



# Discovery College

**EMPOWERING AND EDUCATING YOUNG PEOPLE**  
ABOUT THEIR MENTAL HEALTH AND WELL-BEING



A Report on the development and progress of the  
REGARI Discovery College during its first year.

Report by  
Chloe Costello and Alannah Dolan

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## **Acknowledgements**

The Discovery College wishes to acknowledge the following individuals and organisations who supported in the planning, development, and implementation of the first year of the programme:

We would first like to thank the people in East Galway and Roscommon who volunteered, participated, co-produced and co-facilitated throughout the duration of the project, and without whom the Discovery College would not have been possible.

A big thank you to Alannah Dolan, Psychology Graduate, who collated and analysed all the feedback we received from our participants. Alannah also assisted in the write up of this report.

The HSE and Mental Health Engagement and Recovery Office for Funding of this initiative.

Staff from CAMHS CMHT's, CAMHS Connect, JIGSAW, TUSLA, Foroige, and the Adult Mental Health Services (AMHS) who assisted in the development, co-production and co-facilitation of the workshops.

The staff and students of the three pilot Secondary schools who supported the roll out of the workshops: Ardscoil Mhuire, Ballinasloe; Roscommon Community College; Scoil Mhuire Strokestown.

## Core Project Team

- Project Lead/Peer Educator: Chloe Costello
- OT Manager and HSE Lead REGARI Recovery/Discovery College: Orla O'Duinn
- Data/feedback collection and analysis: Alannah Dolan

Operational Team	Co-Production Team	Co-Facilitation Team
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Sarah Hoare	Sinead Kiernan	Sinead Kiernan
Sarah Larkin	Sinead McDermott	Sinead McDermot
Shannette Budhai	Siobhan Murphy	Siobhan Murphy
Sinead Garvey	Theresa Beirne	
Sinead McDermott	Tom Moberg	
Siobhan Murphy		
Valerie Maguire		
Vincent Flannery		

## **About this document**

The document is comprised of four sections.

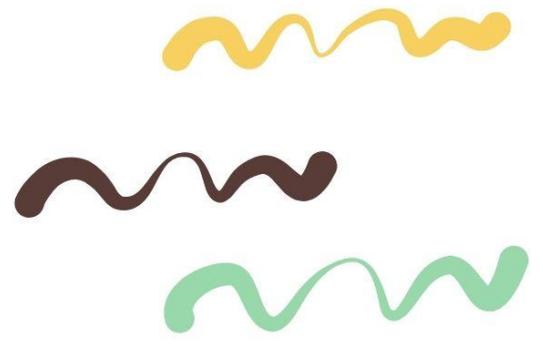
**Section One** provides an overview of the inaugural year of the Discovery College, outlining its key highlights and articulating the rationale behind establishing a Recovery Education service tailored specifically for young people.

**Section Two** presents an overview of the various teams involved in the day to day running of the Discovery College.

**Section Three** outlines the different models of delivery trialled in 2023.

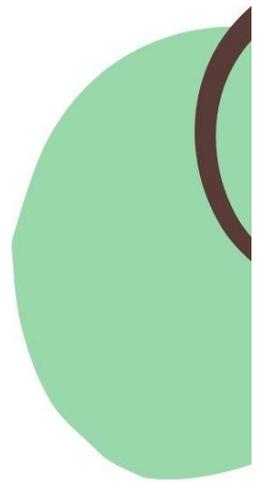
**Section Four** includes the feedback gathered from Participants, Facilitators, Co-Producers, and school faculty members.

**Section Five** summarises the projected initiatives and plans of the Discovery College for 2024.



Section 1

# YEAR 1 SUMMARY



## Executive Summary

What is the Discovery College?

The Discovery College is an exciting new Recovery Education initiative for young people aged between 12 and 25 that aims to promote positive mental health and wellbeing, facilitate prevention and early intervention, and foster mental health recovery in this population. It is a community facing recovery education service, open to all in that age cohort across the catchment area. The reach is therefore broad and to date has included CAMHS, AMHS, local schools and youth organisations/ services. The project was initially successfully piloted in Roscommon in 2019, leading to the appointment of a Discovery College Peer Educator in October 2022 for a further two-year pilot (Costello, 2022; Fitzgerald, 2023).

The Discovery College, which is the first of its kind in Ireland, introduces a brand-new recovery focussed way of learning, where workshops are created and facilitated by young people who have lived experience of mental health difficulties, family members of those who use the services, and mental health professionals from CAMHS and AMHS. All aspects of the Discovery College take place in a relaxed peer supported environment where everyone is equal, and all contributions are respected. As the workshops promote group interaction and are experiential, participants learn not only from the facilitators, but also from one another.

### ***Objective***

Our vision is that the Discovery College provides a space where young people can discuss, explore, learn, and share knowledge and experience of mental health challenges, wellbeing, and recovery. Reducing stigma, encouraging connection, and fostering hope and empowerment are central elements in each interactive workshop. Participants can choose to attend as Discovery College students, become Co-Producers and/or Co-Facilitators of workshops, join our advisory group or volunteer in other chosen roles. A unique, empowering feature of the Discovery College is that young people decide on the topics and content of each of the workshops.

The Discovery College utilises Recovery Education fidelity principles in accordance with The National Framework for Recovery in Mental Health, with an emphasis placed on the importance of having a Lived Experience/ Service User, Family Member/ Carer/ Supporter, and Mental Health Professional involved throughout all stages of the service (HSE, 2017).

In the first year of the Discovery College, nine co-production sessions were held, each focusing on a different theme relating to recovery, wellbeing, and mental health. The co-production team consisted of 22 individuals who represented the various stakeholder groups: mental health professionals, those who use the services, family members and the young person cohort.

The workshops co-produced were:

1. Understanding Anxiety 1 + 2
2. Managing Low Mood
3. Living with a Diagnosis
4. Mental Health and Family
5. Social Media and Mental Health
6. Resilience
7. Intro to WRAP
8. Building Healthy Relationships
9. Embracing Discovery- Understanding my Teens Mental Wellbeing

During our first year of operation, we explored and scoped local interest, appetite and need across various community and service settings. Workshops took place in community facilities, CAMHS, schools, youth organisations, and the prison service. A total of 20 Facilitators delivered 29 Discovery College workshops throughout 2023, with most co-facilitating more than one, and each lasting two-hours in duration. The workshops were educational with an adult education/ self- directed learning style-based approach. They were designed to be deliverable either as stand-alone, one-off workshops, or as a series delivered over a period.

In 2023, a total of 581 students actively participated in Discovery College workshops. Feedback received from all participants was largely positive. To gather feedback systematically, a service feedback form was created based on the CHIME framework, enabling participants to assess their experience both quantitatively and qualitatively (Leamy et al., 2011). Impressively, the results reflected positively, with 95% of participants reporting that the workshops fostered a sense of hopefulness regarding mental health. Additionally, 89% found the content delivered meaningful, 81% could relate to the experiences shared by their peers, and 80% reported an increase in their knowledge after attending the workshops.

Future plans for the service include the continued growth of our youth cohort reach, rolling out workshops in more schools, community youth groups, and additional CAMHS services across the CHO2 region.

The Discovery College also plans to develop engagement forums/ advisory groups regionally whereby those who have experiences using, or working in the services have opportunity to share views and ideas for service improvement and development.

In addition, we will continue to support those studying in the field of Psychology, by taking students on placement, from colleges and universities nationwide.

Share

Explore

Learn



# DISCOVERY COLLEGE

The Discovery College hosted a total of 38 workshops and co-productions during its first year of operation.



8 community workshops



4 CAMHS workshops



15 School workshops



1 youth organisation workshop



9 co-productions

The numbers, by the end of year 1:

**581**

Young people aged 14-25 attended the workshops

**64**

participants took part in co-productions

**20**

Facilitators delivered 1 or more workshops



# Year 1 Recap

The following timeline shows some of the highlights during the Discovery Colleges first year in operation.

01

## November-December 2022

Operational Team formation and first meeting. Team to include representation from youth services/ organisations in the region, Service Providers, Service Users, and Family Members.

## January-April 2023

Recruitment of Volunteer Co-Producers.  
6 Co-productions: Understanding Anxiety 1+2, Mental Health and Family, Building Healthy Relationships, Living with a Diagnosis, Social Media and Mental Health.

Drafting of session plans.  
Second Operational Team meeting.  
CAMHS Roscommon workshops trial.

02

## May-July 2023

8 in person Community workshops to two age groups: 14-17 and 18-25.

03

## August-September 2023

Co-production workshop meeting with CAMHS young people.  
Advertisement and planning meetings for school and youth organisations workshops,  
2 Co-productions: Managing Low Mood, Building Resilience.  
2 workshops with CAMHS Connect.

04

## October-December 2023

15 School workshops with three pilot schools: Ard Scoil Mhuire Ballinasloe, Strokestown Scoil Mhuire, Roscommon Community College.  
Co-Production on Embracing Discovery- Understanding my Teens Mental Wellbeing.  
End of year report drafting.

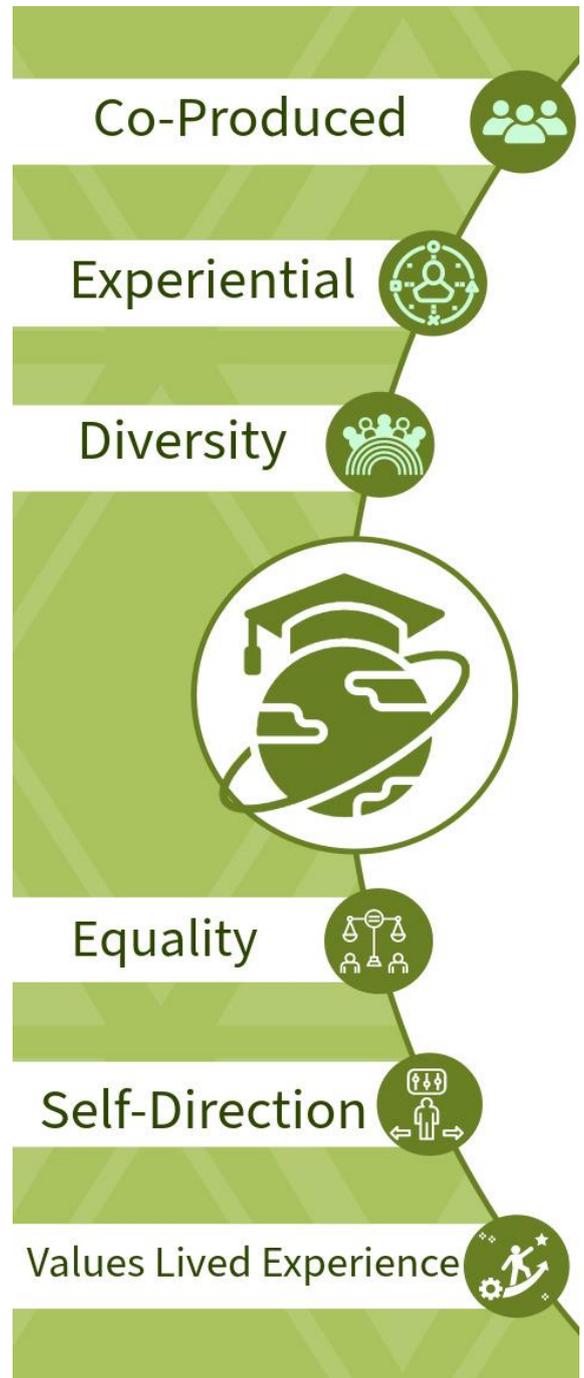
05

## What is Recovery Education?

Recovery Education is a process that acknowledges the uniqueness of each person and their mental health journey. It facilitates the opportunity to discuss, investigate, explore, and share ideas, knowledge, and experience on a personal and/or professional level. It encourages the acceptance of individuality.

Recovery Education in Ireland is currently guided by the *four principles* (see below) outlined in the National Framework for Recovery in Mental Health 2018-2020.

Adopting a strengths-based and adult education approach, it provides individuals with the choice to participate in various learning opportunities. Guided by values such as self-direction, lived experience, co-production, and diversity, Recovery Education can be facilitated from a central location or hub commonly known as a Recovery College (HSE, 2017). Alternatively, it may be offered in various community settings, referred to as a Recovery Education Service.



## **Why Recovery Education for Young People?**

The adolescent period represents a crucial and transformative stage in life, and overlooking the mental health of young people can result in far-reaching consequences that may affect both their present and future. According to a UNICEF analysis based on WHO Global Health Estimate, in Europe, suicide stands as the second most common cause of death among adolescents aged 15-19 (UNICEF, 2021) which equates to almost 1200 children and adolescents take their lives annually in Europe. The 2022 Health at a Glance report further illuminates the severity of the situation by revealing that nearly half of young individuals in Europe, aged 15-24, are living with unaddressed mental health challenges (OECD/European Union, 2022). When reflecting on determinants of this, a contributing factor that consistently emerges in the literature is young people's attitudes toward mental health, and stereotypical negative beliefs about seeking help (Koutra, Pantelaiou, and Mavroeides, 2023).

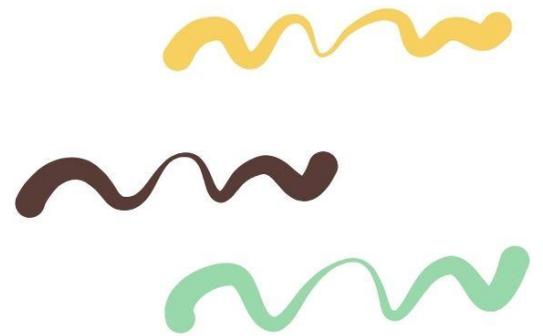
Stigma often stems from societal misconceptions, stereotypes, and a lack of understanding surrounding mental health conditions. Young people may face reluctance in seeking help or discussing their mental health due to fear of judgment, discrimination, or isolation. Peer pressure and the desire to fit in can also contribute to the reluctance to openly discuss mental health concerns (Radez et al. 2021). The fear of being ostracized or labelled as different may lead them to suppress their emotions, exacerbating the challenges they face.

Recovery education equips young people with the knowledge and tools to understand and promote their mental well-being. By embracing the five key aspects of personal recovery identified by the CHIME Framework; Connectedness, Hope, Identity, Meaning, and Empowerment, the Discovery College recognises mental health and recovery is unique to each individual young person, and encourages the exploration of one's personal journey through the means of its interactive and informative workshops (Leamy et al., 2011). Workshops take place in a safe space that is led by the lived experience of all those in the room which helps destigmatise the topic, fostering open conversations and reducing the likelihood of self-stigmatisation. Integrating recovery education into school curricula and youth organisations/ services creates a supportive environment where young people can develop resilience, empathy, and a greater understanding of their own mental health needs and those of their peers. By empowering adolescents with the skills to recognise and address mental health challenges, recovery education contributes to creating a foundation for a less stigmatising future generation, fostering a culture that prioritises mental well-being and reduces the barriers to seeking support.

### **Discovery Colleges**

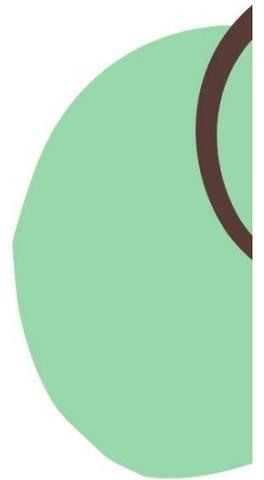
In the UK, Australia and more recently, Ireland, there's a trend towards Recovery Colleges evolving to include courses specifically tailored for a younger demographic known as Discovery Colleges (Hopkins et al., 2018). These specialised workshops uphold the same guiding principles and practises as Recovery Colleges but are customised for different groups of individuals aged 12 to 25.

Discovery Colleges aim to introduce a novel approach to understanding and fostering mental health and wellbeing in young people. Education sessions occur in a laid-back setting, where equality and respect are paramount. The curriculum is developed and presented by individuals with diverse experiences in mental health, sharing insights into effective practices.



## Section 2

# THE TEAMS BEHIND THE SERVICE



## **Operational Team**

The primary objective of the Operational Group is to facilitate the smooth functioning of the Discovery College service. Membership of this group is diverse, incorporating individuals from Community Mental Health Teams, those with lived experiences of mental health challenges, family representation, and community partners. As the service expands, recruitment remains an ongoing process. The initial formation of the group required a two-month period, involving engagements with diverse youth organisations and regional services to acquaint them with the Discovery College and distribute the Terms of Reference. Over the course of the first year, three meetings have taken place, resulting in a team comprising 23 members.

## **Co-Production Team**

Co-production stands as a fundamental principle supporting the effective implementation of Recovery Education. Engaging all stakeholders during the co-production stage, including those with personal expertise through lived experience and those with professional expertise, is paramount and elicits rich learning content. This approach nurtures relationships that promote recovery, foster a strong sense of teamwork, further understanding and empathy, challenge assumptions and ultimately influences organisational culture.

Nine co-production sessions were held during the first year of the service, with a total of 20 Co-Producers, including young people, lived experience members, family members/ supporters/carers, and mental health professionals. Co-production sessions were 2-hours each in duration. To support the process, a discussion took place at the beginning of each in relation to the purpose of co-production and the objectives of the session. The phrase "Everybody is equal around the table" served as a recurring reminder, emphasising the core principle of equality within the co-production framework.

Following the co-production stage, the Peer Educator assembled all materials and notes gathered to formulate individual session plans and PowerPoint presentations for each workshop. This stage involves:

- Initial accumulation of all notes, flipcharts, and additional material gathered during the co-production.
- Research and revision of all information gathered to ensure quality and accuracy.
- Ensure all learning styles are being catered for in session (e.g. inclusion of video clips, group work, individual learning opportunities)
- Drafting of initial session plan
- Drafting of PowerPoint presentation
- Review by academic advisory group and redrafting where required
- Distribution of final session plan and PowerPoint drafts to Co-Producers and Co-Facilitators



## SUMMARY

# Co-Productions

<p>9 Co-Productions</p>	<p>Topics</p> <ul style="list-style-type: none"><li>• UNDERSTANDING ANXIETY 1 + 2</li><li>• MANAGING LOW MOOD</li><li>• LIVING WITH A DIAGNOSIS</li><li>• MENTAL HEALTH AND FAMILY</li><li>• SOCIAL MEDIA AND MENTAL HEALTH</li><li>• RESILIENCE</li><li>• INTRO TO WRAP</li><li>• BUILDING HEALTHY RELATIONSHIPS</li><li>• EMBRACING DISCOVERY - UNDERSTANDING MY TEENS MENTAL WELLBEING</li></ul>	<p>64 Participants</p>
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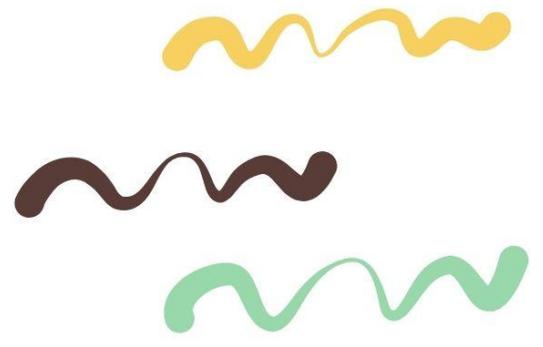
### Co-Facilitation Team

A team consisting of 20 Co-Facilitators, encompassing individuals with lived experience, family members or supporters, and mental health professionals, collaborated in co-facilitating the Discovery College workshops. Each workshop was conducted with a minimum of two Co-Facilitators, ensuring representation from diverse stakeholder groups.

To prepare for these sessions, Zoom meetings were organised for the Facilitators in the weeks leading up to each workshop. In these sessions, Co-Facilitators were provided with session plans and PowerPoints, and together, they determined the allocation of responsibilities for each section of the workshop.

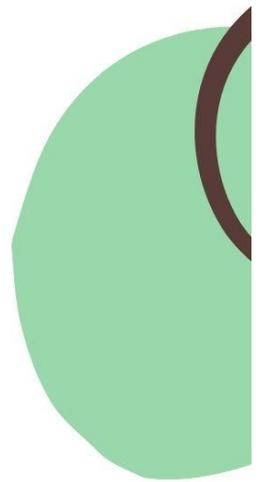
## **Advisory Team**

The primary role of the Advisory Team is to assess the suitability of all content co-produced and disseminated within the Discovery College Service, ensuring it aligns with the intended purpose and objectives. The process ensures that educational standards are met and that adherence to the principles of Recovery is upheld. The Discovery College Advisory team includes members from educational institutions in the region. The team completes a criteria checklist to ensure fidelity to recovery education.



## Section 3

# MODELS OF DELIVERY



## **What does a typical workshop look like?**

All workshops maintained a consistent structure, lasting for 2-hours each and co-facilitated by a team ranging from 2 to 4 Co-Facilitators. The primary goal throughout these co-facilitated sessions was to establish a secure environment where participants felt comfortable sharing their perspectives and experiences related to the discussed topics. To ensure this environment, participants collectively drafted a group comfort agreement at the start of each session, which was upheld and referred to throughout the workshop.

Each session commenced with a brief introduction to the Discovery College, the Co-Facilitators, and acknowledgment of everyone present. This introduction was followed by the group agreement and an icebreaker activity. The sessions incorporated various activities like group work, brainstorming sessions, walking debates, and quizzes. Relevant video clips were also featured during the workshops. We aimed to create a fun and comfortable environment throughout the workshops. Participants were grouped with their peers and had the autonomy to choose their own group members. Each group received a pack of sweets, and the workshops featured opportunities for participants to win prizes during the quizzes. We made it clear that the environment was pressure-free, encouraging students to share only what they were comfortable with. Additionally, a 10-minute break was incorporated midway through the sessions.

Upon conclusion of each workshop, an evaluation form was distributed to all participants, along with optional notes, booklets, and the session's PowerPoint slides to take home. Furthermore, there was a list provided outlining additional information and available support resources accessible to the groups.



## SUMMARY

# Community and Youth Group Workshops

9  
Workshops

### Topics

- UNDERSTANDING ANXIETY 1 + 2
- MANAGING LOW MOOD
- MENTAL HEALTH AND FAMILY
- SOCIAL MEDIA AND MENTAL HEALTH
- RESILIENCE
- INTRO TO WRAP
- BUILDING HEALTHY RELATIONSHIPS

112  
Participants

The Discovery College delivered its co-produced workshops to two distinct age brackets within the community: 12-17 and 18-25, extending these sessions to youth community organisations across the Roscommon and East Galway region. Leaders of these youth groups received a selection of workshop topics to offer the young people who use their service. The topics selected included Living with a Diagnosis, Mental Health and Family, and Building Resilience. Every workshop involved collaborative facilitation by representatives from SUFMCSP (Service Users, Family Members, Service Providers).



## SUMMARY

# School Workshops

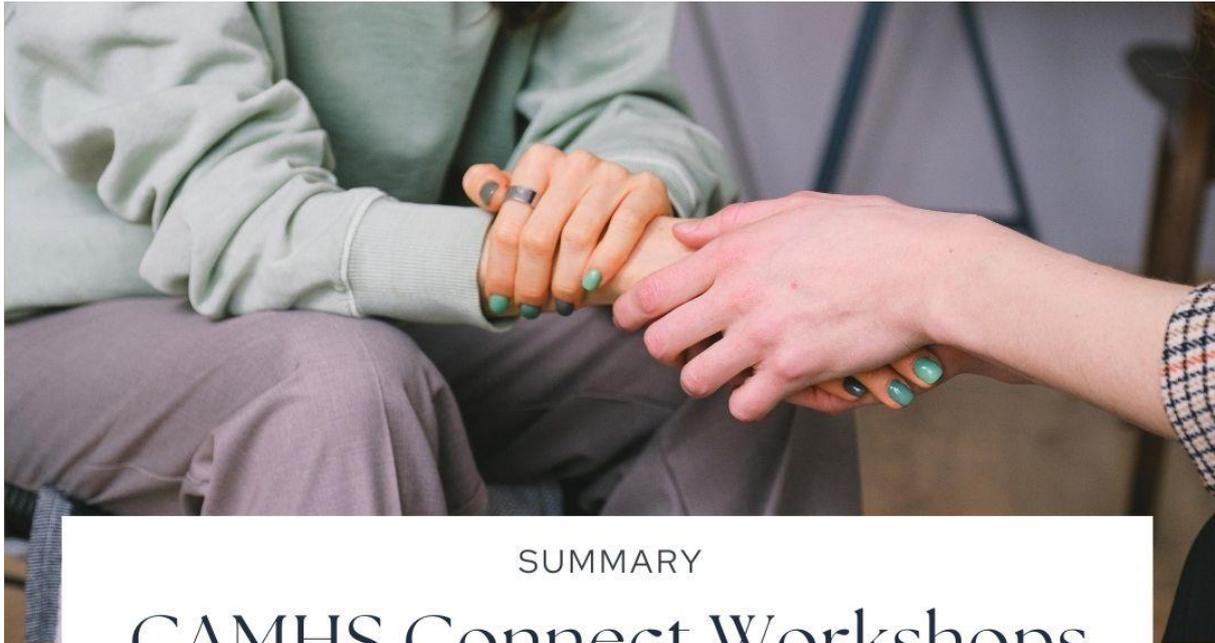
15  
Workshops

### Topics

- UNDERSTANDING ANXIETY 1 + 2
- SOCIAL MEDIA AND MENTAL HEALTH
- RESILIENCE
- BUILDING HEALTHY RELATIONSHIPS

452  
Participants

During the Autumn Winter 2023 semester, the Discovery College co-facilitated workshops at three pilot secondary schools: Ard Scoil Mhuire in Ballinasloe, Roscommon Community College, and Strokestown Scoil Mhuire. The Peer Educator convened meetings with the school Principals and Guidance Counsellors, presenting co-produced workshop options for delivery and offering a selection of seven topics. The school faculties collaborated to determine workshop themes and suitable year groups, which were subsequently implemented across the three schools. All workshops were co-facilitated by representatives from mental health service providers, including CAMHS and AMHS, alongside individuals with lived experience. This initiative provided students with firsthand experience of recovery education in practice. Furthermore, it paved the way for their potential involvement in the Discovery College within their community, either as students, Co-Producers, or Co-Facilitators. Signposting of mental health support services available locally also took place.

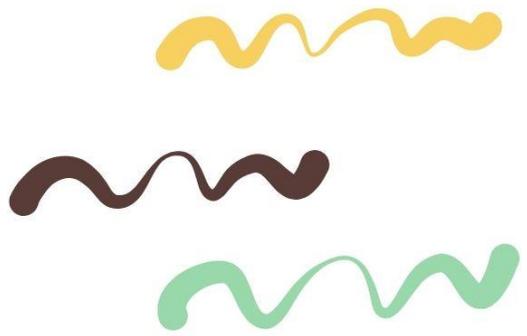


## SUMMARY

# CAMHS Connect Workshops

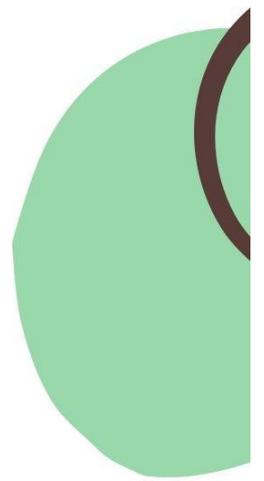
<p><b>4</b> Workshops</p>	<p><b>Topics</b></p> <ul style="list-style-type: none"><li>• SOCIAL MEDIA AND MENTAL WELLBEING</li><li>• MANAGING LOW MOOD</li><li>• MENTAL HEALTH AND FAMILY</li><li>• INTRO TO WRAP</li></ul>	<p><b>17</b> Participants</p>
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Earlier this year, the Discovery College collaborated with CAMHS SUFMSP to co-produce workshops, which were subsequently co-facilitated by CAMHS staff at the CAMHS Connect Hub in Castlerea as a component of their developing Day Programme. The CAMHS Connect service is accessible to CAMHS service users within CHO2, who are referred by their treating CAMHS teams. The workshop topics were chosen by young individuals utilising the service and included themes such as Managing Low Mood, Mental Health and Family, Social Media and Mental Health, and Introduction to WRAP. Attendees comprised users of the CAMHS service across the regions of Roscommon, Mayo, and Galway.



Section 4

# SERVICE FEEDBACK



## Feedback Form

Feedback is an essential component to the development and success of any pilot programme. As a result, feedback was gathered at all stages of the process, from participants, Co-Facilitators and Co-Producers. Everyone was given the opportunity to complete a feedback form with both quantitative and qualitative components.

### Quantitative feedback

To gather quantitative feedback, the personal recovery Framework CHIME: Connectedness, Hope, Identity, Meaning and Empowerment, was utilised (Leamy et al., 2011). Each of these elements were measured using a 5-point Likert scale.

1. I felt I could connect with others experiences and opinions during this workshop.
2. I feel the workshop promoted a hopeful outlook on mental health.
3. I felt I could identify with the content and feedback my peers shared.
4. I feel the material delivered in the session was meaningful.
5. I felt the workshop encouraged empowerment.
6. I feel more knowledgeable about the workshop topic after taking part in this session.
- 7.

### Qualitative feedback

Qualitative feedback was also gathered in the form of two questions:

1. Please tell us what worked well in today's course?
2. Please tell us what could work better next time?

The feedback was used to continuously improve this programme and its content as well as ensure those engaged were satisfied.



	Please tick how you agree with each statement				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I felt I could <b>connect</b> with others experiences and opinions during this workshop					
I feel the workshop promoted a <b>hopeful</b> outlook on mental health					
I felt I could <b>identify</b> with the content and feedback my peers shared					
I feel the material delivered in the session was <b>meaningful</b>					
I felt the workshop encouraged <b>empowerment</b>					
I feel more knowledgeable about the workshop topic after taking part in this session.					

Please tell us what worked well in today's workshop:

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Please tell us what could work better next time:

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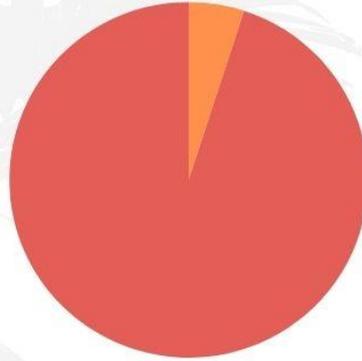
*Thank You*

2023

# PARTICIPANT FEEDBACK

FROM 581 PARTICIPANTS

## HOPE



95% FELT THE WORKSHOP PROMOTED A HOPEFUL OUTLOOK ON MENTAL HEALTH

## MEANING



89% FELT THE MATERIAL DELIVERED IN THE SESSION WAS MEANINGFUL

## IDENTITY

81%

FELT THEY COULD IDENTIFY WITH THE CONTENT AND FEEDBACK THEIR PEERS SHARED

## KNOWLEDGE

80%

FELT MORE KNOWLEDGEABLE ABOUT THE WORKSHOPS TOPIC AFTER TAKING PART IN THE SESSION

## EMPOWERMENT



FELT THE WORKSHOPS ENCOURAGED EMPOWERMENT



"I related to the Facilitators story. It helped knowing someone has a similar story to me".

"The tone of the workshop was very nice, very positive!"

"I liked the conversations had between our peers and the kind instructors. Hearing personal examples of life challenges shows that it is possible to overcome difficulties".

"Learning from peers and hearing stories from the co-facilitators about their experiences".

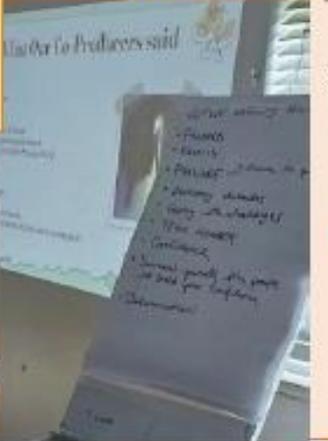
**Please tell us what worked well in today's course?**



"The instructors worked really hard and looked like they wanted to be there".



"The activities because it gets everyone involved in the workshop. The activities also helped us learn about everyone else's opinions on the subject".



"I think it was nice that personal stories were told because that shows how near that it actually is and that everything will be alright".



# Participant Feedback



*“The interaction and conversations shared between participants and adults created a strong and indestructible connection”.*



*“Being open and honest in discussion of mental health and sharing personal anecdotes helped connect with participants”.*

# Participant Feedback

"The group work worked well because I felt supported and felt safe talking about things openly".

"I feel the group activities worked the best because it allowed us to communicate more comfortably rather than being put on the spot".

"I believe the groups worked well with each other as we weren't separated from our friends. I found it very easy to work".

"People sharing experiences was great and it was a safe space. No one was judging and people could be themselves."

"I liked the group work, conversations and hearing other people's ideas".

"The class was a safe space which made it easier to talk".

"Talking back and forth and sharing opinions worked well".



# Facilitators Feedback

"I have huge respect for the amount of work that has gone into the establishment of the Discovery College, and I feel proud to have been involved with this initiative, even in a small way. I hope to volunteer with the Discovery College again in the future, and I will recommend to others to do the same".



"Co-facilitating a workshop delivery, with the Discovery College, was extremely rewarding and fun".

"Co-facilitation in the Discovery College has given me a new appreciation for the factors involved in rolling out a new initiative like this. I really enjoyed working with other co-facilitators and I also found this to be an important educational experience which provided me with an opportunity to use and hone several skills such as team-work, public-speaking and organisation".



# Facilitators Feedback



“The process was extremely well supported by the Discovery College Peer Educator. I highly recommend it!”

“My experience of volunteering with the Discovery College has been positive in numerous ways. Being involved with the Discovery College as a Co-Facilitator has provided me with valuable insight into the factors involved in delivering module content and discussing concepts centred around mental health with the younger population”.

# Co-Producers Feedback



*“I really enjoyed the co-productions. Utilising everyone’s experience and expertise by working together meant that excellent workshops were developed”.*

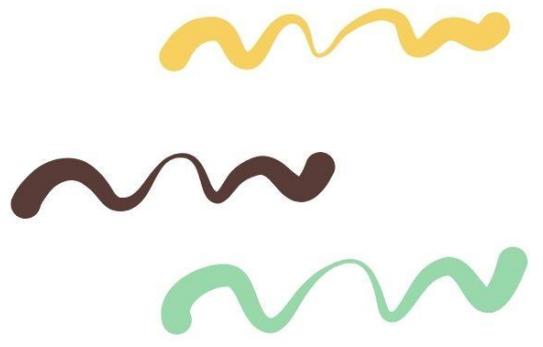
*“I always find the experience of co production inspiring, empowering and positive. So much shared knowledge and lived experience coming together in one room. Always very interactive and everyone’s voice and ideas are listened to and appreciated. Once Chloe puts the lesson plan together, you know it’s going to be a fantastic workshop and then the feedback from those who attend is always positive.”.*

# School Faculty Feedback

*"We were very lucky to have the Discovery College workshops in our school. Our fifth years had an excellent workshop on the topic of 'resilience'. It was a really informative and enjoyable workshop for the students. The students highlighted how the presenters' stories, the group activities and the information given made their experience very worthwhile. Over 93% of them said they would like to have another workshop with the Discovery College."*

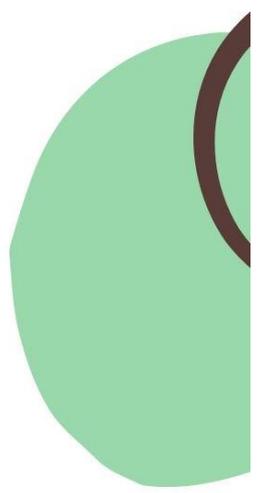


*"As a Guidance Counsellor I found it so easy dealing with Chloe and her colleagues to organise the workshop. It is such a valuable resource to have in a school and I really appreciate our students getting the opportunity to work with outside agencies like the Discovery College."*



Section 5

# PLANS FOR 2024



# DISCOVERY COLLEGE

# PLANS FOR 2024

## 01

### CAMHS

- Increase engagement with the CAMHS teams regionally.
- CAMHS Youth and Family Engagement: The development of advisory forums.
- Ongoing co-production and co-delivery of Recovery Education modules within the CAMHS service.
- CAMHS Eating Disorder Service: Assist in co-producing a bespoke model of care for this service by co-facilitating discussion groups with the various stakeholders.



## 02

### SCHOOLS

- Continue with the in-reach model to schools.
- Following requests from schools, we will begin the rollout of the recently co-produced workshop for parents titled 'Embracing Discovery- Understanding my Teens Mental Wellbeing'.
- Scoping of collaboration with Department of Education.

## 03

### COMMUNITY AND YOUTH GROUPS

Continue providing requested workshops to youth groups in the region.



.....→  
Continued on next page...

## DISCOVERY COLLEGE

# PLANS FOR 2024



**JIGSAW**  
Young people's  
health in mind

04

### JIGSAW

The Discovery College intends to collaborate with Jigsaw, initiating Recovery Education workshops and groups tailored for young people using their service.

05

### AMHS IN-REACH

Five taster workshops to take place for service users aged 18-25 in the Roscommon Adult Mental Health Services. The aim is to then guide them to the community workshops of either the Discovery College or REGARI Recovery College.



HSE Mental Health Services



## PLACEMENTS

Psychology students from both TUS (formally AIT) and University of Limerick will complete Discovery College placements in 2024



## PRISON INREACH

In 2023, the Discovery College collaborated with Castlerea Prison, co-facilitating a workshop on Resilience. There are additional collaboration plans in place for 2024.



WRAP (wellness recovery action plan) Level 1, will be rolled out in January 2024 for the 18+ age cohort. The aim is to extend the availability of WRAP to a younger demographic in the foreseeable future.



The Discovery College team will be growing in 2024 with the recruitment of a Recovery Education Facilitator

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