. There are a range of ways in which I contribute to decision-making about the running of the college/high school and my voice is equal in importance to others.
Comments (optional)		

5. Social connectedness

Both the culture and the physical environment of the college provide students with opportunities to develop connections with others. The learning space is relaxed, e.g. non-clinical layout, access to facilities, shared spaces for socializing/taking breaks. Trainers recognize and cater for students' social needs, e.g. organizing exercises and breaks for chatting, sharing experiences and developing friendships.

RED	AMBER	GREEN
☐ I do not organize exercises or set aside time during courses for students to get to know each other. The classroom has quite a formal set up and there are rarely any facilities or spaces/times where students can socialize.	☐ I recognize the need for students to feel connected as a group and I organize exercises for them to get to know each another, such as ice-breakers. Beyond this there is little time or access to resources to provide students with opportunities for socializing at the Recovery College/High School.	☐ I recognize that social connectedness is important for students' learning and recovery. I proactively plan opportunities for students to relax and get to know one another, such as ice-breakers, pairs and groupwork and frequent breaks.
Comments (optional)		

6. Community focus

Recovery Colleges engage with community organizations (e.g. mental health charities, artistic/sporting groups) and other partners to co-produce relevant courses. The college provides students with information, handouts and events which support students' pathways into valued activities, roles, relationships and support in the community.

RED	AMBER	GREEN
☐ I do not co-produce or deliver courses with community organizations. I do not work in partnership with any community organizations and do not learn about community projects and services which may be relevant to students or me.	☐ I co-produce and deliver some courses with community organizations. I occasionally signpost students to relevant community organizations for support. However, I am not aware of any formal opportunities for students to move from the college to an active role within a community organization.	☐ I co-produce and deliver a range of courses with community organizations. I regularly refer students to relevant community organizations for support and facilitate pathways for students to move from the college to an active role within a community organization.
Comments (optional)		

7. Commitment to recovery

Recovery College/High School workers talk with conviction and enthusiasm about the service and are dedicated to students' recovery. There is a positive energy in the college and its activities, based on shared values about the recovery principles on which the college is based.

RED	AMBER	GREEN
☐ I am aware of the Recovery College's values about recovery but do not feel strongly or talk often about them. There are barriers to my personal investment in the college and I do not often feel inspired by the college's leadership.	☐ I understand and express the values of the Recovery College/High School and enjoy working there. Members of the college team are motivated around the shared goal of supporting recovery.	☐ I am highly motivated and passionate about the Recovery College/High School and express a strong belief in the students. The college has strong and enthusiastic leadership and I share in its desire to constantly improve, listening to students' feedback and implementing change.
Comments (optional)		