



**Humber Recovery  
& Wellbeing College**

## **Participation and Coproduction within The Humber Recovery and Wellbeing College**

Understanding Coproduction  
How to get involved  
Course Development Process



**“Not about us, without us!”**

## Humber Recovery and Wellbeing College

### About

The Humber Recovery and Wellbeing College uses a peer-led and student-voiced educational model to facilitate recovery-orientated courses and workshops to promote the central tenants of meaningful mental health recovery; Hope, Opportunity and Control.

We run like any other college, except we provide peer-led education as a route to meaningful mental health recovery. We work alongside and support students, volunteers, community organisations and healthcare professionals to co-design, co-produce and co-facilitate an educational programme that respond to self-defined needs of a collective student body.

### Experts

People with lived experience of a given situation or impairment really understand what helps, or hinders, recovery.

This kind of underrepresented knowledge is just as valuable as scientific understanding.

The Recovery Colleges facilitates conversations between Experts by Experience and Experts by Training (not that they're two distinct things!) and supports them to harness these two types of knowledge to coproduce innovative and useful educational opportunities for others.

### Students

Our courses and workshops are free to access and available to anybody who feels that the course would be of benefit to them, regardless of if they consider themselves to have lived experience of mental health challenges.

Students may include previous or existing service users, carers, health and social care staff, other organisations and members of the public.

Students also have the opportunity to share their skills, knowledge and expertise as part of the Recovery College in an official capacity as a Humber NHS Volunteer, where they receive training and can pursue additional development opportunities.

### Recovery Journeys

Mental health is a journey in which there is no cure or end goal, but the Recovery College believes that people can understand how to better navigate and manage troubling thoughts, emotions and circumstance by learning from others who have gone through similar.

Students are supported to draw upon their own strengths and resources in a safe, non-judgemental learning environment, and encouraged to learn the tools they need to step towards a better, self-defined quality of life.

### Philosophy

Personal lived experience, strengths-based peer learning, grassroots coproduction and shared decision-making is at the centre of what we do.

Recovery Colleges also work towards challenging patronising, outdated and discriminatory medical perspectives on mental health recovery through championing the voices of those with lived experience, and spearhead the campaign for progressive, meaningful change within local healthcare organisations.

An example would be actively promoting the disuse of disempowering language and outdated clinical practices, like 'patient' and 'referrals', as these further reinforce power imbalances.

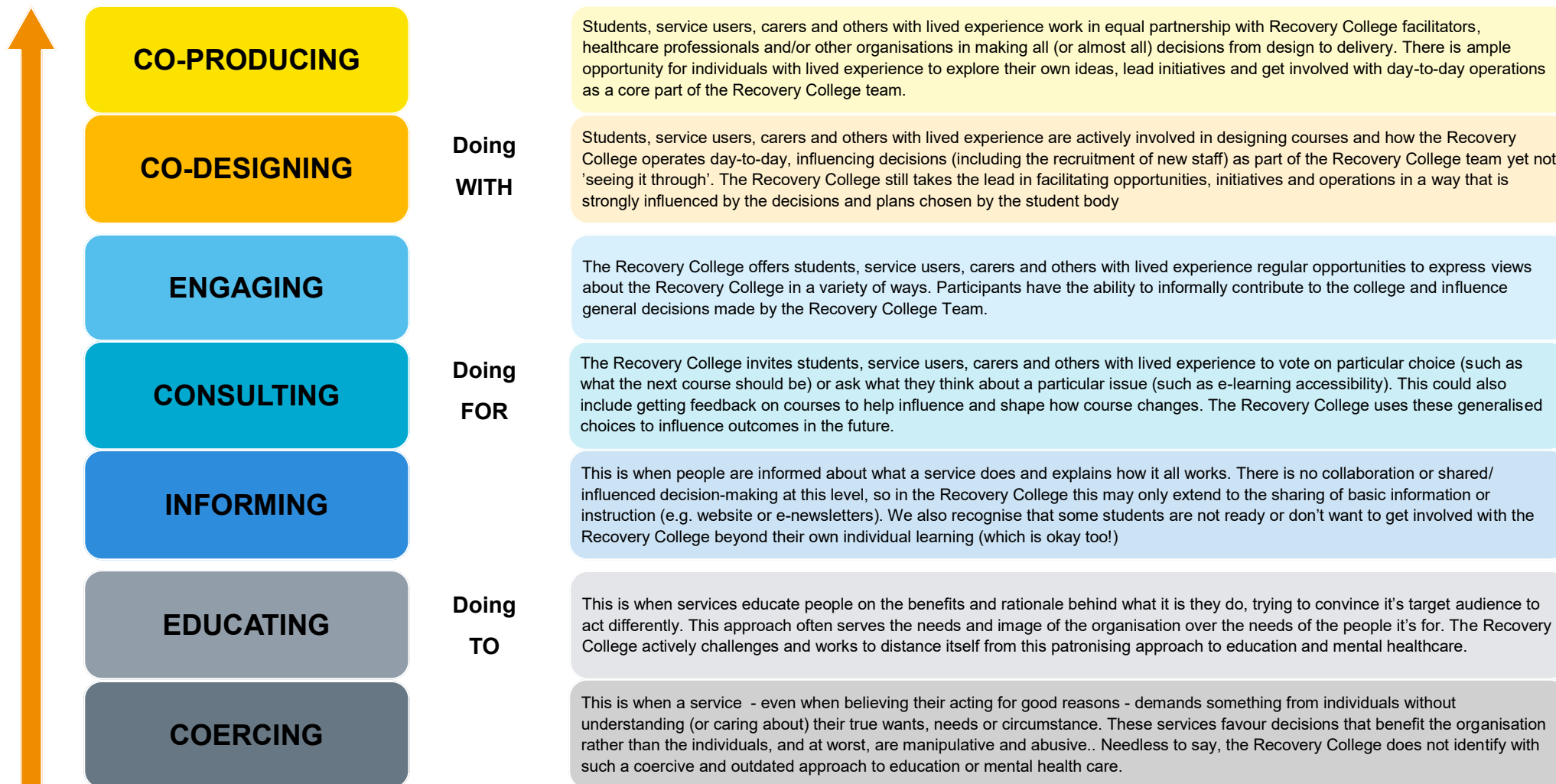
All of this helps towards unpicking the harmful institutional/social 'us and them' attitudes and stigmas that continue to surround mental health.



## Co-Production: How it works

### What co-production looks like within the Humber Recovery and Wellbeing College

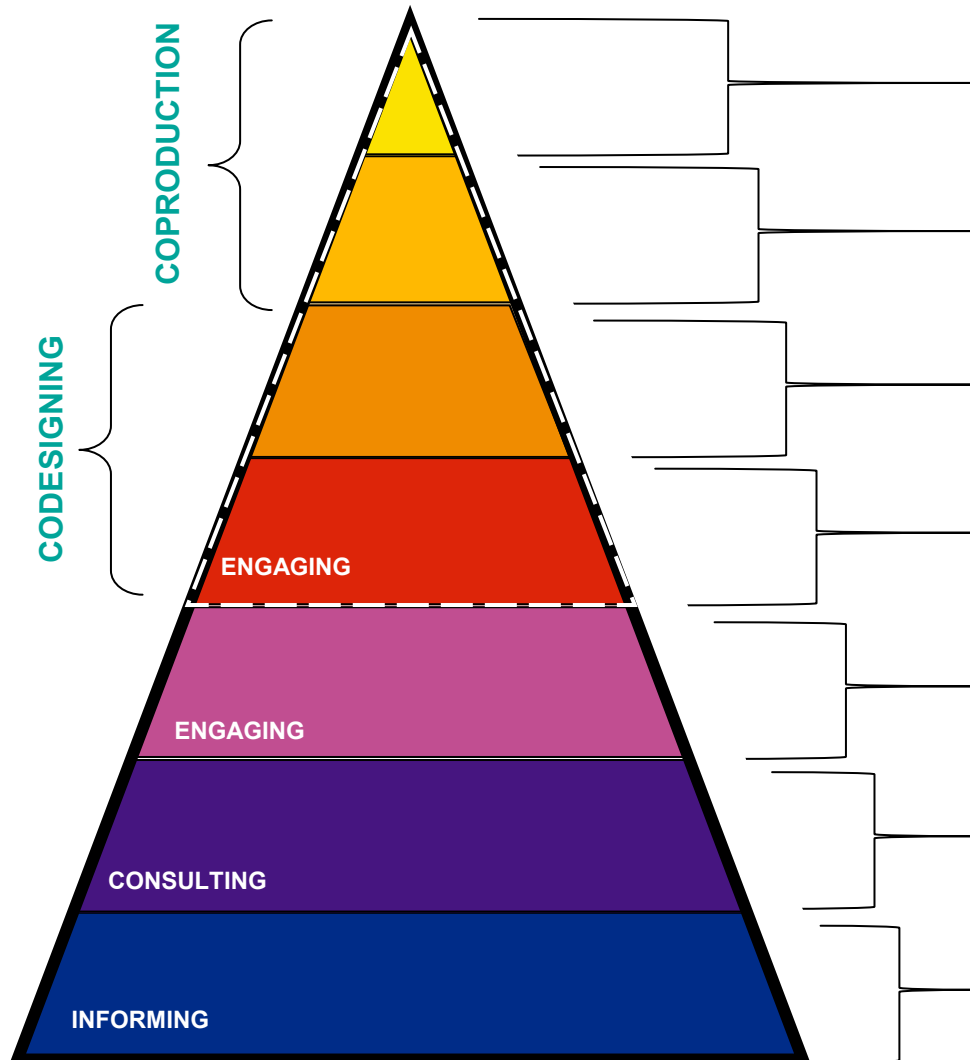
Co-production is when those utilising a service are equal stakeholders in the design and delivery of that particular services. The Recovery College seeks to be as coproduced as possible in all areas, including day-to-day delivery and decision making.



*This is what is referred to as 'The Ladder of Coproduction'. The Recovery College aims to be as high up that ladder as possible in any given situation. The accompanying table explores what each level means and what it looks like in practice.*

## Co-Production: How to get involved

The different ways you can participate within the Humber Recovery and Wellbeing College



*The top four layers (highlighted with white dashes) are the opportunities that most empower students, carers, volunteers, staff, organisational partners and other experts (lived or by training) to take real ownership of the Recovery College, and in turn support the ethical framework of meaningful recovery.*

- 7** Individuals (volunteers/staff/partners) proactively co-produce complete courses independently in equal partnership with other collaborators and/or Recovery College facilitators and are happy to take the lead in co-delivery. Volunteers may take explore skills and interest elsewhere in the Recovery College, and take the lead in student community activities, such as developing hobby clubs or a Student Union. However, Recovery College facilitators are still there to offer support.
- 6** With support, individuals proactively co-produce complete courses in equal partnership with Recovery College facilitators (and potentially other collaborators) but may ask that a Recovery College facilitator take the lead when co-delivering. Individuals may wish to undertake additional training (e.g. teacher training) to develop skills and confidence. Volunteers may start supporting others to engage and contribute (e.g. capturing stories, developing surveys, gathering feedback, devising newsletters), and equally contributing in regards to day-to-day decision making.
- 5** With support, individuals take a proactive approach in co-writing a course (in part or in full) as part of an equal partnership, but they may not be involved in the actual production or delivery. Individuals may choose to become an official Trust volunteer at this stage to receive additional training and pursue development opportunities.
- 4** Individuals take an informal but active role in course development and delivery. They may share resources or tips based in expertise (lived or through training), or course content ideas. There is more open dialogue between individuals and the wider Recovery College Team. Individuals may also take part in Recovery College steering groups.
- 3** Individuals informally share experiences as peer learning opportunities. For example, they may record digital stories to add to the Recovery College's 'Experience Bank' or create content for the newsletters.
- 2** Individuals may share their views on the Recovery College by completing surveys or attending meetings to say which outcome they would prefer, emailing in suggestions for courses or offering other types of feedback.
- 1** Individuals participate in courses and workshops to support their own recovery journeys and personal training needs. They may also read newsletters.

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# Course writing: Structure and Planning

## Figuring out what's needed

Every course and workshop can look vastly different from the rest, depending on who is developing the content, the combined experiences, who it's for, and what the course is about, and how much time and/or resources an individual is able to share.

Whether you are an experienced teacher or not, structures and outlines can help you to plan and prepare before getting into the nitty gritty. Remember, there is a focus on coproduction so you'll never be on your own. Plus, the Recovery College is always on hand to support you in developing courses, giving you templates to work from, talking through things, putting you in touch with others or helping you pin down what you want to do.

## Let's Chat...

For the online Let's Chat series, a structure already exists - this is to offer some sort of consistency across the whole series. You can also use the example below as a guide of how to structure other courses too.

### **Module 1: Introductions**

Video welcome, overview of course

### **Module 2: What is... (condition or situation)**

Clinical and lived experience definitions, symptoms and theories)

### **Module 3: How does (condition or situation) impact daily life?**

Personal/organisational stories and experiences relating to work, hygiene, social life etc, impact on families and carers

### **Module 4: Managing (condition or situation)**

Coping strategies, medications, implications of diagnosis/stigma, emotions

### **Module 5: How to support someone experiencing (condition or situation)**

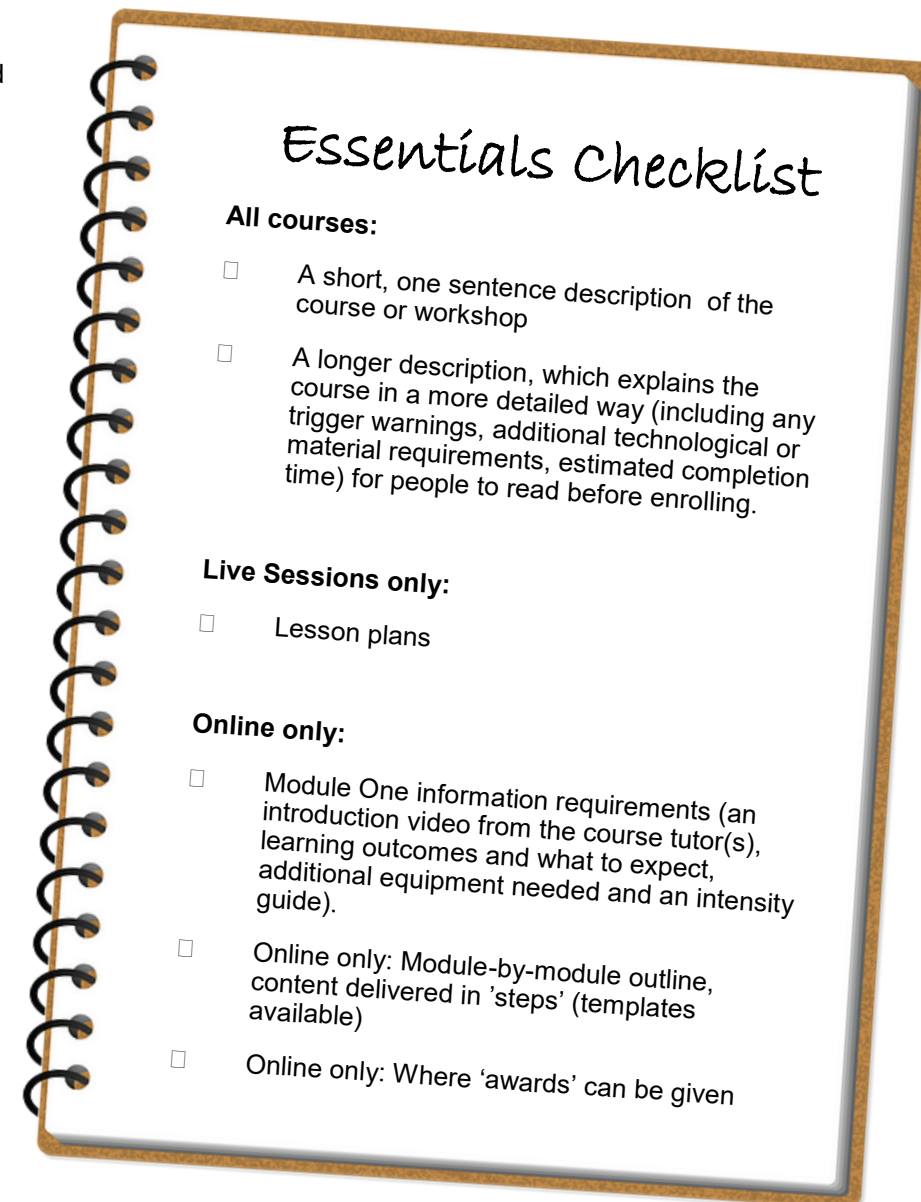
What helps? What's needed? What other support is out there?

### **Module 6: Random (optional)**

For the stuff that might not fit anywhere else!

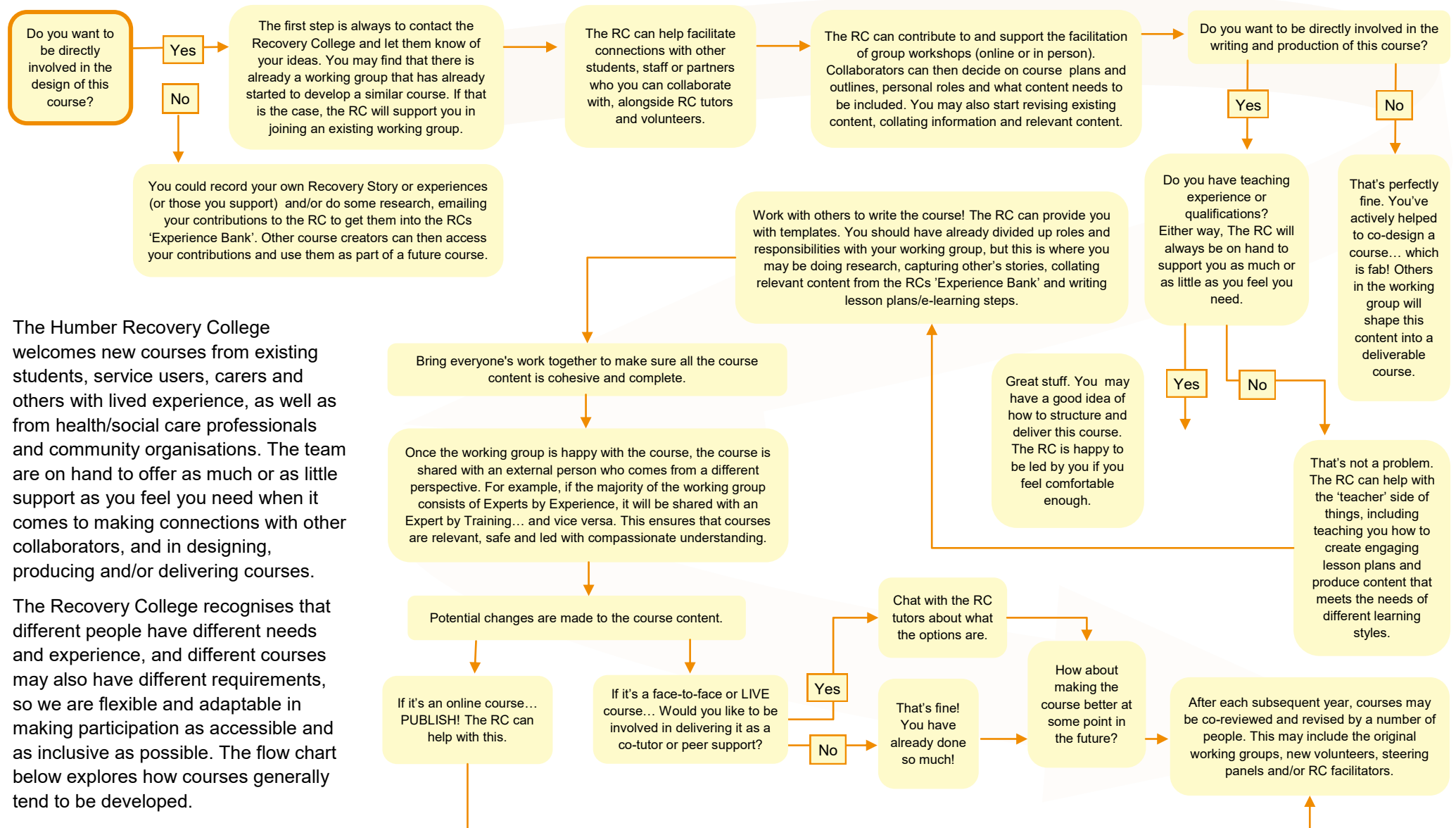
### **Module 7: Final**

Exit video, any consolidation, information about any related live sessions



## Course writing: The process

“I have an awesome idea for a course. How do I go about creating it co-productively?”



The Humber Recovery College welcomes new courses from existing students, service users, carers and others with lived experience, as well as from health/social care professionals and community organisations. The team are on hand to offer as much or as little support as you feel you need when it comes to making connections with other collaborators, and in designing, producing and/or delivering courses.

The Recovery College recognises that different people have different needs and experience, and different courses may also have different requirements, so we are flexible and adaptable in making participation as accessible and as inclusive as possible. The flow chart below explores how courses generally tend to be developed.

# Course writing: Timescales

How long will all this take?

**Lots of different factors may affect how long it takes to write a full course co-productively. Although we'd all like things to be shared as soon as possible, we *must* remember that real co-production takes time. Plus, no one wants to be put under unnecessary pressure!**

## Rough Timeframes (on average)

Although it's tough to know for sure how long a course might take to produce, it's good to have an idea of how long things take. Based on the main steps outlined previously, for a course of average complexity, assuming there's minor delays, and that collaborators have a reasonable amount of time to invest, this is how long developing a course at a comfortable pace might take:

### First Steps (2-4 weeks)

Sharing initial ideas and forming/joining a working group. This period of time includes trying to pull people together in preparation for a working group meeting.

### Designing (2-3 weeks)

Through a series of workshops or meetings, having discussions in equal partnership about what needs to be in the course, and why. This is also the time to be working out who may want to do what moving forwards.

### Writing (2-4 months)

This is where the bulk of the work is, and involves research, writing out the steps/lesson planning, creating videos and resources, designing activities and proofreading. You may also discover at this stage that your ideas may be better shared over two or more courses, so you may need to adapt.

### Checking (1-2 months)

This is the process of sharing the newly-written course with others from a difference perspective, and then discussing and making any changes with them. This ensures that courses are relevant, safe and led with compassionate understanding.

### Sharing! (1-2 weeks)

This is the process of either: 1) Copying over and uploading content to the e-learning platform, or 2) Preparing for your LIVE sessions, including any rehearsal or facilitation planning.

## TOTAL ESTIMATED TIME: 4 - 8 months

*This is an estimated time. The process may be shorter or longer than this estimate, depending on the resources, circumstance and time available by those involved.*

### Things which will help speed things along:

- If people in the working group have experience teaching/facilitating
- If your course is straightforward
- If you already have collaborators on board with you
- If the RC doesn't have lots of new other courses to also support
- If there is already a lot of usable content in the 'Experience Bank'

### Things which may take time:

- If, even with RC support, we can't find additional people to coproduce courses with quickly
- If you or somebody else gets ill or has a relapse
- If other pressing things in life need to take a priority
- Disputes on course content, or between collaborators
- Trying to find a time to meet that suits all, or almost all, those involved
- If the course is complex
- Learning new technological skills or processes
- Working accessibly and inclusively

**Remember, the Recovery College are here to offer support with everything... so try not to worry if it's all a bit baffling!**

# Course writing: Things to Consider

Important things to remember when developing and writing courses

**When writing a course, there's some things we must keep in mind. These things ensure that it's accessible and inclusive for everyone, that we stay on the right side of the law and that we're sticking to recovery-oriented principles.**

## Learning Styles

The role of a teacher in any context is to enable learning in your students. When we write courses and workshops, we must remember to use different teaching methods since everybody [learns in different ways](#)...

## Keep it interesting

**Ways in which you could explore topics include:**

- Quizzes (single answer questions and multiple choice)
- Open ended, reflective questions
- Group discussions and pair work
- Prompting hands-on activities
- Offering additional reading or watching using external links
- Powerpoint presentations (visuals and text)
- Videos of the tutor explaining things through
- Videos of two-way/group conversations
- Sharing resources and printable worksheets

## Copyright

- Do not use any media or written material that you yourself have not produced, have explicit written permission to use, is from the RCs 'Experience Bank' or that sits under a Creative Commons Licence. You can reference external content (via links) but you cannot embed resources within a course.
- Give credit to everyone who has produced something that you yourself have not developed.
- You are encouraged to write things in your own words - you are the expert here after all!

## Lived Experience

It can be very easy to reel off and share generic tips that you yourself have heard a thousand times. When developing courses, try to think about what has actually been helpful to you, and why? What hasn't helped? It's this insight that is most valuable to others going through something similar, and to those trying to support them. Be honest and speak your truth as you see it - there's no need to shy away (even if it's unconventional).

## Branding and Visuals

This bit is relevant if you're producing your own content. Anything that gets produced for the Recovery College must have the logo on it (top right). We have beautifully designed night and day backgrounds/imagery to consistently use across College content, which we can pass over to you.

Being part of the NHS, we must also stick to [NHS Identity guidelines](#). Fonts must be 'Frutiger' or 'Arial' and colours must be chosen from a predetermined colour palette. You can see examples of our branding below. Look familiar?





# Course writing: Language and Perspective

Making sure our words best support meaningful mental health recovery

## Language and Perspective

The way we say and frame things really make a massive difference to a learning experience.

- Write everything as if you're talking directly to a student. Use plain language and if you use lingo, make sure it's explained well and/or provide external links which explain what it is in plain English.
- The Recovery College is all about promoting Hope, Opportunity and Control. You don't need to be afraid of tackling difficult subjects, but remember to bring it back around and provide opportunity to reflect and learn something positive from it. What lessons came from these experiences?

## Words really DO matter

Common phrases surrounding mental health comes from a very '[medical model](#)' of health and disability, but it very often adds to the stigma surrounding mental health. This model looks at what is 'wrong' with a 'defective' individual who is defined by their labelled "illness". They may be congratulated for "overcoming" their disability, as they are usually framed as someone who needs pity, sympathy and/or charity. The focus is on how different they are from everybody else whilst trying to make them 'normal' through 'interventions' (such as medications or treatments) rather than focusing on what they're actually experiencing, who they are independent of any

impairment, and the barriers already exist in society that make it more difficult to exercise rights or lead a full life.

Language that comes from a medical model creates low expectations and strips people of independence, choice and control. Similarly, old language referring to mental, physical and cognitive disabilities are just as hurtful. When writing, avoid medicalised words and phrases and choose words that are more empowering. You may want to read about [Social Model of Disability](#) for more context.

### Avoid words and phrases like:

- "special"
- "housebound"
- "need of a cure"
- "can't cope" or "burden"
- "unable to make decisions"
- "attention seeker"
- Any outdated and offensive terminology or slurs

### Instead of: Use:

|                                                     |                                                                             |
|-----------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Patient</b>                                      | Person with lived experience, service user                                  |
| <b>Carer</b>                                        | Family, friends and/or personal assistants                                  |
| <b>Mental health patient</b>                        | Is accessing mental health services                                         |
| <b>Mentally ill person</b>                          | Person living with mental health difficulties                               |
| <b>Suffering from...</b>                            | Experiencing symptoms of...<br>Person living with...                        |
| <b>A victim of mental illness</b>                   | Has a history of mental distress.                                           |
| <b>Paranoid/Schizo</b>                              | Experiencing paranoid symptoms<br>Person experiencing psychosis             |
| <b>He is autistic</b>                               | He has autism                                                               |
| <b>Committed suicide, or made a suicide attempt</b> | Died by suicide, took their own life, made an attempt on his/her/their life |
| <b>Normal behaviour</b>                             | Usual, or typical, behaviour                                                |

# Course writing: Practical Tips, Tricks and Hacks

Things that may be of help to you

Here are some other things that need to be considered when developing a course, and some tips and tricks that have already proven useful in the Recovery College.

## Capturing, Transferring and Storing Digital Files

Don't have fancy equipment? No problem; you can record things using your phone/tablet, and even edit them directly on there with apps and the like. Files can be transferred (by USB cables, SD cards, emails, iCloud, [Dropbox](#), Whatsapp, [WeTransfer](#) etc) onto a PC for editing or for sharing.

Please bear in mind that NHS Firewalls do not allow access to many file sharing websites or USB access, so those using NHS laptops will need to find alternatives.

We recommend keeping all your course files together in a specific folder. And keep a back up!

## Software and Programs

To support the programs you're also familiar with and/or already have installed, we've also found some other useful tools online and in app stores which may help develop content for courses (they're also watermark-free!)

- [Unsplash](#) - Royalty Free Images
- [Lunapic](#) - Free photo editing
- [OpenShot](#) - Free basic video editing software (PC download)
- [YouCut](#) - Free basic video editing software for Android phones/tablets
- [Audacity](#) - Free audio editing software (PC download)
- [QuickRec](#) - Free .wav file audio recorder for Android phones/tablets (because pre-installed voice memo apps don't often save in a usable format)
- [EZGif](#) - Free video to gif converter
- [Miro](#) - Free online collaboration/mind-mapping tool

## Using Templates

To write courses, we recommend using a word processor (e.g. Microsoft Word or Libre Writer) and using the templates that the Recovery College has available. By using templates, you can see how to format courses so they're ready for the website or what a lesson plan might look like. We also have branded and templated Powerpoint slides you can use. No need to reinvent the wheel!

**Do you know of anything you could use to make course development easier? Write them here to remind yourself:**

Email them to [HNH-TR.RecoveryCollege@nhs.net](mailto:HNH-TR.RecoveryCollege@nhs.net) to get them added to this document!

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