RECOLLECT Checklist for Recovery Colleges

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Further information: researchintorecovery.com/recollect

STUDENT VERSION

Please fill this out if you are a student at a Recovery College/Recovery High School.

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 helps you think about how well your Recovery College/Recovery High School is doing. It can help show what is working well and what could be better. It is not a test, and it does not give a score. There are three versions of this checklist: one for students, one for peer leaders, and one for the Recovery College manager. This is the student version. You can also complete it together as a team if that works best for you. **Here are definitions that may help when completing the checklist:** **Recovery**: The personal journey of striving to live a satisfying and hopeful life, even with ongoing mental health challenges. This process is filled with ongoing ups and downs. **Peer Leaders**: Staff that build safe spaces, facilitate learning, and/or share their life experiences to help others learn and grow.

INSTRUCTIONS
The next pages describe seven important parts of a Recovery College/Recovery High School. For each part, choose the statement that best matches your own experience. **RED** means it needs a lot of work, **AMBER** means it is getting better, and **GREEN** means it is working very well. If you would like help filling out this checklist, or someone to read the questions out to you, please ask your peer leader to help you.

1. **Everyone is treated fairly:** Students and peer leaders are all valued. No one should be judged or treated differently because of who they are, their background, or their mental health.

RED	AMBER	GREEN
☐ **I am treated like a patient** I sometimes feel judged or treated differently because of my mental health. I do not feel listened to in courses, and I do not always feel respected by peer leaders.	☐ **I am welcomed but still sometimes feel treated differently** I feel welcomed and not judged. Peer leaders and students are kind to me, but I still notice a difference between how peer leaders and students relate to each other. Sometimes I feel left out, or it can be hard to talk to peer leaders one-to-one when they are busy.	☐ **I am treated with respect and my views are valued** I feel welcomed as a person. I am treated with respect. My ideas matter as much as everyone else's. Peer leaders are patient and try to understand what is important to me.
Comments (optional)		

2. **Learning together:** Students and peer leaders learn from each other by sharing ideas, experiences, and skills. Students can take part in activities, think about what they are learning, and choose courses that fit their interests and goals.

RED	AMBER	GREEN
☐ **I am told information rather than actively learning or sharing my own ideas** I mostly sit and listen while someone gives me information. I am not asked to share my ideas or take part in activities. What I learn does not feel very useful for my everyday life.	☐ **I occasionally contribute my ideas but don't learn from other students** I learn from peer leaders, but students are only sometimes asked to share ideas. The learning could include more group activities and more chances for everyone to take part. I learn helpful information, but I do not always learn skills I can use in everyday life.	☐ **I feel fully involved in the learning and my ideas are valued by everyone.** I learn from other students and peer leaders. Everyone has chances to speak and share ideas. The activities help me learn useful skills that can help me in everyday life.
Comments (optional)		

3. **Support that fits me:** The peer leaders do not treat everyone the exact same way. Peer leaders ask what students need and try to help by doing things like changing materials, offering extra support, or helping with learning plans.

RED	AMBER	GREEN
☐ **I am not provided with support for my personal needs** Everyone gets the same support. Peer leaders do not ask what I need, or they do not help with my needs when they know about them.	☐ **I am provided with some support for personal needs, but not as much as I'd like** I can tell peer leaders what I need, and I get some help. I get some materials or tools that fit me, but I would like more support.	☐ **I am provided with lots of support for my personal needs** The peer leaders work hard to support me. If I need help, I can get it. I receive materials and resources that fit my needs and that I can keep using.
Comments (optional)		

4. **Students help shape the Recovery College/Recovery High School:** The students and peer leaders work together to plan courses and make decisions (e.g. co-production). Students can share ideas about courses, rules, activities, and how the school or college is run.

RED	AMBER	GREEN
☐ **Only some courses I attend are delivered by a Peer Leader and a facilitator. I am not asked to be involved in decision-making about running the Recovery High School.** I am not asked what I think about courses, and I am not invited to give feedback or help make decisions.	☐ **Most or all of the courses I attend are delivered by a Peer Leader and a facilitator. I am sometimes involved in decisions about the running of the Recovery High School.** I am asked for feedback after some courses. Sometimes I am invited to help with decisions, such as ideas for new courses or how things are organized.	☐ **All of the courses I attend are delivered by a Peer Leader and a facilitator. I can be regularly involved in shaping how the Recovery High School is run.** I know different ways I can get involved and help make decisions. I feel that my ideas are taken seriously.
Comments (optional)		

5. **Feeling connected:** The Recovery College/Recovery High School should feel welcoming and relaxed. Students should have chances to talk, take breaks, share experiences, and get to know each other.

RED	AMBER	GREEN
☐ **The course feels medical and there are no chances to relax and socialize.** The place feels more like a clinic than a welcoming school or college. Courses focus only on learning, with little time to talk or get to know other students. There is no chance to relax.	☐ **The course feels welcoming. Some courses have time to relax and socialize. In courses, there is also time to get to know each other.** There is some time during courses to get to know other students. When possible, we have chances to talk, share experiences, or take breaks together.	☐ **The course feels relaxed and I have time to get to know other students during courses and during breaks.** The school or college gives students time and space to talk, relax, and make friends.
Comments (optional)		

6. **Links to the community:** The Recovery College/Recovery High School works with groups in the community, such as mental health groups, arts groups, sports groups, or other schools. Students get information and support to join activities, find help, volunteer, or connect with people outside the Recovery College/Recovery High School.

RED	AMBER	GREEN
☐ **No courses are delivered by community organizations. The course does not give me any information about getting involved with or supported by organizations in the community.** I have not taken any courses run by community groups. I am not given information about community groups that could support me or help me join activities.	☐ **Some courses are delivered by community organizations and I have learned about community organizations for support or activities.** I have taken one or more courses run by community groups. I am given some information about groups that can help me or offer activities, but I do not know about clear next steps, such as volunteering.	☐ **Lots of courses are delivered by community organizations and I am aware of how I can be supported to move from the course to being in a community organization for ongoing support or activity.** I take several courses run by community groups. I know how to connect with groups after the course for support, activities, volunteering, or other roles.
Comments (optional)		

7. **Belief in recovery:** Peer leaders believe in students and are excited about helping them grow. The Recovery College/Recovery High School feels positive, hopeful, and focused on recovery.

RED	AMBER	GREEN
☐ **Peer leaders are polite, but they are not overly passionate about recovery.** Peer leaders are polite, but they do not seem very excited about the courses or about my recovery or wellness.	☐ **Peer leaders are enthusiastic about recovery.** Peer leaders seem interested and positive. They care about the courses, but they may not always show strong interest in my personal recovery or wellness.	☐ **Peer leaders are passionate and dedicated to recovery.** Peer leaders are positive, caring, and really believe in recovery. They care about students, believe in what they are doing, and often go the extra mile to help.
Comments (optional)		