

# Doing, Being, Belonging, Becoming: Fostering Self- Determination in a Recovery College Context

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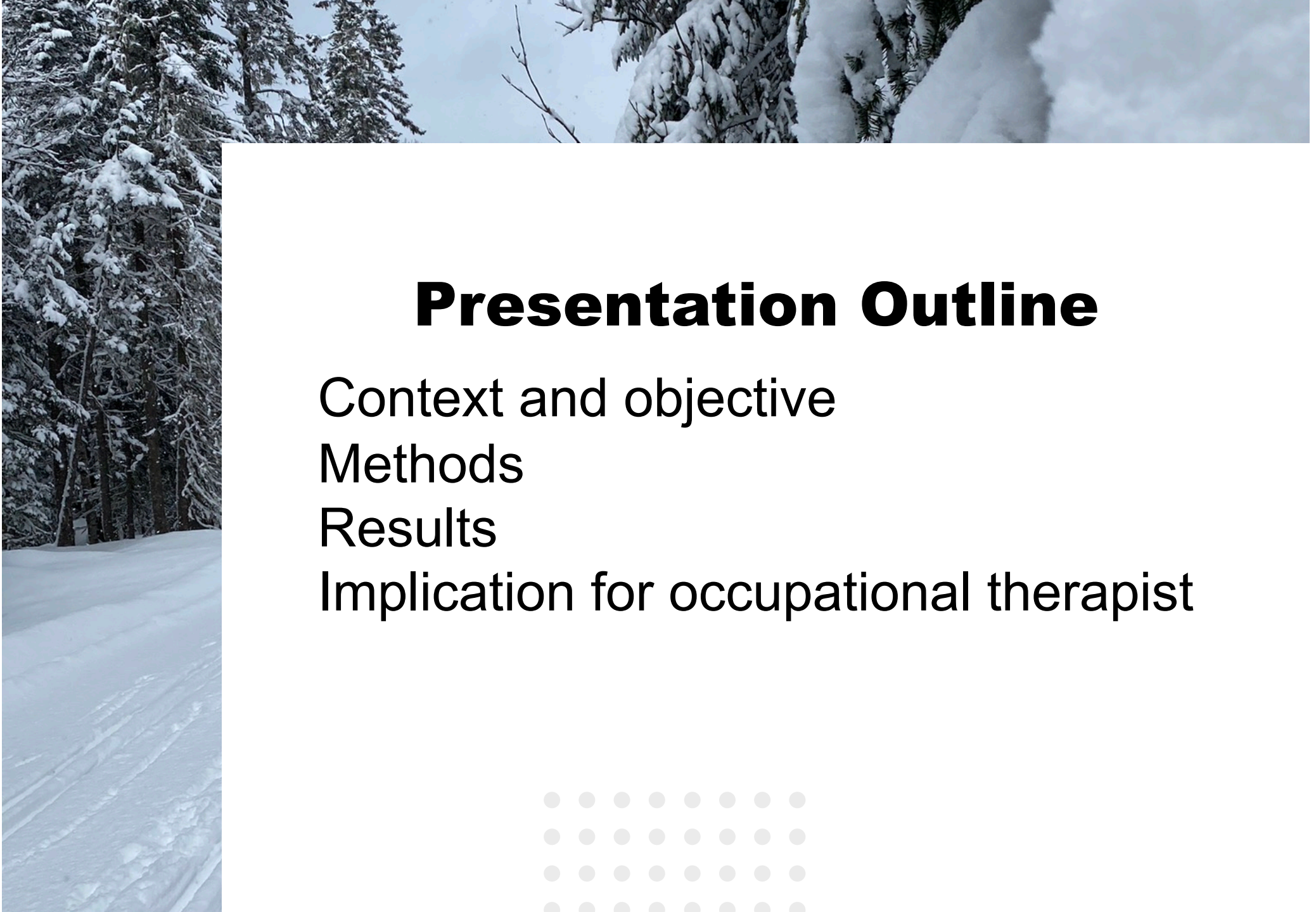
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# CONFLICT OF INTEREST

All co-authors report no personal interests that could result in a conflict of interest.





# **Presentation Outline**

Context and objective

Methods

Results

Implication for occupational therapist



# **Fostering Self-Determination in healthcare environments and services**

- Healthcare environments and services that support self-determination has been a priority in around the world (WHO, 2008).
- The implementation of such environments remains difficult due to a tradition of healthcare and services that often excludes patients from decisions affecting their lives (Taylor, 2009).



# Recovery Colleges at a glance

- Embodies characteristics of environments that contribute to self-determination.
- Promotes learner's autonomy, competence and relatedness

(Deci & Ryan, 2000).

- Learning centers aiming for universal access to courses on mental health, well-being and recovery .
- Co-learning context involving a group of learners and trainers from various backgrounds (patients/clients, service providers, members of the community).
- Inclusive, collaborative, and supportive, free from judgment and equalitarian context.

(Perkins and Repper, 2017; Perkins et al., 2012)



# Objective

To explore how Recovery College learning context contributes to learner self-determination.



# Methods

**Design** : Qualitative phenomenological approach

**Setting** : Centre d'Apprentissage Santé et Rétablissement (CASR), a RC established in Quebec, Canada.

- CASR offers short-format, free online courses on mental health, well-being and recovery to the general population.
- Courses are facilitated by a pair of certified trainers qualified to codevelop and cofacilitate courses aligned with RC principles and values.
- The teaching methods engage learners in coproducing the learning process through participation, discussion and reflection.



# Data collection 2 phases

Exploratory  
Focus Group  
n=(3,4)



Individual  
interview  
n=19



# Data analysis

Focus group

Inductive thematic analysis

Stage 1: Data condensation

Stage 2: Data display

Stage 3: Drawing and Verifying  
the Conclusion

Miles and Huberman (2019)



Individual interviews

Inductive thematic analysis

Stage 1: Data condensation

Stage 2: Data display

Stage 3: Drawing and  
Verifying the Conclusion

Miles and Huberman (2019)

Self-determination theory (Deci & Ryan, 2012)

Doing-Being-Becoming-Belonging (Wilcock)



# — Participants n=26

Women	22
Men	4
Healthcare workers from the public system	8
Lived mental health experience	8
Healthcare workers from a non-profit organization	3
Managers	3
Relatives of lived mental health experience persons	2
Citizen	2
Students	2



# Doing Motivation to attend training courses

To enhance knowledge of mental health, either for personal or professional interest.

- ✓ Ties in with the concept of motivation in self-determination theory, defined as the source that drives individuals to act (Deci & Ryan, 2012).

*« I've reached the stage where, in order to move forward in my recovery, I need to open up and acknowledge that this experience is part of who I am. So I thought this was a great opportunity to do that. (...) Also, the first two [courses] I took (...) I found that the theme really spoke to me personally» (P11, university student)*



# Being Freedom, autonomy

Climate foster authenticity, and acceptance of differences, supporting the **freedom to be oneself**.

Environment supporting : **freedom of thought and expression**.

- ✓ Aligns with the fundamental need for autonomy as defined by self-determination theory, that is, the ability to act in accordance with one's personal values and interests (Deci & Ryan, 2012).

*« It allows me to be myself. (...) I would say that the training allows me to access more authenticity (...) to be able to name things and show myself as I am (...) I believe my relationships are going to (...) be different. (...) The courses (...) open the door to being myself » (P7, lived experience)*

# Belonging

## Relational experience

### Relationships experienced

Mutual openness, respect, collaboration, support authenticity, equality, mutual recognition, a sense of belonging

### Relational posture

Egalitarian, stand-back, active, detached and anchored in a professional rôle

- ✓ Aligns with the concept of the fundamental need for relatedness as defined by self-determination theory, that is the human drive to establish and maintain significant interpersonal relationships (Deci & Ryan, 2012).

« There is a sense of [...] cohesion that develops very quickly. You belong to the group. Through what we reveal about ourselves, the vulnerability we expose, and the experiences we share. That makes us attentive to others, and we're eager to see them again later, to see how things have turned out for them and how they've moved forward. » (P23, health worker)

# Becoming Taking action, behavioral changes

Encourages to make changes, to pursue personal or professional goals.

Replication of the same relational patterns outside of the training sessions.

- ✓ Aligns with the concept of goals and aspirations as defined by self-determination theory, that is, the personal objectives that organize individuals' lives (Ryan & Deci, 2012).

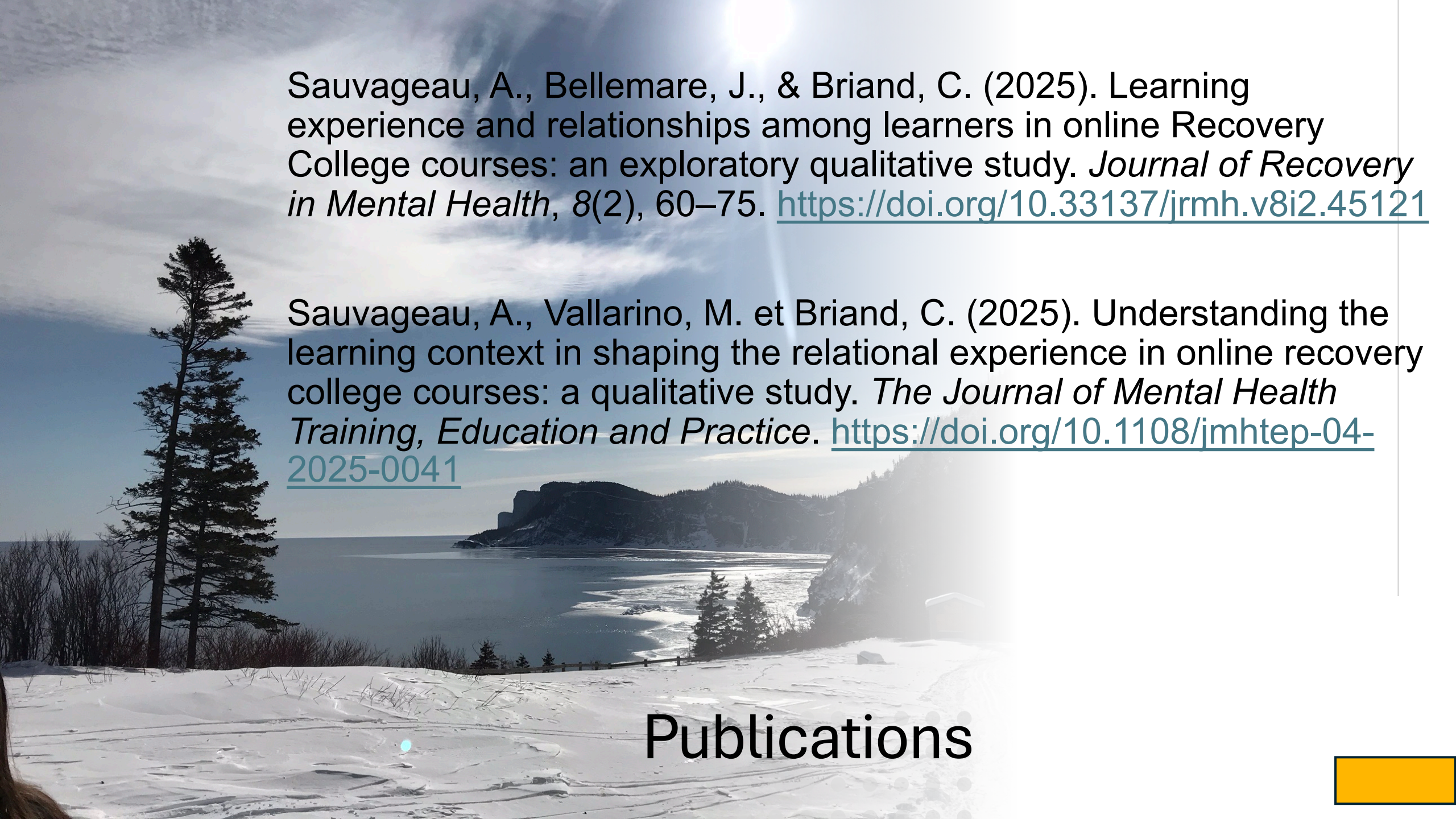
*« Being listened to, heard, and doing it for others with confidence allows me to change a little, to try changes in my way of being or acting in my relationships or in situations where my mental health problems concern me more. So it gives me momentum, a pat on the back, and I give it to myself. » (P6- lived experience and relative)*

# Implication for occupational therapist

Participating in RC course as learner fosters

1. **Doing** by redefining the power relationship with our clients to make it collaborative, authentic and egalitarian;
2. **Being** by assuming who we are as human being with our vulnerabilities.
3. **Belonging** by being, sometimes detaching to our professional role.
4. **Becoming** by taking action to change behaviors to improve mental health and well-being.





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