



OPEN ACCESS

APPROVED BY
Frontiers Editorial Office,
Frontiers Media SA, Switzerland

*CORRESPONDENCE
Frontiers Production Office
✉ production.office@frontiersin.org

RECEIVED 23 June 2025

ACCEPTED 23 June 2025

PUBLISHED 08 July 2025

CITATION

Frontiers Production Office (2025)
Correction: The content of Recovery
College courses in England:
a 71 college document analysis.
Front. Psychiatry 16:1652479.
doi: 10.3389/fpsy.2025.1652479

COPYRIGHT

© 2025 Frontiers Production Office. This is an
open-access article distributed under the terms
of the [Creative Commons Attribution License](https://creativecommons.org/licenses/by/4.0/)
(CC BY). The use, distribution or reproduction
in other forums is permitted, provided the
original author(s) and the copyright owner(s)
are credited and that the original publication
in this journal is cited, in accordance with
accepted academic practice. No use,
distribution or reproduction is permitted
which does not comply with these terms.

Correction: The content of Recovery College courses in England: a 71 college document analysis

Frontiers Production Office*

Frontiers Media SA, Lausanne, Switzerland

KEYWORDS

Recovery college, document analysis, fidelity measure, course content, inductive
content analysis

A Correction on

The content of Recovery College courses in England: a 71 college document analysis

by Takhi SK, Brown HH, Ronaldson A, Lawrence V, McPhilbin M, Ingall BR, Daryanani R,
Simpson J, Jebara T, Lawrence S, Kapka A, Kotera Y, Dunnett D, Hayes D, Stepanian K, Yeo CF,
Meddings S, Rennison J, Barrett K, Rowles JG, Miyamoto Y, Kroon H, Henderson C and Slade M
(2025). *Front. Psychiatry* 16:1605498. doi: 10.3389/fpsy.2025.1605498

Reference 15 was incorrectly cited in place of reference 20. The correct citation has now
been inserted in the section **2 Materials and methods**, *2.3 Data collection and analysis*,
Paragraph 1 and should read:

“The READ method of document analysis was followed (20).”

A sentence was repeated. A correction has been made to the section **2 Materials and
methods**, *2.3 Data collection and analysis*, Paragraph 2:

“Following the pilot round of using the typology deductively on the one hundred course
titles, discussions were held between analysts to highlight discrepancies in coding, refine the
framework and maximize rater concordance.”

Reference 24 was cited in the wrong sentence and should have been cited in place of
reference 25. A correction has been made to **4 Discussion**, Paragraph 1:

“Courses such as Improving Self-esteem and Confidence and Understanding Phobias
may target cognitive and affective change, whereas courses such as *Life After Stroke*,
Nutrition and Budgeting, and *Green Prescription: Growing Plants for Well-being* could
target more behavioral and functional change. RCs have evidenced cognitive changes where
students no longer identify themselves as merely unwell individuals and instead, have
transitioned to viewing themselves as responsible for their own recovery (24).”

The number of key mechanisms of change was incorrectly given as four. A correction
has been made to the section **4 Discussion**, Paragraph 3:

“Furthermore, a study of RC students identified five key mechanisms of change.”

There was a mistake in **Table 1** as published. Some course title examples were omitted.
The corrected **Table 1** appears below.

There was a formatting error in reference 11. It should be:

“Thornhill H, Dutta A. Are recovery colleges socially acceptable? *BJPsych Int.* (2016) 13:6–
7. doi: 10.1192/s2056474000000878”.

The original version of this article has been updated.

TABLE 1 Summary typology of courses (n=2,330) provided by 71 recovery colleges in England.

Superordinate category and definition	Subordinate category examples	Course title examples	Median courses per college (Median IQR)	Proportion of RCs (N=71) offering the course n (%)
1. Well-being Self-management Learning how to manage well-being	Self-care skills. Fostering Self Compassion.	Improving Self-esteem and Confidence. How Can We Make Self-care Happen? Life After Stroke.	10 (15-16)	68 (96)
2. Mental Health conditions and symptoms Learning about mental health conditions/symptoms and how to live with/manage them.	Anxiety Disorders and or Symptoms. Self-harm and Suicide	Understanding Phobias, Coping With Anxiety. Understanding Hoarding.	4 (1 to 8)	60 (85)
3. Creativity Learning about or taking part in creative writing, arts and crafts, musical activities, and performance.	Creative Writing. Literature, and Story Telling.	Journaling for Well-being. Poetry. Tree of life.	3 (1 to 6)	61 (86)
4. Physical Health Learning about the role of physical health or an opportunity to engage in physical health activities.	Sleep Hygiene. Exercise. Stretching and Yoga.	Dance for Fun. Happiness, and Health. Exploring Sleep.	2 (1 to 4)	58 (82)
5. Social Connection Learning about social skills relating to relationships and communication, opportunities to engage in social activities.	Recreation, Team Games and Opportunities for connection.	Loneliness: get better connected. Communication 101. Let's chat coffee morning.	1 (0 to 3)	51 (72)
6. Practical Life skills Developing skills and knowledge for practical aspects of life.	Money management and finances. Housing.	Nutrition and Budgeting. Applications and interviews. Getting comfortable with Zoom.	1 (0 to 3)	48 (66)
7. Nature and Outdoors Opportunities to engage in outdoors activities.	Opportunities to Learn about or engage in gardening. Courses involving animals.	Guided Walking Trail Through <city>. Green Prescription: Growing Plants for Well-being. Mindfulness in Nature.	1 (0 to 2)	36 (51)
8. Identity Learning about identities such as sexuality or gender.	Learning About Identity-specific Issues.	Understanding the LGBTQ+ Community. Gender and Me. Gender, sexuality and mental health.	0 (0 to 2)	32 (45)
9. Treatments and Interventions Learning about medication or types of therapy.	Medication. Therapy.	Coming off Medication and Discontinuation Effects. Dialectical Behaviour Therapy (DBT) Skills Refresher. An Introduction to Compassion Focused Therapy.	0 (0 to 1)	27 (38)
10. Involvement, Co-production and Research Learning about, or opportunities for involvement in co-production activities and sharing lived experience.	Involvement, Co-Production and Research.	Using your Lived Experience and Getting Involved. Peer Tainer Training. What is co-production?	0 (0 to 1)	26 (37)
11. Qualifications Accredited and non-accredited qualifications	Qualifications	Understanding Quality Improvement – Bronze Training. Mental health First Aid. Level 2 Counselling skills in Loss.	0 (0 to 1)	22 (31)
12. Stigma Learning about different types of stigma, dealing with conscious/unconscious biases.	Stigma and Prejudice.	Understanding Unconscious Bias. Stamping Out Mental Health Stigma.	0 (0 to 1)	14 (20)

(Continued)

TABLE 1 Continued

Superordinate category and definition	Subordinate category examples	Course title examples	Median courses per college (Median IQR)	Proportion of RCs (N=71) offering the course n (%)
		Dispelling myths: Bipolar Disorder.		
13. Issues Related to the Extended Support Network Courses for friends, family and loved ones.	Courses for Loved Ones of Those Mental Health Issues.	Health and Well-being for Carers, Family and Friends. Caring & mental Health: Mental Health Support for Carers.	0 (0 to 1)	27 (38)
14. Issues Related to Staff	Courses relating to staff	Staff Well-being. What is WRAP? Information for Staff and Supporters. Finding Peace in a Busy Day (wellbeing retreats for healthcare staff).	0 (0 to 0)	4 (6)