

## **Abstract for the Refocus on Recovery conference, 18-20<sup>th</sup> September 2017**

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### **Poster presentation**

#### **Recovery techno-style: co-producing and delivering a course on digital technology for mental health**

##### **Introduction**

During 2016, MindTech and its Involvement Team co-produced and delivered a 6-week course 'Recovery Techno-style' for Nottingham Recovery College aimed at introducing technology and teaching mental health self-management using information and peer support websites, apps, social media and games. We describe and reflect on the co-production process, course content and delivery.

##### **Methods**

The College's course development process was used requiring careful documentation of the co-production process, with templates for learning objectives and teaching methods. Co-production sessions (10 service users, 2 researchers and 2 college staff) ran November 2015-August 2016: 2 open meetings to discuss the scope and purpose of the course and 10 core team meetings to collaborate on course and session content.

##### **Results**

The course ran 2 hours a week in November/December 2016 with 12 students enrolled. The original scope changed significantly through the open meetings. Researchers had ideas about what knowledge they could share, whilst service users suggested covering basic skills e.g., how to get online. The final content was a melding of perspectives to produce a comprehensive course for varied prior experience. Students accessed unfamiliar websites e.g., NHS choices; self-assessed need for new tech; one returned to previous digital habits e.g., vlogging; all tried out new techniques e.g., games for distraction.

##### **Discussion**

Shared control of all aspects of content, from initial scope to detailed content, required professionals to handle service user needs and expectations, sometimes expressed in a strong manner and taking them out of their domain knowledge comfort zones. Our approach to multi-level involvement made sure involvement was sustained throughout.

Students with lower confidence and prior skill probably gained most, but we maintained interest of those with more knowledge who shared it with other students. This is a labour intensive way of promoting digital technology for recovery but learning in a peer group proved valuable.