

Social and health psychology

with Dr Simone Arbour

Talking points

Knowledge

1. What are Recovery Colleges (RCs), where were they traditionally established, and where has Simone introduced them?
2. What is the CHIME framework and what does it stand for?

Comprehension

3. What is meant by a 'custodial model of care', and how are RCs different?
4. What is the difference between quantitative and qualitative data, and what are the benefits and disadvantages of each?

Application

5. Simone studied kinesiology, biology and French at university before becoming a psychologist. What questions would you ask her about her career path?
6. Simone uses open-ended questions to collect qualitative data about RCs. What questions would you ask RC students to learn more about their experience of RCs?

Analysis

7. Why is it important that a person's RC journey is self-directed?
8. Why is it important that RCs are co-created by people with lived experience and professionals?

Synthesis

9. RCs in the post-secondary education setting are developing specialised courses for specific groups of people, such as LGBTQ+ students, graduate students and student-athletes. Which other groups of people might benefit from a specialised course, and how would you design a course for them?

Evaluation

10. All of the RC courses are run by people with lived experience of mental health challenges. How do you think this impacts the experience of taking a course?
11. Why do you think RCs are necessary when there are already existing mental health treatments and traditional health care methods?

Activity

Design and run a 15-minute workshop on a topic that you think could be taught at an RC. Choose an activity that you think will help people improve how they feel about the world and about themselves. For example, you could take your group outside on a nature walk, host a book club discussion, do some art therapy or lead a guided meditation session.

Have a look through the course guide for the Ontario Shores RC for inspiration:

recoverycollege.ontarioshores.ca/welcome

Before you lead your activity, create a small poster that you could put up on a noticeboard to advertise your workshop to others. Include information such as:

- a short overview of your class
- the learning outcomes for the participants
- the time and dates of the class
- the name of the group leader
- Where the course is taking place (and any accessibility requirements for this location)

Once you have finished your poster, it's time to plan your session! Think about:

- What benefits do you think this activity will bring?
- What do you hope your participants will take away from your session?
- How will you keep people engaged for the whole session?
- How will you cater for different abilities or access needs?
- How will you measure the success of the activity?

Once you have prepared your activity, deliver it to a group of classmates, family members or friends. After your session has taken place, think about the CHIME framework and measure how your class has helped participants in relation to these areas. What could you improve next time?

More resources

- Ontario Shores has a range of online tools and apps that can help you take control of your mental health: www.ontarioshores.ca/resources-support/online-resources-and-tools
- Listen to this brilliant episode of the MindVine podcast of an interview with Simone about the Recovery Colleges: www.youtube.com/watch?v=bAppFqu_65Y
- Read about some of the positive, life-changing news stories from Ontario Shores: www.ontarioshores.ca/if-it-wasnt-team-here-ontario-shores-and-my-outreach-workers-i-dont-know-where-i-would-be and www.ontarioshores.ca/ShannahsMentalHealthJourney