CHANGE MINDS PROJECT EVALUATION REPORT for the RESTORATION TRUST

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EXECUTIVE SUMMARY

BACKGROUND

The Restoration Trust (RT) is a charitable organisation that works in partnership to help people with mental health conditions engage with art, culture and heritage. 'Change Minds' is a project that has been developed by the Restoration Trust in partnership with the Norfolk Record Office (part of Norfolk County Council) and Together [Norfolk] (a charitable organisation working with people with mental health conditions in North Norfolk); it has been supported by a grant from the Heritage Lottery Fund.

'Change Minds' is an archival exploration and art project for people from North Norfolk who live with mental health conditions and who are on low incomes. 'Change Minds' participants are recruited by Together to attend the course and attendance is facilitated by support workers and other project staff. At the start of the project participants research two digitised 19th Century Norfolk County Asylum Case Books at Norfolk Record Office (NRO). Supported by NRO staff and a project coordinator who is a mental health professional, 2 year groups of participants follow the same process in successive years. For each Cohort, in Term 1, participants research someone encountered in Case Books, track them online through census records and in local archive/library facilities. Term 2 explores history and identity in creative arts workshops. In Term 3, trained by Norfolk Sound Archive, participants make an oral history and web archive of their research. Two Cohorts to date have completed the project (Cohort 1: 09/15 - 07/16, Cohort 2: 09/16 - 07/17).

Researchers from the School of Psychology at the University of East Anglia (UEA) were commissioned by the Restoration Trust to provide an evaluation of the Change Minds project in line with key HLF aims. Key HLF aims were that through delivery of Change Minds people would engage to: develop skills, learn about heritage, change their attitudes and behaviour, have an enjoyable experience and volunteer time. This evaluation was conducted in partnership with the RT, NRO, researchers from the Norfolk and Suffolk Mental Health Trust (NSFT) and members of the NSFT Inspire Panel. The evaluation used a collaborative approach to generate key measures; it aimed to provide an assessment of selected outcomes and related processes across Cohort 1 and Cohort 2, with reference to both specific HLF outcomes and broader social and psychological variables namely: social exchange, mental wellbeing, use of services.

EVALUATION METHODOLOGY

A mixed-method social psychological approach was used. This incorporated questionnaire based (quantitative and qualitative) and focus group based investigations. For all phases of the research the sample was opportunistic (based on availability and willingness to take part). Final samples for Cohort 1 and Cohort 2 consisted of males and females with a history of diagnosed of mental health conditions all attending the NRO at the time of data collection.

Questionnaires were administered by the researchers at four key time points over the course of the Change Minds project, as follows: TIME 1 (Cohort 1 start of term 1), TIME 2 (Cohort 1 end of term 3), TIME 3 (Cohort 2 start of term 1), TIME 4 (Cohort 2 end of term 3)

Two professional focus groups examining professional's perceptions of Change Minds were conducted: one at the end of term 3 for Cohort 1 professionals, and one at the end of term 3 for Cohort 2 professionals. 2 professionals attended both, but otherwise samples were different.

An informal participant feedback group was conducted at the end of term 3 for Cohort 1 participants (this was a separate area of Change Minds activity). A formal participant focus group examining participants' perceptions of Change Minds was conducted at the end of term 3 for Cohort 2.

RESULTS

PARTICIPANT QUESTIONNAIRES

For both Cohorts, questionnaire data shows that Change Minds was rated on average as very positive-extremely positive.

In terms of *expectations,* participants were predominantly drawn to the project by their interest in the historical and artistic components. There was ambivalence around meeting other people with similar interests on the course; for some this was a positive draw, but for others it was a source of anxiety. Other concerns about taking part in Change Minds included travel, interacting with technology, not attending the whole course due to boredom/demotivation, and the emotional reactions that might be experienced in response to specific challenges (e.g. reading case histories).

In terms of subsequent *experience*s Change Minds robustly exceeded participants' positive expectations*.* Participants had strongly enjoyed the historical and creative aspects of the project. Additionally, there was a very strong trend for participants to report having enjoyed making friends, spending time with others, and bonding as a group. Additionally, participants reported having built confidence across a range of domains: historical, creative, interpersonal, and group-based. Additionally, participants felt they had benefited significantly from spending time in the physical domain of the NRO which was experienced as an inspiring professional environment. Additionally, participants reported having gained from spending time in a tolerant / accepting environment / atmosphere. Additionally, participants reported that they had particularly enjoyed group trips outside the NRO to places of historical interest e.g. Gressenhall.

There were some negative experiential aspects to Change Minds, but participants were clear that these negatives were far outweighed by the positives. Participants explicitly characterized many negatives as 'niggles' which they wanted to point out for the benefit of future participants and so that Change Minds could be further improved. Reported negative aspects of experience included: interference with normal routines related to travel, that there wasn't more time available to spend on research; that their wasn't more staff support with research; that too much time was spent on legal aspects of oral/audio work; that it took a long time to get to know other people's names; that some work (a poem) had been re-written; that some sessions felt 'dragged out' or not personally relevant (i.e. too administratively-focused), and that there were some feelings of disorganization. While some of these concerns related to feelings of ownership around creative products and developing relationships, most of the negative issues experienced were administrative in nature, and some were addressed over the course of the programme (e.g. some topics were condensed from three sessions to two, in some sessions creative freedom aspects were amended). The slight trend for participants to have negative expectations about difficulties meeting people appears not to have been equivalently strongly borne out in experience, at least looking back.

All of the following HLF objectives were achieved: people: developed skills, learnt about heritage, changed their attitudes/behavior and had an enjoyable experience. A further objective related to 'volunteering time'. By enrolling on Change Minds, contributing research and creative work, providing oral history accounts, joining the project board and participating in this evaluation all participants can be said to have volunteered time. Questionnaire data was collected in relation to changes in future volunteering intentions and behaviours. This indicated that across both Cohorts there was *no overall change* in the level of future volunteering intentions or volunteering behaviours. This apparent discrepancy may indicate that volunteering levels have escalated more *within* the Change Minds project than beyond it, it should also be set against the finding that frequency of use of a range of cultural and heritage based resources was reported to have almost or actually doubled across both Cohorts . This underlines achievement of the HLF outcome 'changing behavior' specifically in relation to cultural and heritage based activities.

In terms of broader variables, findings regarding social exchange show a slight pattern in the data for participants to report that they tend to receive a smaller amount of support than they give. When mean scores from SWEMWBS measures were examined across both Cohorts there was a consistent increase in mean scores indicating that higher levels of positive feelings of mental wellbeing were being experienced following taking part in Change Minds. However, for both Cohorts across all measurements mean scores remained within the 'some of the time – often' bracket. Participants from both Cohorts were also asked to estimate whether their use of a range of services had increased or decreased since the start of Change Minds. Results showed a slight overall decrease in self-reported use of three services namely individual counselling/therapy, group/counselling therapy, hospital services (mental health inpatient), hospital accident and emergency department, psychiatric nurse. An overall increase in use was reported for day activity services.

PARTICIPANT FEEDBACK/FOCUS GROUPS

Key themes extracted from the participant focus group discussion for Cohort 2 can be characterized as follows:

- Feeling cared for by staff vs. feeling 'over-mothered'/guilty/like 'a burden'

- Supporting each other vs. feeling 'left out'

- Structure/rules vs. freedom/individual choice

- Growing self-awareness of positive development vs. regret at not having done more

- Attraction to the Norwich Record Office environment vs concern about local/alternative access to facilities/resources

- Hope for the future vs. fears for the future

It was clear from the discussion that overall participants had enjoyed a highly positive experience taking part in Change Minds and considered that the positives of the programme had far outweighed any negatives. These themes were compatible with broad issues raised in the Cohort 1 feedback group.

Participants reported feeling cared for by staff and gave examples of where staff had been particularly helpful; this included support given in relation to transport and travel arrangements which were a special source of anxiety. There was a sub-theme wherein some participants reported feeling 'over-mothered' occasionally, and others felt guilty about needing help. However, this was set in a context of recognition within the group that different people had different needs. When participants did have negative feelings about sometimes needing support, other participants would seek to provide reassurance and a key feature of the group overall was the strong level of bonding that had taken place amongst participants. Set against this, very occasionally participants talked about sometimes feeling a bit 'left out' but again, when this happened other group members sought to provide reassurance and/or suggest practical solutions. Following on from this it was felt that sometimes communication around things like 'timetabling' on Change Minds could have been clearer. There was a robust theme throughout the discussion that related to aspects of timetabling and structure. Participants felt that the structure could be communicated more clearly and were concerned that sometimes time was wasted on administrative matters felt to be of borderline interest/relevance to participants. Participants enjoyed all aspects of Change Minds including research and creative activities and were very clear that they especially would have liked to have more time to spend on research at the start of the programme; it was also mentioned that a higher level of staff support with this would be helpful in the earlier stages of the programme. All of these concerns about wanting a little bit more structure/time at various points were set against a strong

recognition that too much structure and rigidity to sessions would be a very bad thing. More rigid forms of provision seemed to be experienced as alienating, disempowering, or even punitive. Overall, that change Minds offered a degree of flexibility that other services did not offer was seen as highly positive. Discussion also showed that participants felt that their confidence had improved as a result of the activities they had engaged with, and the progress they had made, within Change Minds; this was slightly tinged with a sense of regret at not having done more. Participants had positive feelings about the environment provided by the NRO in terms of the facilities available but also in terms of deriving benefit from being in a working environment. Participants found this motivating in terms of future plans but there was some concern about whether or not future visits to the NRO would be possible. There were strong feelings of uncertainty around the comparability of resources available at alternative facilities and around the accessibility of all resources in the future as a result of practical difficulties e.g. transport, finances. Participants felt very worried and fearful about Change Minds ending and were extremely keen to stay involved somehow.

PROFESSIONAL FOCUS GROUPS

Key themes extracted from the professional focus group discussions from Cohorts 1 and Cohort 2 were as follows:

- Enjoyment and building confidence

- Pacing and individuality

- Keeping involved and bonding together

- Resources

Staff felt that participants had enjoyed Change Minds and noticeably grown in confidence over the course of the programme. This confidence seemed to extend across a range of domains, including historical and creative areas, as well as interpersonal and group based activities. It was recognized that, across both Cohorts, groups had bonded well together; this was highlighted as a very positive thing with participants expressing a lot of humour together and supporting each other including with practical issues. It should be noted that this discussion is compatible with themes emergent from participant focus group discussions. In the professional focus group discussions there were felt to have been some challenges around the pacing of activities and use of time; this too echoed participant discussions. Managing pacing of activities and sessions was recognized as a 'juggling act' that was not always easy to manage, but it was also felt that this flexibility was an important part of Change Minds. This, combined with Change Mind's 'open door' policy was seen as part of providing an accepting and tolerant environment in which participants could feel safe to both learn new skills and express creativity. Another area of challenge was recognized as trying to ensure that once involved participants were supported and encouraged to stay involved. Staff reported feeling sad/worried about participants who had not continued with Change Minds for a range of reasons and wondered if some people might sometimes feel on the edge of things as with any group; at the same time differing levels of engagement/involvement over a period of time were also recognized as 'part of the territory' when people were experiencing difficulties. A major concern was over resources and the short term nature of funding was recognized as problematic. Staff recognized that some participants needed further support to continue with their interests but there was uncertainty around the extent to which this might/might not be resourced.

CONCLUSIONS

Overall this has been a successful and positive programme of work across Cohorts which has benefited individuals in personally meaningful ways and is therefore of intrinsic value. It has also

met a range of significant HLF objectives including that participants have developed skills, learnt about heritage, changed attitudes and behaviours, and had an enjoyable experience. There is a great deal of overlap in terms of how features of the programme were evaluated by participants and staff as already reviewed. One area of divergence however is that staff may have under-estimated the importance that participants have attached to the NRO environment in particular and slightly over-estimated the extent to which participants will be sufficiently empowered/informed to continue with their interests using alternative facilities/resources. Some further support/advice in this regard would be useful. Participants felt very strongly that Change Minds had helped them across a range of domains and for this reason were extremely fearful of it ending.

CONTENTS

OVERVIEW

The Restoration Trust (RT) is a charitable organisation that works in partnership to help people with mental health conditions engage with art, culture and heritage. 'Change Minds' is a project that has been developed by the Restoration Trust in partnership with the Norfolk Record Office (part of Norfolk County Council) and Together [Norfolk] (a charitable organisation working with people with mental health conditions in North Norfolk); it has been supported by a grant from the Heritage Lottery Fund.

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FOCUSED LITERATURE REVIEW

This literature review highlights key links between engagement in creative and cultural activities, mental health and related social and psychological variables. Findings emergent from a number of recent research reviews and evaluation reports point to the potential utility of engagement with cultural and creative activities as a means of enhancing broad and specific aspects of individuals' life experiences, including individuals who have been diagnosed as experiencing particular mental health conditions.

The 'Change Minds' project links people with diagnosed mental health conditions to cultural heritage resources (St Andrew's Hospital Norwich formerly Norfolk County Asylum). Within this, there is a specific focus on archives (two digitized 19th Century patient records from the hospital), and associated creative activities. 'Change Minds' aims to try to produce outcomes that are beneficial to individuals in terms of enhanced general wellbeing and social connectedness, but also more widely beneficial in of terms specific HLF and archive sector aims. The below review examines a sample of research documents exploring the relationship between relevant forms of cultural engagement, creative arts and general wellbeing. Methodological challenges associated with evaluation work in this field are highlighted.

'Heritage Counts' reports are policy-practice documents which have been produced annually since 2002; they report on major developments in the Heritage Sector in England, and provide information on emerging trends. The Heritage Counts: Heritage and Society (2016) report focuses on social benefits of heritage. The Heritage Counts 2015 and 2014 reports have focused on caring for the local historic environment (Heritage Counts, 2015) and on the value of heritage (Heritage Counts, 2014). The sections below highlight key aspects of these reports. These documents all refer to heritage in a broad sense, but will be followed by a brief overview of key reports particularly relating to the archives sector, and the role of voluntary activity linked in with these domains.

The Heritage counts: Heritage and Society (2016) report states that heritage plays an important role in wellbeing and quality of life. The Heritage Counts 2015 report highlights the sense of pride that can be gained through caring for the local historic environment, and the associated enjoyment that can be derived from feeling a part of history. It also observes that there has been positive continued growth in the involvement of equalities groups in the heritage sector since 2014. The Heritage Counts 2014 report argues that engagement with heritage is beneficial to individual health and wellbeing as well as the broader economy. Heritage sites are also highlighted as being important to local communities by way of enabling people to meet and engage with one another through activities; this facilitates the development of new friendships and networks and so improves social capital (Heritage Counts 2014). Noted constraints on public resources mean that the heritage sector is required to evidence claims of positive contributions to society and behavioural economic evidence supportive of such claims is referenced in the 2014 report. Fujiwara, Cornwall and Dolan (2014 cit. in Heritage Counts, 2014) interrogated data from the *Understanding Society Survey* (Wave 2, 2010-2011) and found that the impact of visiting historical sites on subjective wellbeing was statistically significant, equating to £1646 per person per year. Elsewhere, economic evaluations of public libraries in terms of health and wellbeing benefits have found that library use is positively associated with measures of subjective wellbeing (e.g. life satisfaction, happiness, sense of 'purpose') and positive general health, but also, interestingly, with heightened levels of anxiety (Fujiwara, Lawton and Mourato, 2015). Also, some reports have suggested that visiting heritage sites (especially historical towns and buildings) can have a significant positive effect on life satisfaction after controlling for the main determinants of individual wellbeing (see e.g. Maeer & Robinson, 2015).

The National Archives Annual Report 2015 emphasizes the importance of facilitating learning, promoting transparency, and working to ensure that access to official archives is open and inclusive.

The Archive Sector as a whole seeks to build awareness of archives through education and outreach, and to engage with the public using various media, and wider initiatives (including creative ones). It is argued that high quality community engagement with archives can help to build stable communities and to foster a strong sense of identity; archives are recognized as playing a key role in "supporting local democracy and encouraging participation in civic and civil life" (http://www.nationalarchives.gov.uk/archives-sector/community-engagement.htm). Critically too, it is recognized within the archives sector, that increased involvement of community groups with archives facilities can be mutually beneficial; community members can act as service champions, extend interest networks, attract new users, and provide feedback on the nature of the fit between service provision and user needs (http://www.nationalarchives.gov.uk/archives-sector/community-engagement.htm).

Across both heritage and archives, volunteering is seen as widely beneficial to individuals (as well as organisations). The essential role of volunteers in performing key functions (including routine maintenance, management, design and leadership) is noted in the 2015 Heritage Counts report, as are the personal benefits to be derived from volunteering (e.g. improved confidence, knowledge and skills, a more developed sense of community and citizenship). A mixed method assessment of the social impact of participation in n=25 randomly selected Heritage Lottery Fund funded projects found that volunteers rated their health and wellbeing slightly more positively than the general population; and rated their social engagement and self-worth much higher than the general population (49 percentage points higher) (BOP Consulting 2009). Other personal benefits of volunteering listed in the 2015 Heritage Counts report include:

- Skills improvement (information management; communication skills; interpersonal skills)

- Transferability (using new skills in other areas of life; inspiration for other learning activity)

- Engaging and enthusing 'hard to reach' groups (e.g. older people)

- Meeting new people and socializing with them outside the project

- Increased social contact and connectivity

Taken as a whole, the above review demonstrates that individual and social variables are linked to engagement with heritage and archives at policy level; there is also some limited behavioural economic and mixed method evidence supportive of claims that individual and social variables are positively influenced by engagement with heritage and archives (e.g. Fujiwara et al., 2014; Heritage Counts 2015). Table 1 below provides a summary of the range of individual and social variables that may be potentially benefited by engagement within the heritage and archives sector, including through volunteering.

Table 1 Individual and social variables potentially benefited by engagement with heritage/archives

- sense of pride, sense of community, citizenship and democracy, sense of place,   - self-worth, self-esteem   - enjoyment, mental and physical health, wellbeing,   - confidence, knowledge, skills, personal development, learning   - friendship opportunities and development, social connectedness

Derived from: BOP Consulting (2009); Fujiwara et al. (2014); Heritage Counts 2014; Heritage Counts 2015; Maeer & Robinson (2015), National Archives Annual Report (2015)

Beyond archives, informal narratives emergent from a range of societal domains link mental health with creativity; examples include assumptions that there is a creative aspect linked with experiencing mental illness, and that engagement in artistic activity can act as a form of therapy capable of enhancing mental wellbeing (Kennedy, 2013). Numerous examples exist of community projects which attempt to use art to promote wellbeing. Angus (2002) noted a rapid expansion in this diverse field dating from 1996 and conducted a review of work describing 64 UK-based projects delivered across a range of community settings, community–based health organisations, care homes, and hospitals. This review noted that while some projects did address various aspects of health and wellbeing few aimed to directly have an impact on health and concluded that community-based art for health work "needs to show its effectiveness in addressing a range of issues around health, wellbeing and their wider determinants" (Angus, 2002, page 1). Since then, a growing but methodologically limited, evidence base has sought to identity some specific impacts associated with the field of art for health.

In the interdisciplinary research literature, improved mental health is evidenced as being associated with engagement with a range of cultural and creative activities (see e.g. Fujiwara, Kudrna, Cornwall, Laffan & Dolan, 2015). Examples include: expressive writing, making music, reading literature, attending performing and non-performing arts events, dancing, and accessing art through various media (e.g. CDs, records) (Fujiwara, Kudrna, Cornwall, Laffan & Dolan, 2015). Some authors have argued that actual "participation in cultural activity has a much bigger wellbeing impact for people than attendance" (Maeer & Robinson, 2015, page 18). One experimental study has found that depression and anxiety are lower in patient groups exposed to arts than in controls not exposed to arts (Staricoff and Loppert, 2003 cit. in. Daykin, Byrne, Soteriou & O'Connor, 2008) but work in this field is typically correlational and based on self-report measures. This means that it is not possible to demonstrate the existence of cause-and-effect relationships, but it is possible to identify associations and correlations between and amongst variables, and in some cases to identify the directions of relationships between and amongst them. Wider typical methodological challenges in this field include lack of control groups, randomization and blinding; plus high levels of attrition, and non-reporting of power calculations for significance testing (Daykin et al., 2008). Leckey (2011) conducted a systematic review examining the impact of engaging in creative activity on mental wellbeing and reported that belonging to social arts groups was beneficial to wellbeing (see also, Heenan, 2006 and Fieldhouse, 2012). It is important to acknowledge that terms such as 'art' and 'wellbeing' are open to various interpretations (Leckey, 2011). However, it is also important to acknowledge that it is increasingly apparent in the inter-disciplinary research literature that various forms of cultural engagement and creative activity do seem to be associated with some indicators of individual and social benefit (see e.g. Fujiwara et al. 2015).

EVALUATION METHODOLOGY

The evaluation project aimed to evaluate the effectiveness of the 'Change Minds' Project against Heritage Lottery Outcomes relating to people (specifically that participants and volunteers will have: developed skills; learnt about heritage; changed attitudes and behaviour; had an enjoyable experience, volunteered time).

Design and Materials

A mixed-method social psychological approach incorporating both questionnaires (quantitative and qualitative) and focus group investigations (qualitative) was used. For all phases of the research the sample was opportunistic (based on availability and willingness to take part). Final samples for Cohort 1 and Cohort 2 consisted of males and females with a history of diagnosed of mental health conditions all attending the NRO at the time of data collection.

Questionnaires

Questionnaires were administered by the researchers at four key time points over the course of the Change Minds project, as follows:

TIME 1 (Cohort 1 start of term 1)

TIME 2 (Cohort 1 end of term 3)

TIME 3 (Cohort 2 start of term 1)

TIME 4 (Cohort 2 end of term 3)

Questionnaire exemplars for pre-measures (TIME 1 and TIME 3) can be found in Appendix 1; Questionnaire exemplars for post-measures (TIME 2 and TIME 4) can be found in Appendix 2.

Professional focus groups

Two professional focus groups examining professional's perceptions of Change Minds were conducted: one at the end of term 3 for Cohort 1 professionals, and one at the end of term 3 for Cohort 2 professionals. 2 people attended both but otherwise samples were different.

Participant feedback group (Cohort 1) and focus group (Cohort 2)

An informal participant feedback group was conducted at the end of term 3 for Cohort 1 and comments were fed forward to try to improve programme design for Cohort 2; this was a separate area of Change Minds activity. A formal participant focus group examining participants' perceptions of Change Minds was conducted at the end of term 3 for Cohort 2; inspired by feedback previously received from Cohort 1 participants.

Procedure

Ethical approval for the study was obtained from the Psychology Research Ethics Committee. Standard procedures appropriate to the nature of the evaluation were followed in terms of recruitment, dealing with data and debriefing. Questionnaires were distributed and could be completed and returned in-session at the NRO, or completed elsewhere and returned by post to the researcher. All focus groups took place in a quiet room at the NRO and sessions were recorded.

PARTICIPANT QUESTIONNAIRES COHORT 1: SUMMARY FINDINGS

Sample

TIME 1 SAMPLE N=12 of which 8 female, 4 male; age range: 41-61 years

TIME 2 SAMPLE N= 9 of which 6 female, 3 male; age range: 41– 61 years

Matched data over Time 1 and Time 2 SAMPLE N=7 [age and gender withheld for anonymity]

Results

Results will be presented in the following order:

- Positive expectations (Time 1) and subsequent experience (Time 2) (Table 2)

- Negative expectations (Time 1) and subsequent experience (Time 2) (Table 3)

- Overall rated quality of Change Minds experience at Time 2

- Expectations (Time 1, Table 4) and experiences (Time 2, Table 5) in terms of HLF aims

- Behaviour change linked with cultural/heritage/creative activities pre- and post- Change Minds

- Behaviour and behavioural intention change linked with volunteering activities pre- and post- Change Minds

- Social exchange in the preceding two weeks (support received) pre- and post- Change Minds

- Social exchange in the preceding two weeks (support given) pre- and post- Change Minds

- Mental wellbeing as assessed by SWEMWBS (short form Warwick-Edinburgh Mental Wellbeing Scale)

- Services use: estimated levels (increase, decrease) (Table 6)

Positive expectations and subsequent experience

At time 1 participants were asked what attracted them the most to taking part in Change Minds, and at time 2 participants were asked which aspects of Change Minds they had like the most. Both items were free response and results are shown in Table 2 below.

Table 2 Cohort 1 positive expectations (time 1) and subsequent positive experience (time 2)

Time 1 What attracts you most to taking part in Change Minds?	Time 2 Looking back, which aspects of Change Minds have you liked the most?
A small relaxed group of like minded people – learning about how mental health was treated years ago	Getting out of the house – for me. Making new friends. Art and poetry. Learning about records.
Interest in history & arts	Most of it but really enjoyed art and visit to the museum. The tour of the archive restoration department. Seeing such historic documents in the flesh as it were.
Meeting new people, getting out	The art, and poetry
History – today / mental health	Record office. Meeting people with (similar) problems
To learn more	
Researching someone with mental illness from years ago	
Really studying a historic case study to discover the comparisons of mental health post modern + modern	
Working through the hospital archives	
Very interested in geneology	No pressure, made friends, had a chance to do something I might never have thought of doing
Interest in history, in particular history of perception and treatment of mental illness	Getting to know the other participants and bonding with them. Researching our cases and the time period in which they lived. Getting a chance to try different forms of creative expression.
An interest in psychiatric history, a love of books and referencing	My time spent at the Belfry Arts Centre. I enjoyed writing the poems and being creative with my book. I thoroughly enjoyed our outing to Gressenhall
History of depression / general interest in depression	
	Record office. Looking at the history / treatment of people who suffered with mental health. Trip to Gressinghall workhouse
	The (whole) experience was good

Negative expectations and subsequent experience

At time 1 participants were asked if they had any worries or concerns about taking part in Change Minds, and at time 2 participants were asked which aspects of Change Minds they had liked the least. Both items were free response and results are shown in Table 3 below.

Table 3 Cohort 1 negative expectations (time 1) and subsequent negative experience (time 2)

Time 1 Do you have any worries or concerns about taking part in Change Minds?	Time 2 Looking back, which aspects of Change Minds have you liked the least?
Travelling causes a little anxiety – but already feeling welcome and protected	Having my poem re-written. Skipping breakfast and lunch
Being with others	None everything has been presented in a very interesting (manner)
Yes, so far it seems a little boring	The research
No	Blank
No	
None	
Only that I have little anxiety on meeting the group but so far the group has been easy to cope with	
No	
No	Too long on oral, more time needed on research
No	That it took a long time to get to know the names of the other participants. That there was not enough focus on the research and how we got on with our cases
None apart from not being great with technology	I didn't enjoy quite so much the audio sessions
No	
	Sessions start too early for people who have to travel from out of Norwich
	Blank

The overall pattern of free response for <u>positive expectations</u> shown in Table 2 suggests that participants were predominantly drawn to the project by their interest in the historical and artistic components; a less common but present motivation was to meet other people with similar interests. The overall pattern of free response <u>positive experiences</u> indicates that these expectations were met: historical and creative aspects of the project had been enjoyed. However, there was a much stronger trend to report having enjoyed making friends and spending time with others. In this Change Minds, can be said to have exceeded participants' positive expectations.

The overall pattern of free response <u>negative expectations</u> shown in Table 3 suggests that participants predominantly did not have any negative expectations about taking part; concerns that were raised were about meeting others, travel, interacting with technology, and feeling bored. Following on from this the overall pattern of free response <u>negative experiences</u> indicates that the least liked aspects of Change Minds were: interference with normal routines related to travel (e.g. skipping breakfast); that there wasn't more time available to spend on research; that too much time was spent on research/oral/audio; that it took a long time to get to know other people's names and having had some work (a poem) re-written. Overall these data show the diversity of individual's negative expectations and experiences. Notably, the slight trend for negative expectations about difficulties meeting people appears not to have been strongly borne out in experience.

Overall rated quality of Change Minds experience at Time 2

All participants present at Time 2 were asked to respond to the following item 'How would you rate your experience of Change Minds so far?' on a 7 point Likert scale labelled at each interval ('1 extremely negative', '2 very negative', '3 quite negative', '4 neutral/don't know', '5 quite positive', '6 very positive', '7 extremely positive'). The mean score for the total n=12 Cohort 1 time 2 participants was 6.5; the mean scores for the subset of matched participants was 6.4. These data indicate that the overall Change Minds experience was considered very positive – extremely positive.

Expectations and experience in terms of HLF and related aims

Table 4 shows frequency data regarding n=12 Time 1 expectations (this is presented in ranked order with most commonly expected first). This is followed by Table 5 which shows frequency data regarding n=9 Time 2 experience (this is presented in ranked order with most commonly experienced first).

Information in Table 4 shows that outcomes across a broad range of historical, creative, interpersonal and personal developmental domains were expected by Cohort 1 participants at time 1 (Table 4) and that the same range of domains was reported to have been experienced by participants at time 2 (Table 5). Outcomes marked */**/***/**** in Table 5 indicate the extent to which specific HLF objectives have been achieved. It can be seen that all of the following HLF objectives have been met in Cohort 1: people have developed skills*, learnt about heritage**, changed their attitudes/behavior***, had an enjoyable experience****.

Table 4: frequency data regarding n=12 Time 1 expectations (ranked)

Which of the following things do you think that the project will help you to do?	Frequency
t. Compare my experiences to those other people have had in the past	12
m. Have an interesting experience	12
a. Learn more about archives/history	11
s. Compare myself to people from the past	11
c. Handle historical objects	10
i. Understand more about other people	10
l. Have an enjoyable experience	10
o. Become more creative	10
u. Help me to educate society about mental health issues	10
b. Learn new skills in archives/history	9
d. Gain experience in talking to others about archives/history	9
g. Gain experience in talking to others about the arts	9
k. Learn more about myself	9
n. Play a useful part in a group	9
p. Feel more confident about my abilities	9
e. Learn more about the arts	8
f. Learn new skills in the arts	8
r. Help develop a sense of my place in history	8
v. Produce materials that will help people in the future	8
h. Make new friends	7
j. Bring me closer together with other people	6
q. Connect with my local culture in a meaningful way	6

Table 5: frequency data regarding n=9 Time 2 experiences (ranked)

Which of the following things do you think that the project has helped you to do?	Frequency
b. Learn new skills in archives/history */**/***	9
h. Make new friends ***/****	9
s. Compare myself to people from the past **/***	9
a. Learn more about archives/history */**/	8
c. Handle historical objects */**/	8
i. Understand more about other people ***/	8
t. Compare my experiences to those other people have had in the past**/	8
f. Learn new skills in the arts */	7
d. Gain experience in talking to others about archives/history */**/***/	7
l. Have an enjoyable experience ****/	7
m. Have an interesting experience ****/	7
o. Become more creative ****/	7
j. Bring me closer together with other people ***/****/	7
k. Learn more about myself ***	6
u. Help me to educate society about mental health issues */	6
v. Produce materials that will help people in the future */***	6
n. Play a useful part in a group ****	6
e. Learn more about the arts */**	5
r. Help develop a sense of my place in history **/	5
p. Feel more confident about my abilities ***/****	5
g. Gain experience in talking to others about the arts */***/	4
q. Connect with my local culture in a meaningful way **	3
w. (other – free response T2 only) */*** Feel more confident with strangers and asking for help	1

Behaviour change linked with cultural/heritage/creative activities pre- and post- Change Minds

At time 1 and time 2 participants were asked about the extent to which they had used the following range of resources over the last six months alone, with others, or on the internet: library facilities; archives, public parks gardens, historic buildings, museums, galleries, art workshops, public lectures / talks about art, public lectures / talks about history, courses e.g. adult education, theatrical / dramatic / musical performances.

Results for the matched sample of n=7 participants indicated that the most frequently used resources at time 1 were (in order): library facilities (n=4), archives (n=3), public parks/gardens (n=3), theatrical/dramatic/musical performances (n=3), museums (2) historic buildings (n=1), art workshops (n=1), galleries (n=1). The following resources had not been used: public lectures/talks about art; public lectures/talks about history, courses e.g. adult education. Overall, there was increase in level of use of resources by 20 frequency points from 18 at time 1 to 34 at time 2 giving at total increase of 16 frequency points (almost double). These results further demonstrate that the HLF outcome 'changing behavior' has been attained in terms of self-reported behavior change specific related to use of cultural/heritage/creative resources.

Behaviour change linked with volunteering behaviours and intentions pre- and post- Change Minds

Of the n=12 Time 1 Cohort 1 participants the majority had not engaged in any volunteering activities in the past 6 months and the majority were 'not sure; whether or not they would engage in any volunteering activities in the next six months.

Of the n=9 Time 2 Cohort 1 participants the majority had not engaged in any volunteering activities in the past six months, and the majority (combined) did not intend to engage in any volunteering in the next six months or were 'not sure; whether or not they would engage in any volunteering activities in the next 6 months.:

Further inspection of matched data (n=7) showed that for the majority of participants there was no change in either volunteering intentions or volunteering behaviours associated with taking part in Change Minds.

Social exchange in the preceding two weeks (support received) pre- and post- Change Minds

At time 1 and time 2 participants were asked about the extent to which they had received a range of supports in the preceding two weeks using a subset of measures derived from the Texas Social Behavior Inventory. Responses were measured on a 5 point forced choice scale labelled at each interval as follows: '1 none of the time', '2 rarely', '3 some of the time', '4 often', '5 all of the time'. Participants indicated 'how many times in the past two weeks somebody…':

- Told you that you are ok just the way you are

- Expressed interest and concern in your wellbeing

- Done some activity together with you

- 'Pitched in' to help you do something that needed to get done

- Provided you with a place to work, learn, think, socialise, or rest

For n=12 participants at Time 1 the mean score for support received was 2.3 indicating low levels (rarely-some of the time) of support received from others.

For n=12 participants at Time 1 the mean score for support given was 3.1 indicating slightly higher levels (some of the time-often) of support given to others.

For n=9 participants at Time 2 the mean score for support received was 2.9 indicating low levels (rarely-some of the time) of support received from others.

For n=9 participants at Time 2 the mean score for support given was 3.3 indicating slightly higher levels (some of the time-often) of support given to others.

When matched data for n=7 participants was examined, time 1 mean support received was 2.4 compared with time 2 mean received 2.6; time 1 mean support given was 3.3 and time 2 mean support given was 3.1. This shows that perceived levels of support received had increased slightly between time 1 and time 2 and that perceptions of support given had decreased slightly between time 1 and time 2. There is a slight pattern in the data of participants reporting that they tend to receive a lower amount of support than they give.

Mental wellbeing as assessed by SWEMWBS

At time 1 and time 2 participants were asked to self-report on their mental wellbeing using the SWEMWBS short form. Responses were measured on a 5 point forced choice scale labelled at each interval as follows: '1 none of the time', '2 rarely', '3 some of the time', '4 often', '5 all of the time' with scores indicated how they had been feeling in the previous two weeks for each of the following items.

- I've been feeling optimistic about the future

- I've been feeling useful

- I've been feeling relaxed

- I've been dealing with problems well

- I've been thinking clearly

- I've been feeling close to other people

- I've been able to make up my own mind about things

For n=12 participants at Time 1 the mean score 2.4 indicating that positive feelings of wellbeing were being experienced on average 'rarely - some of the time' in the previous two weeks.

For n=9 participants at Time 2 the mean score was 3.1 indicating that positive feelings of wellbeing were being experienced on average 'some of the time – often' in the previous two weeks.

When matched data for n=7 participants was examined, time 1 mean was 2.4 and the time 2 mean was 2.9. This indicates that positive feelings of wellbeing were being experienced on average 'some of the time – often' at time 1 and 'some of the time – often' at time 2.

Services use estimated levels (increase, decrease)

Participants were asked to indicate whether or not they had used any of the services shown in Table 6 below in the 12 months before Change Minds started. The services that participants most commonly reported using were: hospital services (mental health outpatient) (rank 1), followed by outreach worker/family support (rank 2). The next most commonly reported use was of hospital services (general outpatient) (rank 3), psychiatric nurse, general practitioner (rank 4) and individual counselling/therapy, followed by hospital accident and emergency department and (other) Together (rank 5), followed by day activity services, social worker, group counselling/therapy, home help/home care worker and (other) MIND (rank 6). The following services were not used by any participants in the 12 months before Change Minds started: hospital services (mental health inpatient), hospital services (general inpatient), community care services, psychologist, occupational therapist. Participants were also asked to indicate if they thought their use of the same list of services had increased or decreased in the 12 months since Change Minds started. An overall decrease in use of services use was reported for three services namely outreach worker/family support, individual counselling/therapy and group/counselling therapy.

Table 6: List of services

- hospital services (mental health–outpatient)

- hospital services (mental health-inpatient)

- hospital services (general-outpatient)

- hospital services (general-inpatient)

- day activity services

- community care services

- hospital accident & emergency department

- psychologist

- psychiatric nurse

- social worker

- occupational therapist

- individual counselling / therapy

- group counselling / therapy

- home help / home care worker

- outreach worker / family support

- general practitioner

- other (write the name)

PARTICIPANT QUESTIONNAIRES COHORT 2: SUMMARY FINDINGS

Sample

TIME 3 SAMPLE N=7 of which 2 female, 4 male; age range: 37-57 years

TIME 4 SAMPLE N= 5 of which 3 female, 2 male; age range: 25– 57 years

Matched data over Time 3 and Time 4 SAMPLE N=3 [age and gender withheld for anonymity]

Results

Results will be presented in the following order:

- Positive expectations (Time 3) and subsequent experience (Time 4) (Table 7)

- Negative expectations (Time 3) and subsequent experience (Time 4) (Table 8)

- Overall rated quality of Change Minds experience at Time 4

- Expectations (Time 3, Table 9) and experiences (Time 4, Table 10) in terms of HLF aims

- Behaviour change linked with cultural/heritage/creative activities pre- and post- Change Minds

- Behaviour and behavioural intention change linked with volunteering activities pre- and post- Change Minds

- Social exchange in the preceding two weeks (receiving measures) pre- and post- Change Minds

- Social exchange in the preceding two weeks (giving measures) pre- and post- Change Minds

- Mental wellbeing as assessed by SWEMWBS (short form)

- Services use estimated levels (increase, decrease) (Table 11)

-

Positive expectations and subsequent experience

At time 3 participants were asked what attracted them the most to taking part in Change Minds and at time 4 participants were asked which aspects of Change Minds they had like the most. Both items were free response and results are shown in Table 7 below.

Table 7 Cohort 2 positive expectations and subsequent experience

Time 3 What attracts you most to taking part in Change Minds	Time 4 Looking back, which aspects of Change Minds have you liked the most
To look at the history, and the craft side	All of it
Stimulation and general interest in history	Learning about the patient [ ] in the NRO and the art work. Also the trips out especially the Shire Hall Centre
Interest in archives and presentation	Being back in a professional environment. Also, the tolerance and acceptance
To learn about how life was for patients in the asylum in Victorian times and how they were treated	
Learning about more people with mental illness and their journey	
Meeting new people and history	
Re-engaging with a more formal work environment	
	The friends I have made and the confidence built
	The bookbinding [ ], the trip to Gressenhall, meeting the other participants meeting other workers

Negative expectations and subsequent experience

At time 3 participants were asked if they had any worries or concerns about taking part in Change Minds and at time 4 participants were which aspects of Change Minds they had liked the least. Both items were free response and results are shown in Table 3 below.

Table 8 Cohort 2 negative expectations and subsequent experience

T3 Do you have any worries or concerns about taking part in Change Minds	T4 Looking back, which aspects of Change Minds have you liked the least
No	Slightly chaotic management
Meeting other people and having to talk out	Blank
Emotional impact of reading case histories may evoke my own negative emotions	Some of the chat about admin/schedule details
Blank	
Blank	
I worry I will not be able to attend the whole course as I might get bored and complacent	
I do suffer from anxiety which means I can be nervous about new things and new challenges	
	Lack of searching
	The dragging out of the sessions, the lack of help in researching/use of the search room

The overall pattern of free response for <u>positive expectations</u> shown in Table 7 suggests that participants were predominantly drawn to the project by their interest in the historical and creative components; a less common but present motivation was to meet new people. The overall pattern of free response <u>positive experiences</u> indicates that these expectations were met: historical and creative aspects of the project had been enjoyed. However, there was a much stronger trend to report having enjoyed making friends, built confidence, spent time in a professional environment, spending time in a tolerant/accepting environment/atmosphere, and group trips outside the NRO to places of historical interest. In this Change Minds, can be said to have very much exceeded participants' positive expectations.

The overall pattern of free response <u>negative expectations</u> shown in Table 8 suggests that participants predominantly were concerned about social aspects such as interacting with new people, the emotional reactions they might have to specific challenges (e.g. reading case histories), not attending the whole course due to feeling bored/de-motivated. Following on from this the overall pattern of free response <u>negative experiences</u> indicates that the least liked aspects of Change Minds were: some sessions feeling 'dragged out' or not personally relevant (i.e. too administratively-focused), not enough time researching, not enough support to research and some feelings of disorganization. Overall these data show the diversity of individual's negative expectations and experiences. Notably, the slight trend for negative expectations about difficulties meeting people appears not to have been strongly borne out in experience. Also the majority of negative experience seems to relate largely to administrative matters, rather than individual/personal issues.

Overall rated quality of Change Minds experience all Time 2

All participants present at Time 4 were asked to respond to the following item 'How would you rate your experience of Change Minds so far?' on a 7 point Likert scale labelled at each interval ('1 extremely negative', '2 very negative', '3 quite negative', '4 neutral/don't know', '5 quite positive', '6 very positive', '7 extremely positive'). The mean score for the total n=5 time 4 participants was 6.4; the mean scores for the subset of matched participants was 6.3. These data indicate that the overall Change Minds experience was considered very positive – extremely positive.

Expectations and experience in terms of HLF and related aims

Table 9 below shows frequency data regarding n=7 Time 1 expectations (this is presented in a ranked order with most commonly expected first). Table 10 shows frequency data regarding n=5 Time 2 experience (this is presented in a ranked order with most commonly experienced first).

Table 9: frequency data regarding n=7 Time 3 expectations ranked

Item	Which of the following things do you think that the project will help you to do?
a. Learn more about archives/history	6
v. Produce materials that will help people in the future	6
b. Learn new skills in archives/history	6
c. Handle historical objects	6
e. Learn more about the arts	6
f. Learn new skills in the arts	6
l. Have an enjoyable experience	6
h. Make new friends	5
m. Have an interesting experience	5
n. Play a useful part in a group	5
s. Compare myself to people from the past	5
t. Compare my experiences to those other people have had in the past	5
q. Connect with my local culture in a meaningful way	4
d. Gain experience in talking to others about archives/history	4
o. Become more creative	4
i. Understand more about other people	4
j. Bring me closer together with other people	4
k. Learn more about myself	4
r. Help develop a sense of my place in history	4
u. Help me to educate society about mental health issues	4
g. Gain experience in talking to others about the arts	3
p. Feel more confident about my abilities	3

Table 10: frequency data regarding n=5 Time 3 experiences ranked

Item	Which of the following things do you think that the project has helped you to do?
s. Compare myself to people from the past /**	5
a. Learn more about archives/history */**/***	5
c. Handle historical objects */**/	5
h. Make new friends***/ ****	5
j. Bring me closer together with other people***	5
l. Have an enjoyable experience ****	5
b. Learn new skills in archives/history */**/***	4
d. Gain experience in talking to others about archives/history */**/***	4
m. Have an interesting experience ****/	4
o. Become more creative */***	4
t. Compare my experiences to those other people have had in the past **/	4
u. Help me to educate society about mental health issues */***	3
v. Produce materials that will help people in the future */***	3
e. Learn more about the arts */***	3
f. Learn new skills in the arts */***	3
n. Play a useful part in a group */****	3
p. Feel more confident about my abilities ***/	3
k. Learn more about myself ***/	2
g. Gain experience in talking to others about the arts */***	1
i. Understand more about other people ***/	1
q. Connect with my local culture in a meaningful way **/	1
r. Help develop a sense of my place in history **/	1

Information in Table 9 shows that outcomes across a broad range of historical, creative, interpersonal and personal developmental domains were expected by Cohort 2 participants at time 3 and that the same range of domains was reported to have been experienced by participants at time 4 (Table 10). Outcomes marked */**/***/**** in Table 10 indicate the extent to which specific HLF objectives have been achieved. It can be seen that all of the following HLF objectives have been met in Cohort 2: people have developed skills*, learnt about heritage**, changed their attitudes/behavior***, had an enjoyable experience****.

Behaviour change linked with cultural/heritage/creative activities pre- and post- Change Minds

At time 3 and time 4 participants were asked about the extent to which they had used the following range of resources over the last six months alone, with others, or on the internet: library facilities; archives, public parks gardens, historic buildings, museums, galleries, art workshops, public lectures / talks about art, public

lectures / talks about history, courses e.g. adult education, theatrical / dramatic / musical performances.

Results for the matched sample of participants indicated that the most frequently used resources at time 3 were (in order): library facilities (n=2), public parks and gardens (n=2), museums (n=2) followed by historic buildings (n=1) and galleries (n=1) The following resources had not been used: archives, art workshops, public lectures / talks about art, public lectures / talk about history, courses (e.g. adult education) and theatrical / dramatic / musical performances. Overall, there was an increase in level of use of resources by 10 frequency points from 8 at time 1 to 18 at time 2 giving at total increase of 10 frequency points (more than double). These results further demonstrate that the HLF outcome 'changing behavior' has been attained in terms of self-reported behavior change specific related to use of cultural/heritage/creative resources.

Behaviour change linked with volunteering behaviours and intentions pre- and post- Change Minds

Of the n=7 Time 3 Cohort 2 participants the majority had not engaged in any volunteering activities in the past 6 months and the majority were 'not sure; whether or not they would engage in any volunteering activities in the next six months.

Of the n=5 Time 4 Cohort 2 participants the majority had not engaged in any volunteering activities in the past six months, and the majority (combined) did not intend to engage in any volunteering in the next six months or were 'not sure; whether or not they would engage in any volunteering activities in the next 6 months.:

Further inspection of matched data (n=3) showed that while there was some individual variation in terms of behavioural intentions, there was no overall change in either volunteering intentions or volunteering behaviours associated with taking part in Change Minds.

Social exchange in the preceding two weeks (support received) pre- and post- Change Minds

At time 3 and time 4 participants were asked about the extent to which they had received a range of supports in the preceding two weeks using a subset of measures derived from the Texas Social Behavior Inventory. Responses were measured on a 5 point forced choice scale labelled at each interval as follows: '1 none of the time', '2 rarely', '3 some of the time', '4 often', '5 all of the time'. Participants indicated 'how many times in the past two weeks somebody…':

- Told you that you are ok just the way you are

- Expressed interest and concern in your wellbeing

- Done some activity together with you

- 'Pitched in' to help you do something that needed to get done

- Provided you with a place to work, learn, think, socialise, or rest

For n=7 participants at Time 3 the mean score for support received was 2.75 indicating low levels (rarely-some of the time) of support received from others.

For n=7 participants at Time 3 the mean score for support given was 3.5 indicating slightly higher levels (some of the time-often) of support given to others.

For n=5 participants at Time 4 the mean score for support received was 2.2 indicating low levels (rarely-some of the time) of support received from others.

For n=5 participants at Time 4 the mean score for support given was 3 indicating similar - higher levels (some of the time) of support given to others.

When available matched data was examined, time 3 mean support received was 2.3 compared with time 4 mean support received 1.6; time 3 mean support given was 2.3 and time 4 mean support given was 3. This shows that perceived levels of support received had decreased slightly between time 3 and time 4 and that perceptions of support given had increased slightly between time 3 and time 4. There is a slight pattern in the data of participants reporting that they tend to receive a smaller amount of support than they give.

Mental wellbeing as assessed by SWEMWBS

At time 3 and time 4 participants were asked to self-report on their mental wellbeing using SWEMWBS short form measures. Responses were measured on a 5 point forced choice scale labelled at each interval as follows: '1 none of the time', '2 rarely', '3 some of the time', '4 often', '5 all of the time' with higher scores indicated how they had been feeling in the previous two weeks for each of the following items.

- I've been feeling optimistic about the future

- I've been feeling useful

- I've been feeling relaxed

- I've been dealing with problems well

- I've been thinking clearly

- I've been feeling close to other people

- I've been able to make up my own mind about things

For n=7 participants at Time 3 the mean score 2.9 indicating that positive feelings of wellbeing were being experienced on average 'rarely - some of the time' in the previous two weeks.

For n=5 participants at Time 4 the mean score was 2.9 indicating that positive feelings of wellbeing were being experienced on average 'rarely - some of the time' in the previous two weeks.

When matched data was examined, time 3 mean was 2.5 and the time 4 mean was 2.9. This shows a slight increase in the extent to which positive feelings of wellbeing were being experienced on average but experience was still within the boundary of 'some of the time – often' at time 3 and 'some of the time – often' at time 4.

Services use estimated levels (increase, decrease)

Participants were asked to indicate whether or not they had used any of the services shown in Table 11 below in the 12 months before Change Minds started. The services that participants most commonly reported using were: hospital services (mental health outpatient), general practitioner (rank 1), followed by community care services, hospital accident and emergency department, psychiatric nurse, individual counselling/therapy (rank 2) and then hospital services (general inpatient), psychologist, social worker, home help/care worker (rank 3). The following services were not used by any participants in the 12 months before Change Minds started: hospital services (mental health inpatient), hospital services (general outpatient), day activity services, group counselling/therapy, outreach worker/family support. Participants were also asked to indicate if they thought their use of the list of services shown in Table 11 had increased or decreased in the 12 months since Change Minds started. An overall decrease in use of services use was reported for hospital services (mental health outpatient), hospital services (mental health inpatient), hospital accident and emergency department, psychiatric nurse. An overall increase in use was reported for: day/activity services and outreach worker / family support.

Table 6: List of services

- hospital services (mental health–outpatient)

- hospital services (mental health-inpatient)

- hospital services (general-outpatient)

- hospital services (general-inpatient)

- day activity services

- community care services

- hospital accident & emergency department

- psychologist

- psychiatric nurse

- social worker

- occupational therapist

- individual counselling / therapy

- group counselling / therapy

- home help / home care worker

- outreach worker / family support

- general practitioner

- other (write the name)

PARTICIPANT FEEDBACK AND FOCUS GROUPS: Key Themes

PARTICIPANT FEEDBACK GROUP COHORT 1

A summary of the participant feedback session for the Change Minds project is provided below. Note that this was a standard meeting format rather than a formal research meeting and there were n=4 Cohort 1 participants.

Overall feedback

The group recognized that they had offered a lot of suggestions for changing the course during this feedback session. This was not felt to be a negative reflection on the course as a whole - which people reported feeling very positive about as an overall experience. It was reported that "for a first year attempt at doing this sort of project it was really really good" and that "everyone had improved in some ways".

People reported that the appreciated the social aspect of the course. It was reported that people felt they had made friends on the course and had had some very interesting conversations with other participants. One person reported that "it is good to reawaken the bits that are not lost in the mental illness". Another person stated that "I've talked to more people on this project than I have in years". Another said "I can feel so isolated, people don't understand why I can't just get over it – but in this group – everybody is in the same boat".

It was suggested that the current Cohort could input into next year's programme. This might include supporting next year's participants.

Timetable

It was suggested that everyone could be seated around a big table for the first session with name tags. It was reported that some of the breaks in the year were too long (e.g. over Christmas). It was felt that this affected the momentum of the sessions. It was suggested that the sessions could have been longer to allow for the tasks to be more fully achieved by the participants. There was also a suggestion that participants could bring lunch in order to extend the length of the sessions. Lastly, it was suggested that there could have been additional support for people who wanted to stay on after the session had finished in order to complete their work.

Research sessions

People found this bit of the course really interesting. It was reported that there were not enough research sessions and that the sessions were too short. People would have liked to have more support from NRO staff in terms of using the technical equipment. One member reported that they would have appreciated more encouragement during the research. There was a lot of technical information to take in at the beginning of the session and some people struggled with this. It was also reported that this was delivered too quickly for people to take in. It was suggested that diagrams/information about how to use equipment could be attached to technical equipment in the search room.

Oral history sessions

Group members reported that there was a lot of discussion relating to copyright and legal issues and that this was repeated a number of times. A number of group members felt that the three sessions could have been condensed into two sessions. They suggested that an information sheet could have been given with some of the legal and copyright information. There was a limited time for the audio recording – a number of people felt that this could have been extended if some of the information was reduced or provided on an information sheet.

Search rooms session

It would have been helpful to have more time for this. This could have been extend to a whole day. The participants reported that they would have liked more 'hands on' support and input from the RO staff.

Poem session

One person felt that the poem was the only session that drew both from the research session and people's own experiences. It was reported that, in some cases, people felt that their poems had been changed by the facilitator. On participant reported that 'it stopped being my words'.

Art session

The group generally felt that not enough time had been dedicated to doing the art work. It was reported that the art teacher did not put pressure on group members.

Gressenhall Trip

The group all reported enjoying this trip. It was suggested that the trip could have come earlier on in the programme as it was found to be inspiring.

Photography

People would have liked more chance for photography on the course. It was suggested that participants could present themselves in a photograph with 3 objects.

Conference

It was reported that "the conference yesterday was good, we were allowed to be involved – I talked to a stranger for about half an hour, I've never done that before".

Project outputs and final show

It was reported that there was a lack of clarity about what is expected from participants at the end of the project. People reported that they were not clear about what they are producing for the final show. They also reported that they would like to be involved in putting this together. It was suggested that participants could find other ways to express themselves for the final show. This might include craft-work, writing, a play or slides. This could draw more on people's own skills, hobbies and experiences. People were keen to produce something that they could feel proud of for the final show.

PARTICIPANT FOCUS GROUP COHORT 2

Key themes extracted from the participant focus group discussion for Cohort 2 can be characterized as follows:

- Feeling cared for by staff vs. feeling 'over-mothered'/guilty/like 'a burden'

- Supporting each other vs. feeling 'left out'

- Structure/rules vs. freedom/individual choice

- Growing self-awareness of positive development vs. regret at not having done more

- Attraction to the Norwich Record Office environment vs concern about local/alternative access to facilities/resources

- Hope for the future vs. fears for the future

These are now listed and illustrated with excerpted material from the Cohort 2 focus group discussions. Note that any individuating information has been removed or altered as indicated by [ ]. Notation of e.g. (fe/male 1), (fe/male 2) etc. only indicates change of person speaking within a sequence; it does not necessarily refer to the same individual across excerpts. Any speech that was not discernible/inaudible is shown as [inaudible]. Any speech that was borderline inaudible or not very clearly heard is labelled [?] 'word' [?]. The focus groups was comprised of n=5 Cohort 2 participants.

Feeling cared for vs. feeling 'over-mothered'/guilty/like 'a burden'

Participants felt cared for by staff working on the project and often felt that significant efforts had been made by staff made on their behalf. As one male participant commented:

> "I think they've been exceptional", and

> "they've taken everything necessary into consideration", and

> "they do a brilliant job overall"

This feeling of being cared for was especially strongly linked in with concerns about transport which were a key feature of the group discussion.

> "...they're very mindful of any difficulties any of us have and they're you know really going out their way to make sure that transition's *incredibly* smooth – even to the point where I may have mentioned something about a taxi driver – nothing major – but I've sort of said something about how sort of a bit [?]'bitey'[?] they were – a bit you know just as I would to anybody – 'got a taxi driver who was a bit grumpy'. That taxi driver never came to pick us up again and we got one arranged who's very sympathetic and he's – you know it was it wasn't a major issue you know it's just an 'off the cuff' remark – but that's been picked up on and you know actioned on and I think that's amazing that's you know really really caring"

Travelling to and from the venue was a key source of anxiety and even fear, and staff interventions in this regard were seen as a key factor enabling attendance, as the following quotes show:

> "I think er [name] he's er brilliant in the way that every single time before an appointment or before we've got a meeting he texts or rings or however people prefer beforehand and erm either he just like says are you coming? Is there any

problems with you getting there? Er, he'll if people are getting trains he'll tell you when the train is and who else is likely to be on the train so you know who to expect and what to expect and he, er – some people have you know a difficulty with public transport and I certainly did at the beginning and that's erm significantly improved er with the support that's been given" (Male)

For some participants concerns around transport were further linked in with gender-based feelings of vulnerability, as expressed here by a female participant.

"That was something when [name] was first arranging the taxi for me he mentioned what kind of taxi driver it was - I think he said cos it was going to be a man was I alright with that and I went yeah –cos it could be – I mean you're getting into a car it's an enclosed space with a strange man"

Worries about transport also exposed some negative feelings about needing to be supported by others, as the following exchange shows:

" …and just just as I like I was saying to you just the fact of somebody coming and picking me up at my door and getting me there has meant that I've actually participated – cos otherwise I - you know… yeah, I wouldn't have done –it wouldn't have happened otherwise" (Female 1)

"no" (Female 2)

"and the trouble is you know that it's such a massive expense for them" (Male 1)

"yes" (Female 1)

"it's hugely expensive!" (Male 1)

"yes it makes me feel very bad" (Female 1)

Participants recognized that they had individual needs and that their own concerns around sometimes needing help varied; one female participant felt guilty or 'a burden' due to needing particular supports:

"the support has been very good for me because I have felt awkward because of [] I might feel a burden sometimes…."

"…every single person here the staff have been wonderful but I feel guilty…"

In contrast, one male participant reported sometimes feeling 'over-mothered':

"not all the time but occasionally we have felt a bit sort of over-mothered if you see what I mean – it's almost like – 'it's daytime is that alright for you?' [laughs] so well yeah you know that's not my issue that's fine –s so you know sometimes but you know it's such a juggling act to because everybody is at different places you know within themselves so I would much rather they be like that than get it wrong if you see what I mean"

"I always go like 'yeah I'm fine' 'are you sure?' 'yes, look, I'm fine! ok!'"[laughs]

Supporting each other vs feeling 'left out'

It was clear in the focus group discussion that participants felt warmly towards, and could be very supportive of, one another. This extended to include help with practicalities (e.g. in relation to transport arrangements). There were plenty of examples of reassuring commentary and of individual group members coming together to provide reassurance as illustrated in the following exchange:

> "….I felt very awkward then I felt like I was…" (Female 1)

> "but again I think that that's your personal thing rather than anybody else going 'oh bloomin' heck!'" (Male 1)

> "yeah I know it is I do feel…" (Female 1)

> "I'm quite confident that nobody sees you as a burden" (Male 1)

> "I'm, I'm *very very* confident" (Male 2)

Group members were specifically aware that this 'bonding' had taken place over time as people had got to know one another.

> "I think we're very fortunate in this group – cos all of us – all of us - get on really well don't we – we've got a particularly good erm group…" (Male 1)…

This was a source of some pride, and favourable social comparison:

> …"yeah – we're kind of supporting each other if anything more than the health care professionals…" (Male 2)

This feeling of being 'bonded' as a group could occasionally be tempered by worries or concerns about being 'left out'.

> "I have found that even though – *I think* – that I've attended every session I still feel like I've missed information cos there's like information that one of you guys all have and it's like - *where was that?*" (Female)

> "…well sometimes again I hear stuff that I hear mentioned cos they're talking to each other or someone's told me but it's not like information that's been *fed out* to everybody…" (Male)

Elsewhere, one participant commented:

> "…the thing is with Gressenhall, I kind of got that, I kind of got that Gressenhall, but I felt a bit 'other' and a bit 'out'" (Male)

In another example, one female participant thought she had missed out on some communication from a member of staff but was reassured by several of the other participants. One male sought to provide both a practical solution combined with emotional reassurance:

> M "…it might be worth having a chat with him – cos I bet if you told him that he'd be *mortified* – not in a nasty way – but he'd be like 'oh I'm so sorry I didn't realise'"

This is set alongside the fact that the focus group participants represent a group with fairly consistent involvement across Change Minds; there was recognition that this had not been the same for all participants in the wider sense of the project:

> "…because we were so new and there were people coming in and there were people dropping out….it's only been in the last sort of half of this sort of term that we've all kind of got to know each other…." (Male)

There was a lot of warmth and humour evident in the group that had been generated by shared experiences even if not all of those experiences had been positive:

> "he did text me just to tell me who…. - that [name] is on the train - [name] will be on the train" (Female 1)

"even if she wasn't" [Laughs] (Female 2)

Linked to this humour was a real sense of recognition and acceptance of difference, not just in terms of needs/worries but also in a more positive sense in terms of interests in particular areas of historical study or creative expression. Individuals were able to be open about preferences, and recognized the value of variation in preferences:

"I – I'm sorry [name] – but I find poetry *dead boring….*" (Female 1)

"tutututut" (Female 2)

"…so those sessions…" (Female 1)

"that's because you haven't had the right English teacher" (Female 2)

"no probably, you're probably right" (Female 1)

"but poetry is a very funny one" (Male 1)

"it's a personal thing isn't it" (Female 3)

Individuals could vary very widely in their level of interest with particular aspects based on their own idiosyncrasies. Some views on the oral history sessions were negative:

"that oral history that really bored me to hell" (Male 1)

"when we were learning about it? – when we were listening to the tapes?" (Female 1)

"listening to the tape and then listening to this guy gaffing on about…" (Male 1)

"you had to put matchsticks [?]over[?] your eyes" (Female 2)

These views are in stark contrast to the more positive view below:

"…I'm interested in spoken language particularly so when it was the oral history part when we were listening to that, and these guys were nodding off, I was *enthused* by him…" (Female 3)

Structure/rules vs. Freedom/choice

Issues around 'structuring' in terms of the 'Change Minds' 'timetable' was a robust theme. Participants wanted a stronger structure in terms of a clearer (or more clearly communicated) 'timetable' and more information about the content of sessions in advance. This was tempered by a concern that the programme should not become *too* structured and rule based.

"that's been the whole thing you just sort of turn up and go 'what are we doing today'" (Male 1)

"and they don't seem to know either" (Female 1)

"I mean it all comes together in the end!" (Male 1)

"yeah" (Female 1)

"but it could do with a bit – a little bit more organization" (Male 1)

"a bit more structuring – like rigid-ness to the sessions" (Female 1)

"yeah" (Male 1)

> "not *strict*, not …..like school" (Female 1)

It is important to emphasise that most comments indicated that participants wanted a slightly clear<u>er</u>, slightly strong<u>er</u> framework for and structure to the various activities, rather than something very rigid. Services/organisations which were felt to be too structured and rule-based were viewed negatively and seemed to be experienced as alienating and a bit disempowering. Such services which were perceived as being less tolerant, or even punitive, regarding what were seen as legitimate disengagements from ideal patterns of attendance/engagement. This was felt to be in marked contrast to the Change Minds approach, specific aspects of which were experienced very positively:

> "I was gonna say that er – I do feel - like they [Change Minds] do accommodate- if you do miss a session you're not *scrutinised* for it, you're not, you don't, they're like, not like" (Male 1)

> "they don't make you feel bad for it" (Female 1)

> "yeah – cos certain a lot of appointments – if you miss an appointment – you're told right –like – if you miss another one you're not welcome back" (Male 1)

> "you're gonna get *sanctioned*" (Male 2)

> "*none of that* – there's absolutely none of that - if anything it's like – if you feel you can't make it that's fine we'll see you again next week if you're feeling up to it you know…" (Male 1)

Becoming 'like school' seemed to be seen as a negative thing in which structure and rules were prioritized over freedom and choice, making engagement more challenging:

> "I mean when we first picked our people from the casebook studies - cos they gave us photocopies of some cases and we chose from those –erm - it was kind of a 'mneh' moment – it's like 'ok I'll pick this woman but I don't really know anything about her…'" (Female 1)

> "but it felt also like a bit like being at school - at the first few – " (Male 1)

> "pick your topic!"(laughs) (Female 2)

> "well same as you said with the art work – well here's your case studies – you're gonna take these and your gonna learn about them and you're gonna write and do things about them and you're like 'am I am I?'– 'ok' - and lots of us – not saying everyone –felt like we were back at school again - and I don't know what, how you can address that but just it just…" (Male 2)

Embedded in this exchange is also, however, recognition of the difficulty of striking a good balance between structure/rules vs freedom/choice. This is also demonstrated in the exchange below:

> "so I have missed on and off quite a few different sessions because of my health issues – so that has made it very hard for me sometimes to know what is going on but I just got on with what I knew I had to do" (Female)

> "…again it's that juggling act – you know what suits 'x' amount of people doesn't seem to suit 'y' amount of people – you know -that's fair enough…" (Male)

Similarly:

> "yeah see again this is the juggling act we've got – cos we've got different people with different needs - so you know it's – (sighs)" (Male)

It was apparent from a number of comments and exchanges that participants' perceptions of arrangements as being sometimes a bit disorganized were linked with their feelings that they would have liked more time at the start of the project to do research to get to know 'their' person. These points are illustrated in the separate quotes below:

> "I would've liked to have had a lot more help erm not just with actually finding – to find the research and actually have time to research because I find that we generally seem to get together but not actually seem to manage to be able accomplish a lot" (Female)

> "….you're welcome to stay but most of us have got cabs that have already arrived so I think that people who've especially been working off those records, it would be nice if there were a couple more sessions or 'side' sessions where there are gonna be a couple of people there to say right let's go into that records room – lets go and find out" (Male)

> "cos I wanted to find out a little bit more about 'my man' but I'd actually have to come in off my own time now to find out which – other than the first session in there I haven't actually obtained any information" (Female)

It was also felt that more support was also needed with learning research techniques earlier on and for a more extended period of time.

> "we hadn't had any sessions that were just like 'ok, the next three sessions if you want to do that it will just be about getting you there and we're gonna hold your hand and walk you through it'. I mean we had the first sort of induction when we had that but after that not so much…" (Male)

A female participant commented:

> "…this is how you could make it better – during the research part of it – if we could have had more help – we did have help- but I certainly felt that there wasn't enough time for other people to be helping they were kind of – they were having to manage several of us – cos there were [inaudible] in the group at that time as well weren't there?"

There was felt to be variation in the amount of staff time available for support at the start of the project, and participants were concerned about taking up too much staff time in some cases.

> "…I felt – cos I had erm – [name] – [name] from the Heritage Centre he was helping me – erm - and I felt like I was kind of monopolizing his time…" (Female 1)

> "yeah yeah" (Male 1)

> "…so I sort of wanted to rush through a little bit – rather than if he could have been there – or if there could have been more people there – somebody maybe to sit with each of us…" (Female 1)

This was felt to be particularly problematic when individuals worked at different paces or needed/wanted to pursue particular lines of enquiry using specific techniques. Some participants found that lack of time for research at the start of Change Minds heightened any stress experienced around later activities as the following exchange shows:

> "I think with the art ones it was the only ones where we came straight into the session and we knew exactly what we were going to be doing" (Male 1)

"oh yeah! Speak for yourself! - speak for yourself – that was so anxiety – seriously, that was so anxiety…. – I nearly – quit the course over the art work thing!" (Female 1)

"awww" (Researcher)

"what was this?" (Male 2)

"…cos suddenly they wanted art work produced out of thin air – suddenly they wanted this artwork to display and I was kind of like – hang on I thought this was happening at the end whereas it's not it's like after a few months and they're now exhibiting stuff or whatever and it's…." (Female 1)

In addition participants did not feel overly clear about the role of support workers on the project and suggested that this could be clarified. Additionally, if sessions were missed one participant suggested it would be helpful to send a summary of 'what happened' to anyone who hadn't been able to make it. Elsewhere, there were concerns that too much time had been spent (wasted) talking about administrative matters felt to be of borderline relevance/interests to participants.

Growing self-awareness of positive development vs. regret at not having done more

Participants expressed self-awareness of positive development, and described how this had grown and been fostered over the course of Change Minds. There was a very strong sense of participants having really enjoyed different aspects of the materials encountered and engaged with during Change Minds. A number of areas were specifically highlighted as very enjoyable. Regarding a trip to Gressenhall:

"I really enjoyed that" (Female 1)

"Oh that was brilliant!" (Female 2)

"that was brilliant – yeah – erm seeing the exhibition and- it was such a beautiful day" (Male 1)

Bookbinding sessions were highly popular:

"I really enjoyed the bookbinding –" (Female 1)

"mmm!" (Female 2)

"yeah that was hideously frustrating but great fun" (Male 1)

"cos I requested I asked if we could do it again –and they have actually put another session on" (Female 1)

Elsewhere, regarding art sessions:

"loved it yeah really loved it" (Female)

"it was good" (Male)

Participants' discussions regarding their enjoyment of art sessions also showed that they would like to have more time to spend on particular activities within the timetable:

"I just really liked doing the painting" (Female 1)

"yeah I think the sessions themselves were really great – everybody there – again – was really wonderful" (Male 1)

> "the materials we were given to use were fine they weren't – not like – here's a packet of felt tips or something – do you know what I mean – here's a glue-paster try and do something with them" (Female 1)

> "yeah it was well organized" (Female 2)

> "it was really good" (Female 1)

> "but I do think that still overall – *longer sessions*" (Male 1)

There was a strong message that time spent in the archives was hugely popular, and that participants especially wanted more time for this research based activity within the timetable in broader sense, as well as longer sessions.

> "the bookbinding was really good but I think the most important thing is to get *more time* in the archives" (Male 1)

An embroidery exhibition was both enjoyable and explicitly meaningfully linked to mental health related materials studied (or known about) elsewhere, demonstrating synthesis:

> "…I've really enjoyed the research and we've talked about how there could have been more of that -erm but I've also enjoyed seeing – some of the trips that we've been on – like the embroidery erm at - the library – because we don't – I really enjoyed that – that was good - and again there's the link – erm back to the mental health, that lady whose name I always forget…" (Female 1)

> "the one who wrote the letter?" (Female 2)

> "yeah the embroidered letter- have you seen?" (Female 1)

It was notable that some sessions, which may not have initially been very positively anticipated, had turned out to be very meaningful and enjoyable to some participants:

> "some of the other things as well like the man the fisherman that embroidered the – did the [?]cool[?] embroidery of erm.." (Female 1)

> "world war 2?" (Male 1)

> "the D day landing – yes that was brilliant" (Female 2)

> "oh yeah, yeah" (Male 1)

> "that was actually a really surprisingly interesting session cos I really thought 'oh textiles…' – and things like that…" (Male 2)

> "how can that be relevant?" (Female 3)

> "yeah, relevant, and also of interest to me – yeah it's selfish – but actually going and seeing it was like wow! – *really*" (Male 2)

Set alongside having had enjoyable experiences participants' comments also showed that they were able to take pride in their achievements and that this sense of pride in achievement was also validated by others. When individuals did not recognize their own achievements or were modest about them, other group members would intervene to correct these narratives, perhaps illustrating a sense of shared pride and developing positive group identity.

> "I'm (whispers) 'crap at art'…erm useless – but I still enjoyed going there" (Male 1)

> []

> "…my artwork is all that computer stuff and things like that - because I can do it on computers but when it comes to pens and papers they're…" (Male 1)

> "do you notice the self-deprecation there 'oooh it was all that computer stuff' – his artwork – is the *absolutely brilliant* graphic… erm…" (Female 1)

> "it's just a different medium, it's just a different medium…" (Male 1)

> "cos I can't swear 'it's the dog's' – do you know what I mean?" (Female 2)

The exchange below is another example of this:

> "I felt really quite pleased with myself after I did my sound" (Female 1)

> "audio" (Female 2)

> "sound – after I did that I actually felt quite chuffed with myself" (Female 1)

> "that's good cos you were really nervous weren't you?" (Male 1)

> "it was a proper microphone sitting there wasn't it, it wasn't, it was a proper…micro..." (Female 2)

Some areas of positive development were felt to have occurred 'inadvertently' in spite of requiring some purpose to achieve:

> "…it's a inadvertently in my own case its improved my confidence on trains er – so I think that's really valuable cos that's a important thing that you know needed to be kept in place" (Male 1)

Elsewhere developments were more overtly recognized as effortful and purposeful:

> "I've never been to an archive centre I haven't seen half the stuff what they do here all my life – so to me – it was brand new to me – but I've – for some reason I've found it very easy to be able to [inaudible] – and it was so easy – so of course when I went on to my own computer I could then understand what I was looking for to *a certain degree* – on my computer – ok some things I found hard when there was – when one of the sons disappeared I'm wondering where he's gone – you can't find him – but sometimes they're not recorded all the time – and that is the trouble – in that period they weren't always recorded" (Female)

Participants also were able to recognize and overcome challenges in relation to producing materials as the following exchange shows:

> "I wanted to do a rubbing but I couldn't find the grave in the end…" (Female 1)

> "yeah that was a good idea – she was gonna do a grave rubbing" (Male 1)

> "…so that's why I couldn't do the art work cos I had to go to the graveyard," (Female 1)

> "I remember that" (Male 2)

> "and that's why I didn't do the art work because I was waiting for a nice day so that I could go over and do it but then – well I couldn't find the grave – well it's in part of the churchyard where it's just all worn away you can't read anything which is disappointing, so obviously I then had to find another way – I had to come up with another idea for piece of art – and er and they're going 'oooh we need your art we need your art we need your art' – ahhh!"

For some there was a sense of regret around not having done/found out more, or produced some thing(s) different(ly).

> "…I don't feel satisfied with what I've produced or learnt, done so far " (Female 1)

> "yeah could've done more" (Male 1)

> "yeah I feel I could of – if… I'd been able to…" (Female 1)

Elsewhere,

> "I would've liked a session on the history of the hospital – *just* the history of the hospital so that I knew more about where they were and …" (Female)

A sense of regret was again sometimes linked to a perceived lack of time for foundational work:

> "…see again if we had more time to actually work out what - why we're there, why we're doing it – then we'd all have a much better idea of our pieces we were gonna make…" (Male)

Overall participants were extremely clear that any concerns expressed about particular elements were far outweighed by positives.

Attraction to the Norwich Record Office (NRO) environment vs concern about local facilities/access

Participants had a strong and positive sense of place which was quite closely tied in to the working environment of the NRO; this seemed to be linked with feelings of belonging and a sense of purposefulness; participants enjoyed being properly involved in meaningful, interesting and enjoyable activity, even if the activity was challenging at times. The following exchange about bookbinding illustrates this:

> "I think that also had a kind of direct correlation to the *being here* – cos that's part and parcel of what they do is all the restoration and things – and that was a little tiny snippet inside into what they do…" (Male 1)

> "and it was <u>so</u> good!" (Female 1)

> "…and I found that – they were really good and really interesting – and even though I was swearing and shouting and complaining" (Male 1)

In several comments participants were very explicit about what they felt they had gained from being in the physical environment of the NRO and interacting with staff there who had expertise in particular areas of interest to them. The exchange below shows a sense of building confidence around this:

> "yes - for me it's literally just getting out you know and being physically around here and just seeing like all their sort of graphics equipment downstairs and…" (Male 1)

> "getting excited" (Female 1)

> "…and thinking – cor I really wanna get my hands on that – never really had the chance -before probably never will – but it's just you going oh yeah – I could do that I could do that job I know I can!" (Male 1)

> "yeah that's the thing – I *can* do that" (Female 2)

"rather than coming up against that fear of the unknown – it's removed that (Male 2)

Often this confidence reflected participants developing a sense of place linked with work:

"yeah just by coming here into a professional work place [?]has[?] changed my attitude – not today – I mean I started wearing my suit again" (Male 1)

This seemed particularly meaningful to some participants and promoted motivation to engage with the future in a way that seemed highly motivated and which was experienced in a very intense way:

"... I'm *desperate* to get back into work" (Male 1)

"I want to get back to work" (in unison with above) (Female 1)

"really?" (Researcher)

"being around this place – seeing people working…" (Female 1)

"yeah it really just enthuses you again – erm…" (Male 1)

"being around these people" (Female 1)

"..it's still gonna be – it's a long road ahead – there'll be hiccups but I think" (Male 1)

"yeah you've said that" (Female 1)

"..but I just feel *desperate – desperate*…" (Male 1)

"do you know what – so what about it is that do you think?" (Researcher)

"well just being included into normal reality has been nice for me - you know not feeling that I'm – feeling that I have a place still.." (Male 1)

"a purpose?" (Researcher)

"yeah, a purpose, where I can actually go along and achieve something" (Male 1)

"that's definitely been something we have all – I think I I speak for myself at least – but we have been given that feeling a lot – like that you've done very well – you've produced really good work or you've you know built up confidence in areas where you didn't have confidence – and er that will be really, really helpful for further work and more" (Male 2)

Taking part in Change Minds was felt to be responsible for helping to bring about positive change including, but not restricted to, improved confidence:

"I found a big change from when I first started – I was in a bad place anyway when they first introduced Change Minds and 'would you like to go to this' and it's really helped me – these sort of Thursdays have erm… – I don't know what I was going to say… – apart from they've helped – yeah – again, it's the confidence it's the purpose it's something to do – especially the socializing and I've found you guys, erm… yeah" (Female)

There was also a sense of new discovery and growing knowledge:

F "…this is all completely new to me – I didn't even know there were archives – well I knew obviously there were archives but not – not that you could access them" (Female 1)

"yeah" (Male 1)

"I thought that it was all private" (Female 1)

"yeah me too" (Male 1)

This sense of new discovery was talked about in positive way but there was also a slight sense of trepidation or uncertainty around exploring alternative local facilities such as local libraries and participants felt that clearer information on alternative local facilities and resources would be helpful, both during the course and for later. This is illustrated in the following extracts:

"…there was a… I remember at the beginning them telling us about accessing through the public library…" (Female 1)

"Yeah which I did" (Female 2)

"yeah but there again a lot of people aren't gonna be able to get to the local library – that's the other thing – I think if you're coming here and you have this massive amazing resource you need to use that resource" (Male 1)

"yes the reason there's the library one that you can – you don't have access to as much information you only do the yeah cos you can't get to as much.." (Female 2)

"…yeah so I'd have liked more information about that – so then it got a bit vague about what we'd actually have to do…" (Female 1)

It was clear from exchanges during the session that participants had been highly enthused by their experiences and that some were already taking active steps to continue to independently pursue new or reawakened interests; it was also sad too though that sometimes available personal resources were limiting enthused individual's ability to do this. This is illustrated by the exchange below:

"I personally actually paid to go on er 'My Past'" (Female 1)

"oh ok yeah" (Male 1)

"and I've got a year for a couple of – can't remember - wasn't a great deal, and that's where I actually done most of my research" (Female 1)

"but you paid for that out of your own" (Female 2)

"I paid that out of my own money" (Female 1)

"yeah you see I couldn't, not able to" (Female 2)

"it hit me! money wise – cos we're very tight with money and everything but because I knew I'd never be able to get up here again and do anything - I want to learn more - and that actually helped me" (Female 1)

Hopes for the future vs. fears for the future

As regards 'the future' there was a very strong theme of participants not wanting Change Minds to end both in a warm and positive sense of 'wanting more', but also in a very fearful sense. Participants had intense concerns about the future linked to Change Minds ending. In terms of positives:

F "I want there to be something afterwards" (Female)

> "I'd like to do lots more research. I'd like to research the oral history erm tapes – that kind of thing- that would be nice…" (Female)

> "it's erm – woken up studying for me again" (Female)

Participants were very apprehensive about the project ending and spoke openly of feeling fearful about it, as the following excerpts show:

> "I think just the fear of being left cold – and like 'tootle off! Now you're done' – 'go off- we've got the next group of people'" (Male 1)

> "yeah – 'we're done now!'" (Female 1)

This is further expanded upon:

> "but I think I'm – not terrified – but I am concerned about when it ends" (Male 1)

> "yeah I am too! I am too!" (Male 2)

> "…what happens then? I am one hundred per cent. One hundred per cent" (Male 1)

> "yeah I am worried about losing all the contact – and not being - cos it's something I really look forward to – it's a reason to get up in the morning and it's something that you know- I've got so much benefit and positivity – just from coming on and interacting with people who I can now consider good friends…" (Male 2)

> "yeah" (Female 1)

> "…and erm yeah I'd be worried to lose that" (Male 2)

> "you need that" (Female 2)

This was a very robust theme that was repeated elsewhere in the data – there was real sadness about the project ending:

> "I want to do more from history – I would like to do a course of some sort but whether I could do it I don't know – money will be the biggest obstacle and also my health – I've also got a [ ] who's ill as well which doesn't help so I don't know – I don't know what's going to happen – I'd love to do a lot more in here but I cant.. ' (Female 1)

> "yeah" (Male 1)

> "…cos I can't work cos my [health] and everything just won't work for that long and I it is I know – I am frightened about what's going to happen to me after this finishes - - I am I going to go back into the darkness - - I think I know I will be – cos I won't have anything" (Female 1)

Participants were determined about wanting to stay involved in Change Minds for the purposes of keeping in touch with history and keeping in touch with each other; continued involvement was seen as an evolving rather than static or repetitive process.

> "well I think you know from what I've been hearing from what people have been saying that they'll be keen to keep us involved as much as they can – obviously it'll be a cost to them – but you're not gonna be just booted out" (Male 1)

> "well it might be worth asking them – cos there's time later today what the plan is for like how that might work – how you might stay involved – what bits of it – but there are as you say…" (Researcher)

"I know exactly how I feel I actually burst into tears last time we were here – last week - because I am frightened about what's going to happen to me" (Female 1)

"well their support offers a foundation to improve your mental health and what we don't want is that foundation to be pulled out" (Male 2)

"yeah cos then it – it would be pretty much better if we hadn't done it in the first place if you see what I mean – you know – cos it gets you back involved in the community" (Male 1)

"so can you think of any ways in which they could not pull the foundation – how that could…" (Researcher)

"well – you see it's so difficult it's all about budgets isn't it and it's all about how people want to stay involved" (Male 1)

"yeah it depends whether the group" (Female 1)

"further support?" (Male 2)

"yeah or whether they say we'll still pay for your transport up there or somehow subsidise it and now you come along and you help with the next group – so that not… your exponentially growing and growing…" (Male 1)

"they could use us to like run something" (Female 2)

"yeah or even if not that ok your coming here you don't want to help with the change minds things directly but you wanna do say some more research perhaps there's some sort of internship – or say we're not gonna pay you but we can feed you and bring you up here" (Male 1)

"or show us how we can apply for our own funding" (Male 2)

"yeah anything like that anything to carry it on – you know even if it means we have to do a bit more of our own effort" (Male 1)

"I'm prepared" (Female 1)

"some of us are really passionate about it" (Male 1)

The sense of Change Minds as having evolved and continuing to evolve was explicit. In terms of future activity one suggestion is illustrated in the quote below:

"..or even get involved into helping organise the next change minds thing, you know rather than…" (Male)

"like the old people [Cohort 1 participants] coming in with us…"

This sense of evolution was also made explicit when participants were asked if they would recommend Change Minds to a friend:

"oh yeah absolutely yeah I mean we've nit-picked about lots of things" (Male)

"but that's only to improve it for other people" (Female)

One strand of future research for Change Minds will be comprised of a focus group of Cohort 1 and Cohort 2 considering their experiences together.

PROFESSIONAL FOCUS GROUPS COHORT 1 & 2: Key themes

PROFESSIONAL FOCUS GROUP COHORT 1: Key themes

Key themes extracted from the professional focus group discussion for Cohort 1 can be characterized as follows:

- Enjoyment and building confidence

- Pacing and individuality

- Keeping involved and bonding together

- Resources

Note that any individuating information has been removed or altered as indicated by [ ]. Notation of e.g. (NRO 1), (NRO 2) etc. only indicates change of person speaking within a sequence; it does not necessarily refer to the same individual across excerpts. Any speech that was not discernible/inaudible is shown as [inaudible]. Any speech that was borderline inaudible or not very clearly heard is labelled [?]'word'[?]. The focus groups was comprised of n=5 Cohort 1 professionals from the following organisations: NRO, RT, Together and independent artists/writers.

Enjoyment and confidence

There was strong theme in the discussion relating to participant enjoyment. Staff members were happy that participants seemed to have derived so much enjoyment from involvement in a range of different aspects of Change Minds.

> "My impression is that things have gone really well. Little things… like the fact that people have turned up - two people came to the board meeting last week - people have become great friends - seems to have been very good in terms of… people have become very interested in the records which has been great - so it's also been very positive" (Male)

> "there's been no major incident you know the participants no one's had a major melt down or shouted or got irate or the groups worked I mean the biggest success has been that the group has worked well as a group and through that because if that hadn't have worked the whole thing might have fallen apart earlier on" (Male)

> "One of the things – I was at a - on the table and she was saying you know I'm not a very literary sort of person – but you know I've written this poem and it's gone up on the website and I'm really proud of that poem" (Male)

> "they felt really free to express themselves and how they felt. And that for me was just dynamite – " (Female)

It was felt that participants had become generally more confident over time:

> "it was a shared interest and that kind of built their confidence" (Male)

This confidence crossed a range of domains, including taking active steps to pursue new/renewed interests:

> "… I can only talk from the [ ] arts point of view – as I saw people were really getting into this – the phoenix rising out of the thing – they could go outside – they were so

obviously really enjoying it – the materials you know – '*do you want paints? do you want paper?*'– I wanted them to take things home and several of them said -well actually, I've already gone out and bought some" (Female)

"wow" (Male)

This confidence was further seen to extend to specific interactions with others:

"it was really good there was commissioners there yesterday [at a Mental Health Conference] and actually one of the participants who normally wouldn't talk a lot I got [ ] talking to the lead commissioner – and [ ] was having a good old rant about services and how great this [Change Minds] was…" (Male)

"people spoke to a group in a difficult room and they would never have done that at the start" (Male)

It also extended to interaction with the physical environment of the NRO:

"I think they got a lot more comfortable coming into the office didn't they" (Female)

It further extended to particular achievements:

"…when you took and isolated them with the book you could see them looking thinking 'ooh- I did that'- so when you put it in a different situation you could see that this was a very precious thing that they had come up with" (Female)

Interestingly, some staff reported initially less confident than usual about how their own activities/aspects of presentation might be perceived by the group, but as time went on they grew to feel that such worries were misplaced:

"I was very self-conscious when I did the sessions and it was almost like I was afraid of saying the wrong thing- I was like too self-aware" (Female)

"I didn't have a very heavy involvement – did [ ] sessions where the group was split and em there there was a bit of 'erm, some of the [participants], their body language was very – it was like they were a bit intimidated by being in the search room – at first and they sort of stepped back and were having chats among themselves – you know just sort of folding their arms but when they were let loose on the computers and they could look at whatever they wanted to then they opened up a bit then – but I thought 'crumbs' - is it really boring? – they were looking at their watches – cos I don't know if they seemed a bit nervous to start off with…?" (Female)

"it was very early on in the course and I think they probably hadn't quite got the measure of what they were doing and they didn't seem very confident and when they came into the search room they seemed to be a bit – 'what I am doing here ?' – but as the session went on you know they did seem to relax and were you know fighting over the computers and they actually wanted to look at other records as well on the St. Andrews hospital records is such a brilliant starting point anyway – but yeah – it was quite noticeable how each time they've come into the record office they've relaxed much more" (Female)

There was a slight concern amongst NRO staff (although not echoed particularly amongst participants) that the NRO environment itself could be potentially intimidating to some visitors.

"yeah – and it's a general challenge for us when you come into this building – it's scary isn't it – anybody would find it intimidating you walk down those steps" (Male)

"yes along that long gallery" (Female)

"but we're very friendly!" (Male)

Staff recognized that encountering minor problems could produce side benefits in terms of problem solving and other skills:

> "I mean I think it's gone really well and for everyone involved it's been a really valuable contribution to it –I mean there were some problems things like crazy parking – wardens….and there were a couple of issues earlier on in the search room and things but actually I think that's a good thing- if everything ran really smoothly and people didn't encounter problems… it's all part of that- that life never runs totally perfect and actually part of it is with the support overcoming those things that go wrong at times so there's nothing significant that's gone wrong and I think actually it's been really more positives" (Male 1)

> "that fact that parking –and travel around here is a pain sometimes – people have built up a lot of confidence in travelling around haven't they!" (Male 2)

> "just you know to come for example it's not always straightforward and things are challenging and it's you know part of the preparation you need to make to – yeah you know you think I've got my confidence and then you encounter other problems – it makes it more real world I think so I quite like a few hiccups along the way" (Male 1)

As participants settled into Change Minds there was a sense of both staff and participants learning together about what worked well and what worked less well; and an explicit sense that Change Minds was an evolving rather than static programme. This is illustrated by the quotes below:

> "we learned as we went along – one of the things we learned was that when we had everybody round the big table together that session – there were some problems with that – people didn't know each other very well – and there were a few little tensions breaking out and that sort of thing – so we changed it – the next session was small tables and the group was broken up" (Male)

> "I mean the big strength with that has been evolving – rather than -planned – and it's gone where it's needed to go with that set of participants [inaudible] – with different participants it could go in a different way" (Male)

Pacing and individuality

Knowing how best to manage pacing within the group and striking a balance between a rigid versus flexible approach represented a challenge to staff; a lot of thought was invested in terms of trying to strike a good balance given the differences in people's particular needs and preferences. As one member of NRO staff commented regarding the structure of Change Minds:

> "we had to set something….- you have to set the ball rolling but it's how hard you push it" (Male)

There had at times been some staff concerns about pacing within the programme. Some of this was linked to effective use of time within sessions linked to participants arriving at different times on some days. This is illustrated in the following exchange:

> "I think the thing is cos some of the sessions needed to be a bit more focused – and there was a lot of dead time –where we could have got people – cos there were

people who arrived late – some had to wait for them - so that people who arrived early they had sometimes an hour of doing nothing" (Male)

"cos I think – [inaudible] – next session we made sure there was something there to cover that, and I was involved in the main session we had some things out – didn't we…. that was an interesting group – one of the- one of the comments was they liked it when they arrived they had time to chat a bit to people – to go outside and have a fag, have a cup of coffee before, that sort of thing – there wasn't that sort of thing I've got to be there because of the start" (Male)

"it's a balance" (Male)

Additionally, there was recognition that people would have different preferences regarding pacing and a sense that this was absolutely fine; it was seen as a natural thing that people engaged with, or picked things up, at different speeds.

"I just see that as part of working with a group like that who are so incredibly different – for me – the individual – I always emphasise this – the individual is the most important person there- no matter if they were slow late early you know enthusiastic or hesitant. You know we celebrated who they were and what they come with" (Female)

There remained however, a feeling that more time was still needed to engage with particular activities within the timetable.

"…and I find- a disadvantage – I wasn't involved in the parts apart from the visual arts which is a shame in a way but coming to the [ ] arts side of things I felt we needed more time – that we didn't get to the work – to the finished stage – where – sorry but I'm a perfectionist – I really wanted it to be there – not because of me but because of them because the whole point of the visual arts is *celebrating the individual* and making them really proud of what they did. Erm what I found was that the group kind of jumped in at very different times – some people in the beginning some in the middle and some at the end – some watching very carefully to see and then thinking I don't know if I can do this – they're watching to see how other people dealt with it and that's why we needed extra time, because they held back and waited and eventually everybody did participate – but they were watching very carefully to see what was happening and I think that was a big plus from the project – was that people could take their time – er – to then decide about participation and what they were going to do – I felt that was really successful and actually the support workers were great I felt – you guys really…" (Female)

"it's important it's not too regimented – so people can feel at ease" (Male)

"absolutely" (Female)

"and they can join in or they don't have to they can go outside" (Male)

"yes" (Female)

"that was what we talked about yesterday as well a lot wasn't it – about non-judgmental space where you felt you got to do things and you can drop out if you want – have a fag.." (Male)

"absolutely – some did go out several times –but I thought that was a huge plus – no pressure – that they really when they did it it was because they *wanted* to do the work" (Female)

Some concerns about participants around the spacing of sessions were also recognized – participants wanted to meet more frequently; as shown in the exchange below:

"er… there was one consistent complaint…" (Male)

"what's that?" (Male)

"…and that was at the irregularity of the sessions…" (Male)

"the irregularity?" (Male)

"yeah people really wanted the session every fortnight" (Male)

"cos they were coming every three weeks?" (Male)

"cos they don't ?feel/fall? totally – out of sync in that three week four week gap whatever" (Male)

"so every two weeks – they know where they are and they know they've got something to go to -I can imagine that myself" (Male)

Getting and keeping involved

At the start of the programme and Together staff approached clients to see if they would be interested in taking part in Change Minds:

"do you have a sense of why – which people were interested in it, and the ones that weren't –? (Researcher)

"I mean some people just aren't interested and some think yeah that sounds good, and then it's how will I get there how will I cope- so it's where people are at different points on their recovery" (Male)

Elsewhere:

"I was going to ask you, the people who were very isolated and didn't like to go outside their front door- was -how did you get them to join into the project because that was a heck of a thing for them to do wasn't it –?" (Female)

"we allowed them time" (Female)

Staff were keen to ensure that once participants had enrolled on the programme that they stayed involved; though occasional tension could arise from participants having opposing views, this could be managed:

"one of the things – interesting conversations – there was a conversation about erm- we were looking at individual cases where people chose the cases that they wanted to work on. There was a lot there about people being industrious and being employed with working in the laundry and there seemed to be two views- one was a group of people that thought that this was a part of the recovery and keeping busy and you know devil makes idle work and all that – for idle hands that sort of thing – you know – and the other group were saying well its slave labour – I thought it was a really interesting conversation going on then – and a stimulating – quite well – but it might have been better if that had happened in small groups because I think Helen felt more – that it was – obviously more in tune with – you know- has a bit more empathy than

us but – you know – some people ….in are intimidated by that sort of conversation going on. So breaking up into smaller groups helped to exclude that." (NRO)

For such circumstances having a coordinator involved at the NRO with mental health experience was seen as crucial; this was in terms of both initial involvement and helping people to stay involved once enrolled

> "at the very start of the project we had that conversation about if we need a project coordinator do we need someone who had search skills – an archivist or whatever – or do we need someone that has mental health skills and we went for the mental health skills and experience which was the right decision it turned out. But if you were trying to run it on less support worker involvement it would be Even more important but that would mean you'd have the pressure of other people coming in – with more specialist sills- there's a balance to be drawn there between the amount of staff that are doing the [inaudible] but you know realistically – it's that sort of being careful about how we do it" (Male)

Once engaged in Change Minds, over time, participants were seen to have become very supportive of one another and this was instrumental in keeping as many people as possible involved in different aspects of the project:

> "two participants were talking and said you know there's someone outside who's a bit worried about what's going on – so he went and found her – that sort of thing – so you know – very supportive of each other" (Male)

Over time the group was felt to have developed a strong sense of belongingness and friendship with one another and was perceived to have bonded well;

> "they've made friends, they've made I mean you know friendships that they would never have made otherwise – you can see it in their body language and the way they're talking and they're happy to come here" (Male)

This was seen as highly significant especially where individuals may have been quite socially isolated previously;

> "…and it – saying things like 'I made friends' – 'I did an evening course and I made friends'- [where people didn't have any friends before] – so it's a difference between I've made *new* friends and actually I didn't have *any* friends before…" (Male)

> "those were the ones that really got through to me – the people who were really socially you know isolated" (Female)

The following exchange illustrates these issues, as well as showing how a trip to Gressenhall was seen as quite a pivotal event in terms of bonding (participants echoed this view)

> "and you can almost see the short of shrinkage of barriers between them as they've you know built these relationships in the group – a year ago they wouldn't have spoken to so-and-so because that person wasn't their kind of person or didn't speak the way they spoke or wasn't interested in the same things but now you can see them sort of melting away those barriers and its very sort of …" (Male 1)

> "yes its great" (Male 2)

> "I mean I think Gressenhall was a bit of a defining moment for some reason it brought everyone together in an unexpected way - occasionally groups – something sort of happens and there's a sort of energy and- not a term I normally band around – and

you occasionally get it with groups where it sort of becomes warm and everyone gets a sense of something special" (Male 3)

Staff remained concerned for the involvement of all participants and were aware that not all who started Change Minds had stayed on, this was a source of some sadness/regret.

"…well one participant had started -I think he may have dropped out" (Male)

Staff were also concerned about the end of Change Minds. Firstly in a sense of wanting Change Minds generally to continue. Secondly in terms of wanting participants to stay involved with the NRO, history and research, and related/inspired creative activity, as well as each other. These concerns are illustrated in the following quotes:

"cos the other challenge of course is keeping people involved – it's finishing –we talked about this right at the start you - course is finished sort of thing but also we got a – keeping people involved - cos there's and exhibition coming up at the end of the year too – so we want people at the end of the first year to be still involved too - so we want to keep them in touch but we're looking at ways in which we can do it there's gonna be a session here I think once a month isn't it for people who can come along [inaudible] – use the search room – we've got a new glass room so it's a room within a room so its supervised space in the search rooms we can get documents out in there and things – that'll be useful for that" (Male)

Elsewhere, in terms of broader or 'feeder' activities:

"how can we get people to be using it as a feeder for other things so you know you do the poetry and you find that fascinating and so there's an opportunity for you to go off and do something related to the poetry" (Male)

Resources

There were concerns around resources – awareness of resources was also apparent in the participant focus group. The following exchange illustrates some of the difficulties staff considered:

"…but really – you've got a group of 12 people, how many support workers, how many people do you actually need as a minimum to be able to do it because we did have a lot of support workers at some of the sessions didn't we" (Male)

"I think more at the beginning - I mean the other thing that's created problems is just the logistics and –supporting cos if we hadn't people wouldn't have come and its more than just a taxi service you can't just bang them in a taxi and they would come - its having that support even if you weren't there in the sessions and I mean initially we put more support because they needed the person they knew and trusted for the first and second – and then you can let go a bit.." (Male)

Elsewhere resources were considered in relation to future viability of Change Minds and participant involvement in a recent Mental Health Conference was seen as meaningful.

"…for this to be continued it's gonna have to wash its face – in the future – we need to be slightly careful that we develop it in a way which is sustainable. I think that's a really important thing that we have to bear in mind" (Male)

PROFESSIONAL FOCUS GROUP COHORT 2

Key themes extracted from the professional focus group discussion for Cohort 2 are as follows:

- Enjoyment and building confidence

- Pacing and individuality

- Keeping involved and bonding together

- Resources

Note that any individuating information has been removed or altered as indicated by [ ]. Notation of e.g. (fe/male 1), (fe/male 2) etc. only indicates change of person speaking within a sequence; it does not necessarily refer to the same individual across excerpts. Any speech that was not discernible/inaudible is shown as [inaudible]. Any speech that was borderline inaudible or not very clearly heard is labelled [?] 'word' [?]. The focus groups was comprised of n=10 Cohort 2 professionals from the following organisations: NRO, RT, Together and independent artists/writers.

It can be seen that these themes match Cohort 1. Two individuals (one NRO and one Together) attended both focus groups but otherwise focus group membership was different to that of the Professionals focus group for Cohort 1.

Enjoyment and building confidence

Once again professionals thought it was clear that participants had derived a great deal of enjoyment from Change Minds. This is illustrated by the selection of quotes below:

> "I think producing something at the end of it as well that's very important – people have said to me since that they were happy with what they've produced and that they've shown it to other people" (Female)

> "really amazing productive moments came up when they were searching though records and suddenly 'there's so-and-so!' and you could just see the excitement" (Male)

> "yeah and the more they can do that, I think the record office interest – but basically, is that if you can go through the course and feel more confident using the search room they're very likely to come back and do it. And it's a hugely transferable skill – just genealogy – what they're learning is how to do family history and if you know if that can pique an interest…" (Male)

> "…the discussions that I've had with some of the clients has been that they've taken an interest in that other person [the person in the records] and actually have started to care for them as a friend which actually is a great benefit…" (Female)

It was also thought, again, that interacting with materials had helped build confidence and, especially if activities had been challenging, a sense of camaraderie in the group. This is illustrated by the quotes below, which also embeds a sense of shared learning experience in common with the previous professional focus group:

> "… cos you know I did a practical session with them and again everybody's creating their own product at the end of it, you know and er….I kind of – lead them on - this is the way it's been done traditionally for several hundreds of years and they went 'well yeah but can we do it like this?' – [laughs] - and I was like 'well yeah let's see how it goes – what…what will happen…' (Male 1)

"yes it was brilliant cos we [inaudible] in books and it was fantastic" (Female 1)

"yes - well and like 'normally we put the corners on first' – 'yeah but what if we do it this way'" (Male 1)

"yeah!" (Female 1)

"so that was good for me and good for them" (Male 1)

"and great that they had the confidence to do that" (Female 1)

Pacing and individuality

There was a clear awareness that clients who were at different stages of their recovery would have different needs in terms of how the programme was paced:

> "what we find is you know that we have people who are all different we all work in different ways – some people can go in and into a session and be quite focused – some people can be totally unfocused so providing one structure for 'a' that won't work for 'b' is only going to alienate then" (Male)

Where some participants were in a place where they were 'raring to go' – others were more comfortable hanging back a little at first, as the comments below illustrate:

> "…the ones that came up with really interesting things at the end were the people that came – didn't really do anything for a few weeks – but it was all you know – it was ticking over you could hear those wheels clicking and clicking and clicking and it was really exciting to see what they did in the end er- and it's about celebrating the individual – sorry I could go on for hours cos I feel so excited about it and that for me was absolutely brilliant – yeah that the individual is celebrated" (Female)

Exactly because participants would be at different stages of recovery at any one time it was felt that there was unlikely to ever be a single 'pace' to the programme that would suit all. More than this it was thought that creation of a 'single pace' would 'miss the point' in Change Minds terms. This is illustrated in the following quote:

> "…considering people come in at different times and different places in their recoveries.[ ] … [my client] was all ready to go and found it slow at the beginning but then there were other people who it was their first time dipping their toe into the water - so I don't know whether that's a good or a bad thing – to, to try to get it to the midway…. if that loses the point really…" (Female)

There was a recognition of the programme being very beneficial to some but not necessarily suitable to all:

> "from my perspective as a wellbeing worker [], I nominated 5 clients at the beginning of the year and 2 have managed to get through the 9 months so that in itself is beneficial and from what I've seen from their perspective – found it incredibly beneficial to their recovery – and that has worked really well – it continues after year one - what [name] has said is true in the fact that it does seem different this year – the dynamics have been different – but the three clients that I had from year 1 also found it incredibly beneficial -erm and helped with their growth and their recovery- so I do get a real sense that it's benefitted those individuals and I'm always reflecting on the negatives – which is [some] that dropped out…" (Male)

It was seen as a good thing that level or extent of participation was not treated in a judgmental way.

> "I think one of the benefits of this in my philosophy is that we give everybody the opportunity that we think would benefit from this and if it works it works and if it doesn't it doesn't… erm -people kind of, if they don't want to participate that's great you know –a lot of the time when people are engaged with [inaudible] services there's this sense of failure if you don't engage with the treatments or you don't go to appointments particularly with the trust – erm they say you're not engaging and it really is very detrimental to that persons recovery and it's always been our mantra that you can – you can dip in and out as you want to do as much or as little as you want to or even leave the course with no hard feelings so I think that that – it works really well" (Male)

There was some discussion of the level of pressure that participants sometimes put themselves under:

> "the idea of this project is all about affirming or re-affirming the skills that they've got in a really positive environment and I think this year I mean they've all done incredibly well in that respect and that as you see that's a positive experience and I do remember with the book making that one of the clients got really you know actually quite agitated and there was some intervention, but actually it turned out into quite a positive experience" (Male)

> "actually they come at it from a completely different perspective you know 'I must succeed' – the expectation is high there 'I must achieve' and you know all this baggage they bring – to what is a safe environment where you're allowed to take risks that's the other thing – you can take risks and not be judged – just get on with it and so that that's –it's quite a distinct area where you can go and take risks" (Male)

Beyond issues of pacing, and more in terms of general programme structure this was generally felt to be working well but there was a sense that the idea of the 'exploratory' nature of the programme would be a good thing to communicate more explicitly and repeatedly to participants:

> "…[ ] was used to a different kind of learning experience and this isn't actually a learning experience is it…" (Female)

> "no it's an exploration" (Male)

Elsewhere:

> "whilst you may have a broad you know – a start a middle and an end, the journey to get you there can be provided in many different ways so maybe what the project doesn't have is a sense of how flexible it can be you know- in terms of the audio – the creative… the archives, the book side of it maybe there could be different streams and then it's part of our [Together's] role you know when we discuss it with the client – which part do you think you're on – what meets your needs you know what are your strengths what are your weaknesses cos I do think that's you know one of the – if I were to critique myself whilst I broadly know what the client is like cos I've worked with them for quite a long time – whilst I know their strengths and weaknesses but there perhaps hasn't been much focus on trying to come up with a sense of objectives that they will meet within this project so that they can you know tick off" (Male)

In terms of the amount that was covered during Change Minds there was still a sense that even more time engaged in search room based activity and research would further improve the programme. This is illustrated in the quote below:

"one thing I picked up on coming upstairs – which is obviously one thing I'm really interested in is that the people don't feel confident about using the search room and I think that's something which really ought to be there by the end of the first term – they're really good at using the search room – cos that's where they get the opportunity to explore for themselves so if there is a structure where they feel that they want to do research – they've got an opportunity to go off and do it for themselves.." (Male)

"...there has – but it does also seem to get very crowded in this first term – whereas you know – it feels like we can't – there's an introduction to the search room it almost feels like the next session should be using the search room you know just reinforcing everything you did in the first – cos I know when you're told – oh this is how you order a book – you write the number you do this you do this you go there with your ticket – you know it's quite a lot to take in and then there's – to have the confidence to do it – you know on your own..." (Male)

"...it's almost as if another hour or two after lunch..." (Male)

Keeping involved and bonding together

There was again a strong sense of the participants having bonded together as a group in a warm and mutually supportive way:

"...when they'd finished the one on one oral history interviews they were sort of encouraging one another when they got back and that was nice – it's quite tiring – any oral history is tiring – but they were supportive of each other..." (Male)

"...it's been lovely just to see [ ] I've known [ ] for a long long time – just lovely to see it with such warmth from other members of the group – you know helping each other..." (Female)

"I found in one of the sessions that I did that there was a lot of humour as a group" (Male)

"...I mean they have bonded really well as a group – as friendships have developed outside change minds – even though it is quite a small intimate group – actually I think that's been one of the benefits – a larger group maybe would become a bit more fractious – yeah – so they all mix outside of change minds and are all developing relationships..." (Male)

"the thing is that they come together really well as a group it's fantastic" (Male)

There was a sense that joining Change Minds played an important role in bringing people together socially:

"what is it about – with the clients that I've introduced its about being isolated, excluded from society and actually doing something about reintroducing them into social settings, erm and try and erm help them sort of re-engage again" (Male)

However, there was also some sadness in terms of some participants not having been able to continue as the quotes below show:

"...I was just going to say actually that a lot of the things we're talking about worked really well with these - size of the group as well there's five people – but I was pretty

gutted that we lost….. – I was hoping that we would sort of manage to keep six or seven…" (Male)

"I feel very sad about [that] – I constantly ask myself you know is there anything I could have done ….that could have prevented that" (Female)

"…it's important to say we lost people who became more unwell who'd have been very much part of it I think if they'd managed to not to you to be unwell – so that's the… the nature of territory that people who you know have other things happening for them at the time. But I think in some ways the size of the group made it really good to work with and I think it could've been a bit bigger… and I – but I feel the – that you have to accept that you are gonna get this fall out rate.." (Male)

"you can write a poem if you want- it was it was a real feeling of interest in those people and they responded really well in that- I think that was quite a nurturing situation – it was a shame we didn't nurture everybody" (Male)

There was a strong theme in the discussion about 'what next' after change Minds; follow-on activities of both an individual and group nature were considered. This theme is illustrated in the quotes below.

"… the conversations that we've had before about the pathways for people coming off the course - it doesn't necessarily mean they're keeping together – er…but ways in which things they've done here can lead on to other things which they can do - so I mean the restoration Trust were talking about a club cos they've got lots of other projects running haven't they…." (Male)

"…I think the idea of more competence in doing the research cos again that's the sort of thing you can do in your local library as well so again they don't necessarily have to get here – just having that ability you probably should …" (Male)

"we might have sort of volunteering opportunities with other projects" (Male)

Support workers noted the sense of loss that some participants experienced following the end of the project.

"yeah I was gonna say one of the failures of year 1 was what happened after Change Minds and all the work actually all the work you could say after that 9 10 months was undone – that people actually regressed to where they were before the project started" (Male)

"my client - I was amazed how my [Cohort 1] client had progressed although [ ] [the person] said there was a big hole in [their] life when it had finished because not just regular outings here but also the camaraderie and everything but I felt that [they'd] sort of really come into herself and was ready to do other things now…" (Female)

"…yeah it's definitely something with the RT like all of our projects have that you know they can get like half way through and they'll begin to say that like I'm worried about it ending and they've like only done half the sessions because it begins to creep up – and it's something that we really wanna do something about but…" (Female)

"…I suppose it's difficult it's the nature of the beast isn't it cos the more successful you are with impacting on their lives then in a sense when it comes to an end there's the great sort of drop off…" (Male)

Some suggestions were made that could help promote future engagement:

> "would it be helpful for the participants to keep a reflective journal from week to week on the project – just for their own and if they wanted to share that at the end they could cos their feelings change from week to week about things and I have done that with groups before and that has been revealing for participants and obviously for the people who are facilitating as well and you can learn from doing that" (Female)

In summing up, one participant commented:

> "why did we lose some people and how is it can we can we keep things going for these people who've suddenly discovered all kinds of things they could do and I think those are the two main issues that I see" (Female)

Resources

Uncertain or unavailable resources were seen to play a stymying role in relation to future involvement

> "…a couple of participants said to me they would like actually to be involved in events that are coming up here – I mean you have lots of really interesting events that you know that you have on here – but they didn't feel that they had anybody to support them and they wouldn't do it they just wouldn't have the confidence to come here on their own" (Female 1)

> "it's the resources too –[ ]– but the money for taxis and – " (Female 2)

> "yeah if there was taxis and if there was somebody to support them in some way to come here – now they've found their own found a new confidence they're" (Female 1)

> "I mean it's a way of dealing with that drop-off point isn't it, yes I mean if they felt that they could participate in some of the wonderful things that you're doing" (Male 1)

> "yes they were looking through the brochures and saying oh I'd really love to do that I'd really like to do this but I couldn't come here on my own.." (Female 1)

> "if we could get them here" (Female 2)

> :…and its just – yeah – money again – " (Female 1)

This was a theme repeated elsewhere:

"..the issue that we've got though is the level of support certainly at the beginning and maybe to help continue it – it's support that people – some people can go off and you know and do it on their own but some people still require a level of the support and you know we are finding it in Together far more difficult – you know we – I don't even know whether we'll be able to – if there's gonna be a year 3 whether together will be involved in it because you know – half of our service is gone from the first of September you know I think people forget how resource intensive it is actually to support participants even if we don't attend every session there's work going on behind the scenes to ensure that people are motivated that they can discuss issues and things and then you know…" (Male)

FINAL SUMMARY

The sections which follow summarise the key findings from the evaluation project.

COHORT 1 Questionnaires: Summary Findings

Forced choice quantitative data shows that the overall, looking back, the Change Minds experience was rated on average as very positive-extremely positive. General free response feedback included comments such as "Change Minds is brilliant!"

The overall pattern of free response for positive expectations suggests that participants were predominantly drawn to the project by their interest in the historical and artistic components; a less common but present motivation was to meet other people with similar interests. The overall pattern of free response positive experiences indicates that these expectations were met: historical and creative aspects of the project had been enjoyed. However, there was a much stronger trend to report having enjoyed making friends and spending time with others. In this Change Minds, can be said to have exceeded participants' positive expectations.

The overall pattern of free response negative expectations suggests that participants predominantly did not have any negative expectations about taking part; concerns that were raised were about meeting others, travel, interacting with technology, and feeling bored. Following on from this the overall pattern of free response negative experiences indicates that the least liked aspects of Change Minds were: interference with normal routines related to travel (e.g. skipping breakfast); that there wasn't more time available to spend on research; that too much time was spent on research/oral/audio; that it took a long time to get to know other people's names and having had some work (a poem) re-written. Overall these data show the diversity of individual's negative expectations and experiences. Notably, the slight trend for negative expectations about difficulties meeting people appears not to have been so strongly borne out in experience.

In terms of HLF objectives: outcomes across a broad range of historical, creative, interpersonal and personal developmental domains were expected by Cohort 1 participants at time 1 and the same range of domains was reported to have been experienced by Cohort 1 participants at time 2. All of the following HLF objectives were achieved: people: developed skills, learnt about heritage, changed their attitudes/behavior and had an enjoyable experience. A further objective related to 'volunteering time'. By enrolling on Change Minds and contributing to the display of works at Time 2 and through production of oral history accounts, all participants can be said to have volunteered time. Additionally, two participants joined the project board. However, data was also collected in relation to changes in future volunteering intentions and behaviours; this indicated that there was *no overall change* in future volunteering intentions or volunteering behaviours associated with taking part in Change Minds. In contrast, frequency of use of a range of cultural and heritage based resources was reported to have almost doubled. This underlines achievement of the HLF outcome 'changing behavior' specifically in relation to cultural and heritage based activities.

In terms of broader variables, findings regarding social exchange show a slight pattern in the data for Cohort 1 participants to report that they tend to receive a smaller amount of support than they give. In addition when matched data for n=7 participants was examined in terms of mean scores on SWEMWBS (short form) measures, the time 1 mean was 2.4 and the time 2 mean was 2.9. This indicates that while an increase in the mean score is observed, positive feelings of mental wellbeing were being experienced on average 'some of the time – often' at time 1 and 'some of the time – often' at time 2. Participants were also asked to estimate whether their use of a range of services had increased or decreased since the start of Change Minds. Results showed a slight overall

decrease in self-reported use of three services namely outreach worker/family support, individual counselling/therapy and group/counselling therapy.

COHORT 2 Questionnaires: Summary Findings

Forced choice quantitative data shows that the overall, looking back, the Change Minds experience was rated on average as very positive-extremely positive.

The overall pattern of free response for positive expectations suggests that participants were predominantly drawn to the project by their interest in the historical and creative components; a less common but present motivation was to meet new people. The overall pattern of free response positive experiences indicates that these expectations were met: historical and creative aspects of the project had been enjoyed. However, there was a much stronger trend to report having enjoyed making friends, building confidence, spending time in a professional environment, spending time in a tolerant/accepting environment/atmosphere, and going on group trips outside the NRO to places of historical interest. In this Change Minds, can be said to have very much exceeded participants' positive expectations.

The overall pattern of free response negative expectations suggests that participants predominantly were concerned about: social aspects (such as interacting with new people), the emotional reactions they might have to specific challenges (e.g. reading case histories), not attending the whole course due to feeling bored/de-motivated. Following on from this the overall pattern of free response negative experiences indicates that the least liked aspects of Change Minds were: some sessions feeling 'dragged out' or not personally relevant (i.e. too administratively-focused), not enough time researching, not enough support to do research, and some feelings of disorganization. Overall these data show the diversity of individual's negative expectations and experiences. Notably, the slight trend for negative expectations about difficulties meeting people appears not to have been so strongly borne out in experience. Also the majority of negative experiences seem to relate largely to administrative matters, rather than individual/personal issues.

In terms of HLF objectives: outcomes across a broad range of historical, creative, interpersonal and personal developmental domains were expected by Cohort 2 participants at time 3 and the same range of domains was reported to have been experienced by Cohort 2 participants at time 4. All of the following HLF objectives were achieved: people: developed skills, learnt about heritage, changed their attitudes/behavior and had an enjoyable experience. A further objective related to 'volunteering time'. By enrolling on Change Minds and contributing to the display of works at Time 4 and through production of oral history accounts, all participants can be said to have volunteered time. However, data was also collected in relation to changes in future volunteering intentions and behaviours; this indicated that there was *no overall change* in future volunteering intentions or volunteering behaviours associated with taking part in Change Minds. In contrast, frequency of use of a range of cultural and heritage based resources was reported to have doubled. This underlines achievement of the HLF outcome 'changing behavior' specifically in relation to cultural and heritage based activities.

In terms of broader variables, findings regarding social exchange show a slight pattern in the data for Cohort 2 participants to report that they tend to receive a smaller amount of support than they give. In addition when matched data for participants was examined in terms of mean scores on SWEMWBS (short form) measures, the time 3 mean was 2.5 and the time 4 mean was 2.9. This indicates that while an increase in the mean score is observed, positive feelings of wellbeing were being experienced on average 'some of the time – often' at time 3 and 'some of the time – often' at

time 4. Participants were also asked to estimate whether their use of a range of services had increased or decreased since the start of Change Minds. Results showed a slight overall decrease in self-reported use of: hospital services (mental health inpatient), hospital accident and emergency department, psychiatric nurse. An overall increase in use was reported for day activity services and outreach worker/family support.

Participant Feedback Group Cohort 1

Key observations from the Cohort 1 participant feedback group were as follows: it was suggested that more time for research was needed, and that in creative sessions related to writing a greater level of creative personal freedom was needed. It was felt that too long was being spent on the oral history sessions (especially legal aspects). Participants were very positive about Change Minds overall, and the trip to Gressenhall had been considered a particularly positive experience. Participants indicated that it would be good to keep in touch following the end of Change Minds, and they were keen to stay involved. Two participants joined the project board. It was also mentioned that the group had initially felt large and suggestions were made for improved seating at the first session for the next Cohort. These observations were taken into account prior to running the programme for Cohort 2 and the practical changes that were made were communicated to the Cohort 1 participants so they would know that suggestions had been acted upon. This was part of normal programme management rather than a feature of the research.

Participant Focus Group Cohort 2

Key themes extracted from the participant focus group discussion for Cohort 2 can be characterized as follows:

- Feeling cared for by staff vs. feeling 'over-mothered'/guilty/like 'a burden'

- Supporting each other vs. feeling 'left out'

- Structure/rules vs. freedom/individual choice

- Growing self-awareness of positive development vs. regret at not having done more

- Attraction to the Norwich Record Office environment vs concern about local/alternative access to facilities/resources

- Hope for the future vs. fears for the future

It was clear from the discussion that overall participants had enjoyed a highly positive experience taking part in Change Minds and considered that the positives of the programme had far outweighed any negatives.

Participants reported feeling cared for by staff and gave examples of where staff had been particularly helpful; this included support given in relation to transport and travel arrangements which were a special source of anxiety. There was a sub-theme wherein some participants reported feeling 'over-mothered' occasionally, and others felt guilty about needing help. However, this was set in a context of recognition within the group that different people had different needs. When participants did have negative feelings about sometimes needing support, other participants would seek to provide reassurance and a key feature of the group overall was the strong level of bonding that taken place amongst participants. Set against this, very occasionally participants talked about

sometimes feeling a bit 'left out' but again, when this happened other group members sought to provide reassurance and/or suggest practical solutions. Following on from this it was felt that sometimes communication around things like 'timetabling' on Change Minds could have been clearer. There was a robust theme throughout the discussion that related to aspects of timetabling and structure. Participants felt that the structure could be communicated more clearly and were concerned that sometimes time was wasted on administrative matters felt to be of borderline interest/relevance to participants. Participants enjoyed all aspects of Change Minds including research and creative activities and were very clear that they especially would have liked to have more time to spend on research at the start of the programme; it was also mentioned that a higher level of staff support with this would be helpful in the earlier stages of the programme. All of these concerns about wanting a little bit more structure/time at various points were set against a strong recognition that too much structure and rigidity to sessions would be a very bad thing. More rigid forms of provision seemed to be experienced as alienating, disempowering, or even punitive. Overall, that change Minds offered a degree of flexibility that other services did not offer was seen as highly positive. Discussion also showed that participants felt their confidence had improved as a result of the activities they had engaged with, and the progress they had made, within Change Minds; this was slightly tinged with a sense of regret at not having done more. Participants had positive feelings about the environment provided by the NRO in terms of the facilities available but also in terms of deriving benefit from being in a working environment. Participants found this motivating in terms of future plans but there was some concern about whether or not future visits to the NRO would be possible. There were strong feelings of uncertainty around the comparability of resources available at alternative facilities and around the accessibility of all resources in the future as a result of practical difficulties e.g. transport, finances. Participants felt very worried and fearful about Change Minds ending and were extremely keen to stay involved somehow.

Professional Focus Groups

Key themes extracted from the professional focus group discussions are as follows:

- Enjoyment and building confidence

- Pacing and individuality

- Keeping involved and bonding together

- Resources

Staff felt that participants had enjoyed Change Minds and noticeably grown in confidence over the course of the programme. This confidence seemed to extend across a range of domains, including historical and creative areas, as well as interpersonal and group based activities. It was recognized that, across both Cohorts, groups had bonded well together; this was highlighted as a very positive thing with participants expressing a lot of humour together and supporting each other including with practical issues. It should be noted that this discussion is compatible with themes emergent from participant focus group discussions. In the professional focus group discussions there were felt to have been some challenges around the pacing of activities and use of time; this too echoed participant discussions. Managing pacing of activities and sessions was recognized as a 'juggling act' that was not always easy to manage, but it was also felt that this flexibility was an important part of Change Minds. This, combined with Change Minds 'open door' policy was seen as part of providing an accepting and tolerant environment in which participants could feel safe to both learn new skills and express creativity. Another area of challenge was recognized as trying to ensure that once

involved participants were supported and encouraged to stay involved. Staff reported feeling sad/worried about participants who had not continued with Change Minds for a range of reasons and wondered if some people might sometimes feel on the edge of things as with any group; at the same time differing levels of engagement/involvement over a period of time were also recognized as 'part of the territory' when people were experiencing difficulties. A major concern was over resources and the short term nature of funding was recognized as problematic. Staff recognized that some participants needed further support to continue with their interests but there was uncertainty around the extent to which this might/might not be resourced.

KEY MESSAGES ACROSS STUDIES

Overall this has been a successful and positive programme of work which has benefited individuals in personally meaningful ways and is therefore of intrinsic value. It has also met a range of significant HLF objectives. Participants have developed skills, learnt about heritage, changed attitudes and behaviours in key areas (including ones specifically related to cultural/historical/creative resources), and had an enjoyable experience. There was a great deal of overlap in terms of how features of the programme were evaluated by participants and staff as already reviewed. One area of divergence however is that staff may have under-estimated the importance that participants have attached to the NRO environment in particular and slightly over-estimated the extent to which participants will be sufficiently empowered/informed to continue with their interests using alternative facilities/resources. Some further support/advice in this regard would be useful. According to questionnaire findings there was no overall increase in volunteering *per se* but self-reported use of cultural/heritage/artistic resources had increased substantially in terms of frequency of use across both Cohorts when assessed on a before- and after- Change Minds basis. Additionally participants had engaged in other voluntary activities within the project (e.g. joining the project board). According to questionnaire data, mental wellbeing in the two weeks preceding measurement had had increased slightly but remained within the same frequency bracket pre- and post- Change Minds (namely some of the time- often) for both Cohorts; qualitative data showed that participants felt very strongly that Change Minds had helped them across a range of domains and for this reason were extremely fearful of it ending.

Further key positive and negative aspects of how Change Minds has run across Cohorts 1 and 2 are summarised below. Positives strongly outweigh negatives.

POSITIVES:

Participants:

- had an enjoyable experience: intellectually, and in terms of warmth and humour

- formed friendships and groups that were supportive: emotionally and practically

- had an interesting experience – getting to know 'their' person, using record office and other historical resources, visiting related historical sites

- developed strongly increased appetites to know more about history and to be more involved in related research

- developed/practiced historical research and creative/artistic skills

- developed confidence across a range of domains: historical and creative areas, transport, interacting with others, being in groups

- developed a stronger sense of place/purpose e.g. feelings of belonging, ownership and shared pride linked to the physical environment of the record office

- made a useful contribution to the future development of Change Minds and wanted to continue to do so

NEGATIVES

- some participants who wanted to were not able to complete/more regularly engage with Change Minds and staff worried about/were concerned for these participants

- participants are likely to need some further support/advice to assist them in continuing their interests – especially where the use of more local resources or alternative facilities (e.g. online) will be needed; transport and financial issues may still pose challenges here

- some aspects of communication around 'timetabling' could be improved as well as communication about the role of support workers

- participants were very fearful about Change Minds ending and there was uncertainty around future resources

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APPENDICES

Questionnaire exemplars for pre-measures (TIME 1 and TIME 3) can be found in Appendix 1; Questionnaire exemplars for post-measures (TIME 2 and TIME 4) can be found in Appendix 2.

APPENDIX 1

Questionnaire exemplars: pre-measures (Time 1 and Time 3)

1. What is your date of birth?

2. What gender are you?

3. How did you hear about Change Minds?

4. What attracts you most to taking part in the Change Minds project?

5. Do you have any worries or concerns about taking part in the Change Minds project?

6. **Please answer the following questions by ticking the responses that best describe how you've been feeling in the last two weeks.**
(You only need to tick one response for each question and there are no right or wrong answers. If there are any questions you don't want to answer you can just miss them out and go on to the next one)

	None of the time	Rarely	Some of the time	Often	All of the time
a. I've been feeling optimistic about the future					
b. I've been feeling useful					
c. I've been feeling relaxed					
d. I've been feeling interested in other people					
e. I've had energy to spare					
f. I've been dealing with problems well					
g. I've been thinking clearly					
h. I've been feeling good about myself					
i. I've been feeling close to other people					
j. I've been feeling confident					
k. I've been able to make up my own mind about things					
l. I've been feeling loved					
m. I've been feeling interested in new things					
n. I've been feeling cheerful					

7. Which of the following things do you think that the project will help you to do? There are no right or wrong answers. We just want to know what you think. Tick as few or as many as you like.

a. Learn more about archives/history □
b. Learn new skills in archives/history □
c. Handle historical objects □
d. Gain experience in talking to others about archives/history □
e. Learn more about the arts □
f. Learn new skills in the arts □
g. Gain experience in talking to others about the arts □
h. Make new friends □
i. Understand more about other people □
j. Bring me closer together with other people □
k. Learn more about myself □
l. Have an enjoyable experience □
m. Have an interesting experience □
n. Play a useful part in a group □
o. Become more creative □
p. Feel more confident about my abilities □
q. Connect with my local culture in a meaningful way □
r. Help develop a sense of my place in history □
s. Compare myself to people from the past □
t. Compare my experiences to those other people have had in the past □
u. Help me to educate society about mental health issues □
v. Produce materials that will help people in the future □

8. Have you used any of the following facilities/resources in last six months, either alone or with others? Put a tick in all of the boxes that apply.

	Alone	With others	On the internet
library facilities			
Archives			
public parks / gardens			
historic buildings			
museums			
galleries			
art workshops			
public lectures/talks about art			
public lectures/talks about history			
courses (e.g. adult education course)			
theatrical / dramatic / musical performances			

9. Have you engaged in any volunteering activities in the past 6 months?

Yes ☐   No ☐   Not sure ☐

If yes, please write a brief description of what you have done in the box below:

10. Do you intend to engage in any volunteering activities in the next 6 months?

Yes ☐   No ☐   Not sure ☐

If yes, and you already know what you want to do, please write a brief description in the box below:

11. How many times in the past two weeks has somebody:

	None of the time	Rarely	Some of the time	Often	All of the time
told you that you are ok just the way you are					
expressed interest and concern in your well-being					
done some activity together with you					
'pitched in' to help you do something that needed to get done					
provided you with a place to work, learn, think, socialise or rest					

12. How many times in the past two weeks have you:

	None of the time	Rarely	Some of the time	Often	All of the time
told someone that they are ok just the way they are					
expressed interest and concern in someone's well-being					
done some activity together with another person					
'pitched in' to help someone do something that needed to get done					
provided someone with a place to work, learn, think, socialise or rest					

<u>Thank you</u> for helping us by filling this in
It is much appreciated

If there is anything else you want to say about this questionnaire or the project in general you can write it in the space below (go onto the next page if you need more room)

If you have any questions please ask the person who has done the questionnaire with you or email your question to <u>XXXXXX</u>

APPENDIX 2
Questionnaire exemplars: post-measures (Time 2 and Time 4)

1. What is your date of birth?

2. What gender are you?

3. How would you rate your experience of Change Minds so far?

Extremely negative	*very negative*	*quite negative*	*neutral/ don't know*	*quite positive*	*very positive*	*Extremely positive*
1	2	3	4	5	6	7

4. Looking back, which aspects of Change Minds have you liked most?

5. Looking back, which aspects of Change Minds have you liked least?

6. Please answer the following questions by ticking the responses that best describe how you've been feeling in the last two weeks.
(You only need to tick one response for each question and there are no right or wrong answers. If there are any questions you don't want to answer you can just miss them out and go on to the next one)

	None of the time	Rarely	Some of the time	Often	All of the time
a. I've been feeling optimistic about the future					
b. I've been feeling useful					
c. I've been feeling relaxed					
d. I've been dealing with problems well					
e. I've been thinking clearly					
f. I've been feeling close to other people					
g. I've been able to make up my own mind about things					

7. Which of the following things do you think that Change Minds has helped you to do? There are no right or wrong answers. We just want to know what you think. Tick as few or as many as you like.

a. Learn more about archives/history ☐
b. Learn new skills in archives/history ☐
c. Handle historical objects ☐
d. Gain experience in talking to others about archives/history ☐
e. Learn more about the arts ☐
f. Learn new skills in the arts ☐
g. Gain experience in talking to others about the arts ☐
h. Make new friends ☐
i. Understand more about other people ☐
j. Bring me closer together with other people ☐
k. Learn more about myself ☐
l. Have an enjoyable experience ☐
m. Have an interesting experience ☐

n. Play a useful part in a group .... ☐
o. Become more creative .... ☐
p. Feel more confident about my abilities .... ☐
q. Connect with my local culture in a meaningful way .... ☐
r. Help develop a sense of my place in history .... ☐
s. Compare myself to people from the past .... ☐
t. Compare my experiences to those other people have had in the past ..... ☐
u. Help me to educate society about mental health issues .... ☐
v. Produce materials that will help people in the future .... ☐
w. Other (write down here: _____) .... ☐

8. Have you used any of the following facilities/resources in last six months, either alone or with others? Put a tick in all of the boxes that apply.

	Alone	With others	On the internet
library facilities			
archives			
public parks / gardens			
historic buildings			
museums			
galleries			
art workshops			
public lectures/talks about art			
public lectures/talks about history			
courses (e.g. adult education course)			
theatrical / dramatic / musical performances			

9. Have you engaged in any volunteering activities in the past 6 months?

Yes ☐   **No** ☐   **Not sure** ☐

If yes, please write a brief description of what you have done in the box below:

10. Do you intend to engage in any volunteering activities in the next 6 months?

Yes ☐   **No** ☐   **Not sure** ☐

If yes, and you already know what you want to do, please write a brief description in the box below:

11. How many times in the past two weeks has somebody:

	None of the time	Rarely	Some of the time	Often	All of the time
told you that you are ok just the way you are					
expressed interest and concern in your well-being					
done some activity together with you					
'pitched in' to help you do something that needed to get done					
provided you with a place to work, learn, think, socialise or rest					

12. How many times in the past two weeks have you:

	None of the time	Rarely	Some of the time	Often	All of the time
told someone that they are ok just the way they are					
expressed interest and concern in someone's well-being					
done some activity together with another person					
'pitched in' to help someone do something that needed to get done					
provided someone with a place to work, learn, think, socialise or rest					

13. In the <u>12 months</u> before Change Minds started, did you regularly use any of the services listed below?

		No	Yes	Prefer not to say
a.	hospital services (mental health - as an outpatient)	□	□	□
b.	hospital services (mental health - as an inpatient)	□	□	□
c.	hospital services (general - as an outpatient)	□	□	□
d.	hospital services (general - as an inpatient)	□	□	□
e.	day activity services	□	□	□
f.	community care services	□	□	□
g.	hospital accident & emergency department	□	□	□
h.	psychologist	□	□	□
i.	psychiatric nurse	□	□	□
j.	social worker	□	□	□
k.	occupational therapist	□	□	□
l.	individual counselling / therapy	□	□	□
m.	group counselling / therapy	□	□	□
n.	home help / home care worker	□	□	□
o.	outreach worker / family support	□	□	□
p.	general practitioner	□	□	□
q.	other (write the name _____)	□	□	□

Since Change Minds started has there been any change in your use of any of these services?

		Use has gone up	Use has gone down	No change in use	Prefer not to say
a.	hospital services (mental health–outpatient)	□	□	□	□
b.	hospital services (mental health-inpatient)	□	□	□	□
c.	hospital services (general-outpatient)	□	□	□	□
d.	hospital services (general-inpatient)	□	□	□	□
e.	day activity services	□	□	□	□
f.	community care services	□	□	□	□
g.	hospital accident & emergency department	□	□	□	□
h.	psychologist	□	□	□	□
i.	psychiatric nurse	□	□	□	□
j.	social worker	□	□	□	□
k.	occupational therapist	□	□	□	□
l.	individual counselling / therapy	□	□	□	□
m.	group counselling / therapy	□	□	□	□
n.	home help / home care worker	□	□	□	□
o.	outreach worker / family support	□	□	□	□
p.	general practitioner	□	□	□	□
q.	other (write the name _____)	□	□	□	□

<div align="center">

<u>Thank you</u> for helping us by filling this in. It is much appreciated

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If there is anything else you want to say about this questionnaire or the project in general you can write it in the space below (go onto the next page if you need more room)

<div align="center">

If you have any questions please ask the person who has done the questionnaire with you or email your question to XXXXXX

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