

Introduction to

Individual Learning Plans

Somerset Recovery College is based on the firm belief that with the right support and opportunities people can and do recover from mental illness in such a way as to live meaningful and purposeful lives of their own choosing.

It *is* possible to flourish in personal recovery



Difference Between Clinical and Personal Recovery

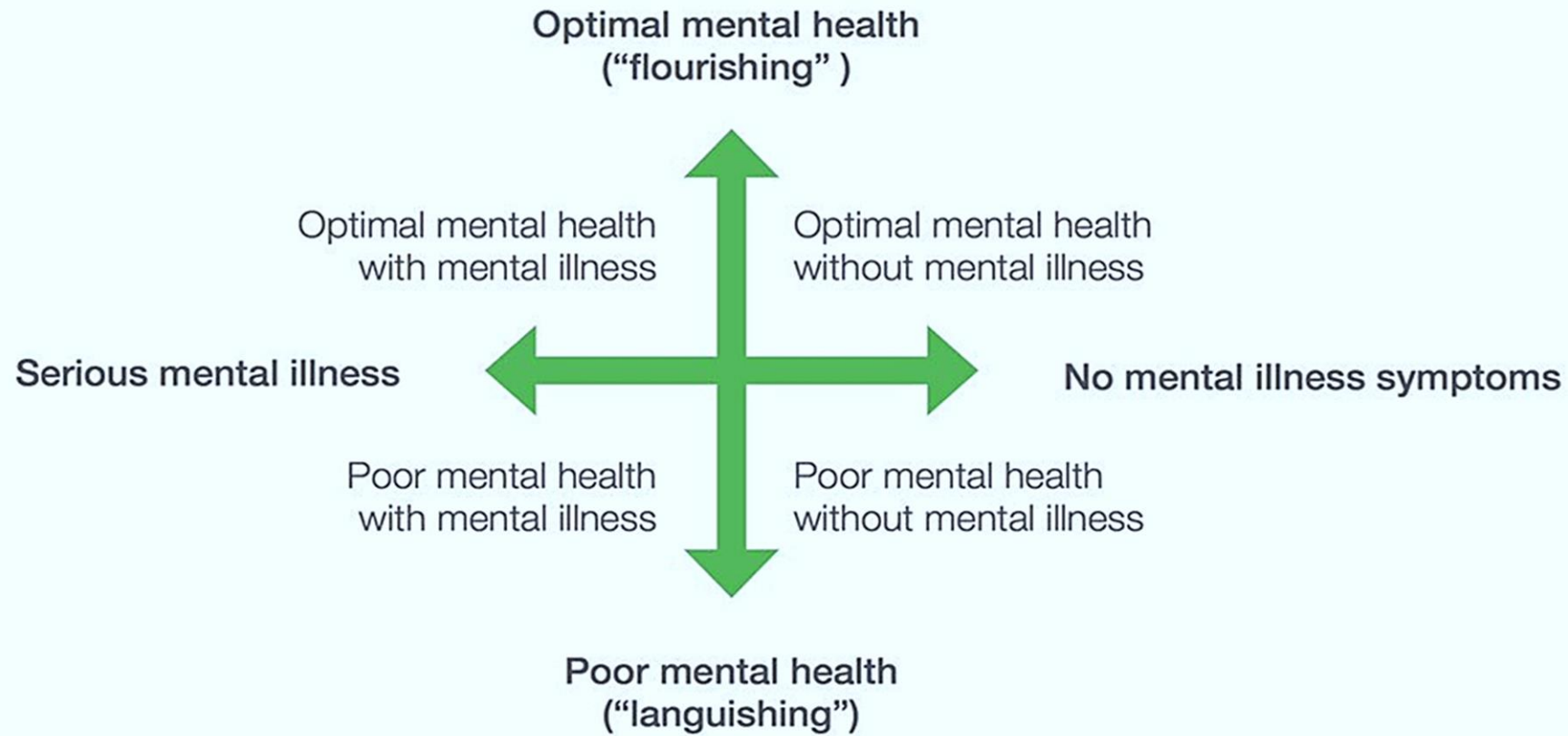
Clinical Recovery

- Responding to healthcare interventions provided through the knowledge of mental health professionals
- Symptoms reduction
- Can exist alongside personal recovery (Slade, 2009).

Personal Recovery

- Regaining spirit, hope and energy
- Making own choices
- Regaining control and moving forward in your life

Dual Continuum Model of Mental Health and Mental Illness



MacKean, 2011. Adapted from: The Health Communication Unit at the Dalla Lana School of Public Health at the University of Toronto and Canadian Mental Health Association, Ontario; based on the conceptual work of Corey Keyes

(Corey Keyes, 2005)

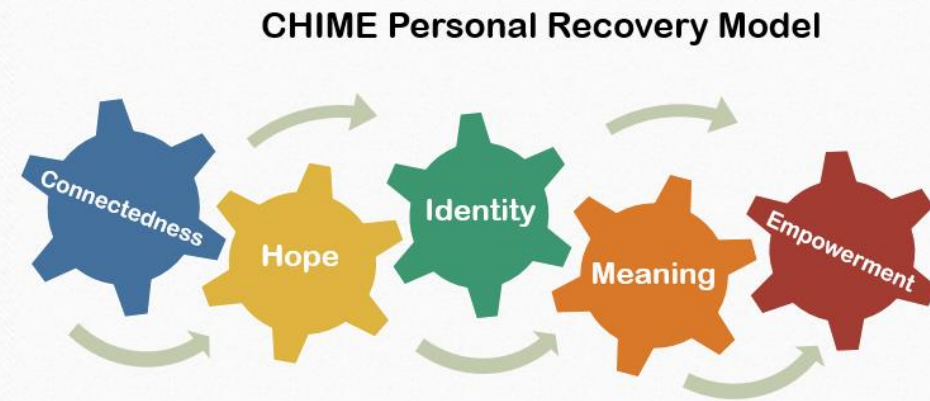
It is possible to Flourish with a mental illness, and likewise, you can be diagnosis-free but still languish.

“...even if we could find a cure for mental illness tomorrow, it does not mean that most people would necessarily be flourishing in life. In other words, we cannot treat our way out of the problem of mental illness; we must also promote a life of balance in which people can achieve happiness and realize lives in which they can flourish.” (Corey Keyes, 2016)



Personal Recovery

- Somerset Recovery College exists to help people along this journey, through discovering new skills and tools to promote and manage health and wellbeing.
- We use the CHIME Framework for personal recovery (Leamy, 2011) to describe what personal recovery can look like.



Leamy et al. (2011)

Educational Approach to Mental Health

- Somerset Recovery College is not a clinical service.
- Our courses are educational in nature rather than being classed as therapy or treatment.
- People enrol on our courses as students (not patients) because *they* want to learn (not because they 'have to')
- Our recovery courses promote opportunities to support flourishing in personal recovery



Our Recovery Curriculum

- ✓ **Learning from others** in a supportive and welcoming environment
- ✓ **Empowerment** through developing practical skills:
 - to help manage your mental health
 - to look after your own wellbeing
 - to rebuild your life, and find meaning in the journey
- ✓ **Pursuing new opportunities to flourish**



What Is An Individual Learning Plan?

- Can help map your journey through Somerset Recovery College
- Setting learning goals can help you to:
 - ✓ Chose the right courses for you
 - ✓ Help you measure your progress
 - ✓ Record your achievements
 - ✓ Decide what your next steps will be
- Entirely Optional!



It Starts With A Goal

- A goal can be described as a *roadmap* of where you are heading and the best way to get there (Chowdhury, 2020)
- Linked with higher motivation, self-esteem, self-confidence, autonomy and success (Locke and Lathan, 2006, Matthews, 2015)
- Setting goals gives our mind the power to imagine our ideal future: the way we want to see ourselves in years to come
- When setting our goals, it can be helpful to follow the SMARTER model



SMARTER Goals

Specific –clear and concise.

Measurable – What does success look like? How is it measured?

Achievable –challenging but possible. Gently pushing the limits encourages improvement and growth.

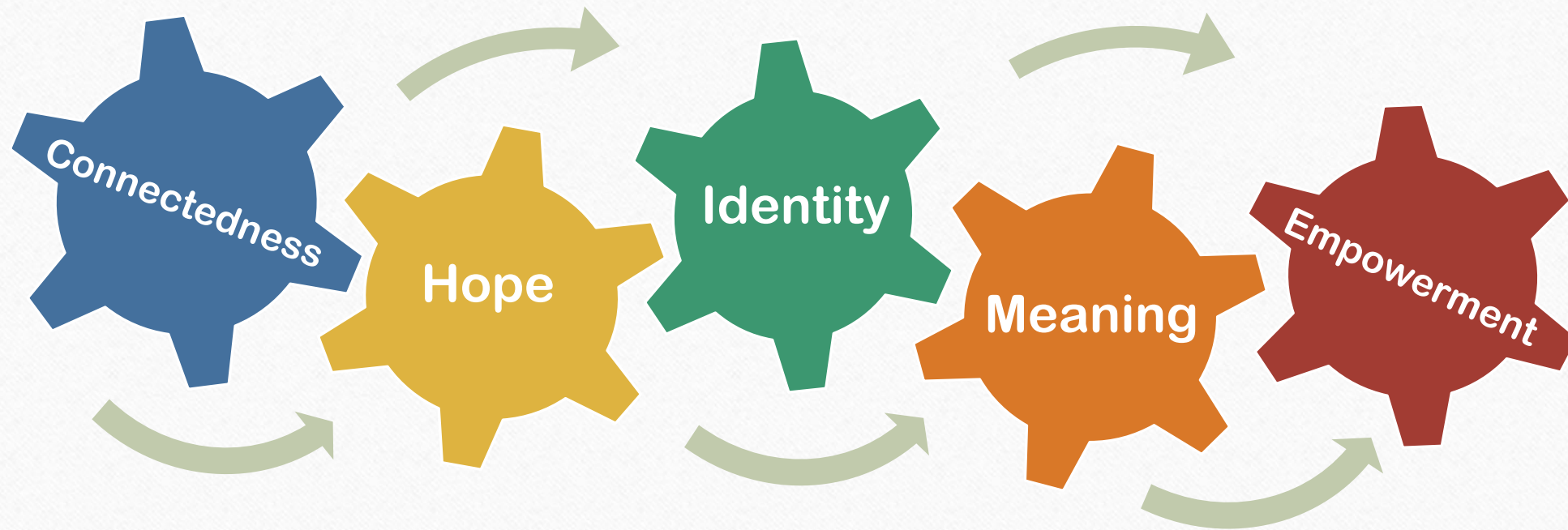
Relevant –fits with your overall life goals and core values?

Time-bound – When will you finish?

Exciting – What enthuses you? The benefits should be worthwhile to maintain commitment.

Reviewable – Circumstances change. Revisit the goals and revise them if needed

CHIME Personal Recovery Model



Leamy et al. (2011)

C

I feel as though I have enough supportive relationships in my life

1 2 3 4 5

I feel as though I have enough support from others in my community

1 2 3 4 5

I feel connected with others in my community

1 2 3 4 5

I have a sense of hope about my recovery

1 2 3 4 5

H

I feel motivated to change the aspects of my life I do not like

1 2 3 4 5

I have hope-inspiring relationships

1 2 3 4 5

I feel as though I am (re) building a positive sense of identity

1 2 3 4 5

I

I feel positive about who I am as a person

1 2 3 4 5

I feel I am able to overcome stigma related to mental illness

1 2 3 4 5

I feel as though I have made a sense of meaning from my mental health experiences

1 2 3 4 5

M

I have some meaningful goals in my life

1 2 3 4 5

I feel my life has meaning

1 2 3 4 5

I feel I have some control over my life and recovery

1 2 3 4 5

E

I can identify some of my personal strengths

1 2 3 4 5

I feel I have a sense of personal responsibility

1 2 3 4 5

Instructions

- Read each statement carefully.
- Draw a circle around the number that most describes how you feel about yourself at this point in time:

1= Absolutely not true about me

2= Somewhat true about me

3= Neutral

4= Mostly true about me

5= Absolutely true about me



Scoring

- Add up scores for each group individually
- Each group is scored out of a possible 15
- The group with the lowest score is most likely to be an area of recovery you would benefit from working on improving – try setting a goal related to this area.

CHIME Results (write the score for each group)

C _ _ H _ _ I _ _ M _ _ E _ _

Ask your self

Which CHIME element will I work on with regards to goal setting?

How important is achieving this goal to me? (Please Circle)

0...1...2...3...4...5...6...7...8...9...10

Not important at all

Somewhat important

Extremely important

Individual Learning Plan

Consider the following:

Additional learning and support requirements

CHIME results (write for each group)

What helps me to achieve my goals now?



Example of Goals from Student Handbook

<p>What goal would I like to achieve? (Which CHIME group would I like to improve?)</p>	<p>What do I need to do to reach my goal?</p>	<p>How can SRC support me? What other resources do I have?</p>	<p>When will I complete this by?</p>	<p>How will I know I have met my goal?</p>
<p><i>Example: Connection</i></p>	<p><i>Post a comment on the SRC Facebook group. Attend a walking course where I can build up confidence talking with others</i></p>	<p><i>Ask SRC peer support worker to go with me the first day of the course so I feel less anxious</i></p>	<p><i>By the end of the course (4 weeks time)</i></p>	<p><i>I will have had a meaningful conversation with another student who I get along with and feel comfortable with.</i></p>
<p>1.</p>				

Reviewing your Goals

- **Don't let your goals remain a list of wishes (Sutton, 2020).**
- **It's important to review a goal progress to make sure that you really are progressing and not just going around in circles**
- **Questions to Consider**
 - **Is the goal still relevant: Goals are established based on your situation at the time of setting them: has your situation relevant to this goal changed?**
 - **What has worked well?**
 - **What still needs work?**
 - **Is this goal easier or harder than expected? (do you need to take smaller steps?)**
 - **How can you continue to work towards your goal?**

Reviewing your Goals

Questions to Consider	Goal 1	Goal 2	Goal 3
<p>Is the goal still relevant? Goals are established based on your situation at the time of setting them: has your situation relevant to this goal changed?</p>			

What has worked well?			
What still needs work?			
Is this goal easier or harder than expected? (do you need to take smaller steps?)			
How can you continue to work towards your goal?			

Increasing Participation

Participation in everyday activities:

- ✓ A vital part of a healthy and balanced lifestyle.
- ✓ Learn skills and abilities; connect with others and find purpose and meaning in life.
- ✓ Made up of many different elements: Each element contributes to participation in its own right, but also exists as part of a wider “eco-system” of participation.
- ✓ Made up of many “micro-elements”.
- ✓ When we find our selves struggling to participate in an activity: try to identify which “element” and “micro-element” in particular you may be struggling with. By working on improving those, you may find your participation increases. Use the *Elements of Participation* posters to help you to do this.

What is Motivation?

- Motivation is a psychological **force** that facilitates action.
- Motivation occurs through internal and external sources.
- Internal sources: **Brain** signals and **nervous system**; and **psychological** prompts, such as desires to have needs met.
- External sources: **Environmental** prompts such as incentives or goals.
- These two sources of motivation interact with each other to produce a **behaviour** (Souders, 2020).



How to Increase Motivation:

Like many components of participation; motivation is not a solid construct but is made up of many “**micro-elements**”.

Rather than feeling overwhelmed by increasing motivation as a whole, try to identify which “micro-element” in particular you struggle with; by working on improving those, you may find your motivation to participate increases.

Micro-Elements of Motivation

- ### How Does Motivation Affect Participation?
- Participation in everyday activities is a vital part of human development.
 - Through **participation** we learn **skills** and **abilities**; **connect with others** and find **purpose** and **meaning** in life.
 - In our constantly changing and complex world, motivation is a vital resource that allows us to: **adapt** in response to changes in the environment, **function** productively, and **maintain** well-being. As such, motivation is an essential component of participation.
 - Motivation, like the other elements of participation, contributes to participation in its own right, but also exists as part of a wider participation “**eco-system**”.

- Identifying, understanding and using your **character strengths**
- Having sufficient physical, mental and emotional **energy**
- Having a supportive and enabling **environment**
- Having effective **goals-setting** abilities
- Recognising what is **meaningful** to you
- Having the right **mindset**
- Ensuring physical and psychological **needs** are met
- Understanding what gives your life **purpose**
- Having **self-determination**
- Having **self-efficacy**
- Having sufficient **self-regulation**
- Recognising your core **values**

What is Self-Determination?

- **Self-determination theory** was created by Deci and Ryan (1985) to describe a person's ability to make their own choices and manage their own life.
- According to Ryan and Deci (2006), humans have 3 innate psychological needs:
 1. **Autonomy**: feeling we have some control over our lives.
 2. **Competence**: Building and developing mastery over the activities that matter to us
 3. **Relatedness**: social connection
- Self-Determination consists of our **internal skills, knowledge, and beliefs** combined, which allows us to choose to participate in accordance with these choices rather than acting from external pressures.



How to Increase Self-Determination:

Like many components of participation; self-determination is not a solid construct but is made up of many “**micro-elements**”.

Rather than feeling overwhelmed by increasing self-determination as a whole, try to identify which “micro-element” in particular you struggle with; by working on improving those, you may find your self-determination towards participation increases.

Micro-Elements of Self Determination

How Does Self-Determination Affect Participation?

- Participation in everyday activities is a vital part of human development.
- Through **participation** we learn **skills** and **abilities**; **connect with others** and find **purpose** and **meaning** in life.
- Self-determination focuses on the **internal** sources of motivation towards participation in activities.
- Self-determination, like the other elements of participation, contributes to participation in its own right, but also exists as part of a wider participation “**eco-system**”.

- Effective **goal-setting** abilities
- A Growth **Mindset**
- Ability to take **responsibility** for our behaviour.
- **Self Advocacy** Skills: The ability to express needs and wants assertively and take action on our own behalf
- **Self-efficacy**: belief in our ability to perform and achieve our goals.
- **Self-Regulation** Skills: The process by which we incorporate behavioural change into our everyday lives (Kapp, 2001). This involves setting goals, developing a plan to achieve goals, implementing, and following the action plan, evaluating the outcomes of the action plan, and adjusting accordingly.
- Supportive social **environment**

What is Meaning?

- According to Wong (2010) a **meaningful** and fulfilling life is unique to each of us, however, consists of:

Purpose: The pursuit of a life goal

Understanding: of who you are and your significant role in life

Responsibility: Only you are responsible for deciding your meaning in life, and what is significant to you, and taking responsibility for your actions.

Enjoyment: A deep sense of significance comes when you actively take responsibility, to pursue life goals.

- According to Baumeister and Vohs (2002) humans have four **needs** which when met, lead to a sense of meaning in life:

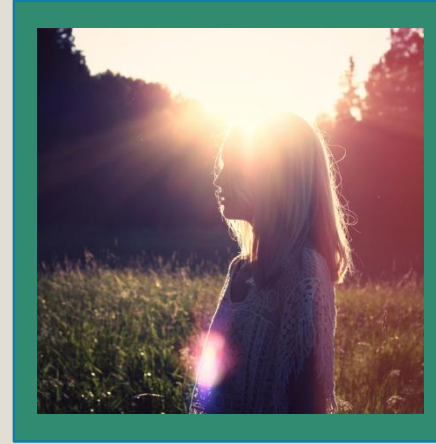
Purpose: The belief that what we do now affects our future.

Pursuing life goals which lead to a sense of fulfilment.

Values: The fundamental attitudes guiding our mental processes and behaviour.

Efficacy: The belief that you are competent meet challenges and achieve goals

Self-worth: reasons for believing that one is a good and worthy person.



How to Increase Meaning:

Like many components of participation; meaning is not a solid construct but is made up of many “**micro-elements**”.

Rather than feeling overwhelmed by increasing meaning as a whole, try to identify which “micro-element” in particular you struggle with; by working on improving those, you may find your meaning towards participation increases.

Micro-Elements of Meaning

- **Purpose:** Pursuing significant life goals
- Taking **Responsibility:** For your actions and pursuit of meaning
- **Understanding:** Who you are, and what is important to you
- **Self-Efficacy:** believing you are able and capable to pursue goals
- **Self-worth:** Believing that your life has value and you matter
- **Values:** Knowing what is important to you and being guided by this

How Does Meaning Affect Participation?

- Participation in everyday activities is a vital part of human development.
- Through **participation** we learn **skills** and **abilities**; **connect with others** and find **purpose** and **meaning** in life.
- Meaning, like the other elements of participation contributes to participation in its own right, but also exists as part of a wider participation “**eco-system**”.

What is Goal Setting?

According to Chowdury (2020):

- Goals are a plan that holds us in perspective – the more effectively we make the plan, the better are our chances of achieving what we aim to.
- Goals direct our actions and open us to a host of new possibilities
- Goals guide us to choose the right moves, at the right time, and in the right way.
- By setting goals, we get a roadmap of where we are heading to and what is the right way that would lead us there.



According to Smith (1999)

- Goal-setting involves asking three questions:
 - 1) How important is the goal for us?
 - 2) How confident are we about reaching and accomplishing the goal?
 - 3) How consistent is the goal with our core values and beliefs?

How Does Goal-Setting Affect Participation?

- Participation in everyday activities is a vital part of human development.
- Through **participation** we learn **skills** and **abilities**; **connect with others** and find **purpose** and **meaning** in life.
- Goal setting, like the other elements of participation, contributes to participation in its own right, but also exists as part of a wider participation “**eco-system**”.

How to Improve Goal Setting:

Like many components of participation; goals are not a solid construct but made up of many “**micro-elements**”.

Rather than feeling overwhelmed by improving goal setting as a whole, try to identify which “micro-element” in particular you struggle with; by working on improving those, you may find your goal setting ability for participation increases.

Micro-Elements of Goal Setting

- Identifying, understanding and using your **character strengths**
- Recognising what is **meaningful** to you
- Understanding what gives your life **purpose**
- **Self-Regulation Skills**: The process by which we incorporate behavioural change into our everyday lives (Kapp, 2001). This involves setting goals, developing a plan to achieve goals, implementing, and following the action plan, evaluating the outcomes of the action plan, and adjusting accordingly.
- **Self-Efficacy**: believing you are able and capable to pursue goals
- **Values**: Knowing what is important to you and being guided by this

What is Self-efficacy?

- Self-Efficacy: a person's belief in their ability to succeed in a particular situation (Bandura, 1977)
- Benefits of self-efficacy include: resilience to adversity and stress, healthy lifestyle habits, improved work performance, and educational achievement
- People who have a sense of self-efficacy approach things in terms of how to handle them rather than worrying about what can go wrong.
- Self-accountability: making our own choices and decisions, making our own mistakes and learning from them - increases self-efficacy.



How to Improve Self-Efficacy:

Like many components of participation; self-efficacy is not a solid construct but made up of many “**micro-elements**”.

Rather than feeling overwhelmed by improving self-efficacy as a whole, try to identify which “micro-element” in particular you struggle with; by working on improving those, you may find your self-efficacy ability for participation increases.

Micro-Elements of Self-Efficacy

Mastery Experiences:

- The experiences gained when you take on a new challenge and are successful at doing so...practice makes perfect!
- Unknowingly throughout this process we are teaching ourselves that we are capable of acquiring new skills.

Social Role Models:

- Observing other people successfully complete a task makes more likely to believe we can do it too

Social Persuasion:

- Receiving positive feedback when accomplishing a task

Emotional and Physiological States:

- Your emotional, physical, and psychological well-being can influence how you feel about your abilities.

Visualization

- “The art of visualizing yourself successfully achieving your goals” (Maddux, 2013).

How Does Self-Efficacy Affect Participation?

- Participation in everyday activities is a vital part of human development.
- Through **participation** we learn **skills** and **abilities**; **connect with others** and find **purpose** and **meaning** in life.
- Self-efficacy, like the other elements of participation, contributes to participation in its own right, but also exists as part of a wider participation “**eco-system**”.

Example of Table from Student Handbook

Element of Participation	Micro-Element	Why Is this Important to me?	How could I improve this Micro-Element	Resources to Help Me (including people)
Example: Motivation	<i>Energy</i>	<i>I want to attend a course, but don't have much energy because I am always tired; I struggle to keep to a bedtime routine</i>	<i>Increase my energy levels by addressing my sleep needs and adopting better sleep habits</i>	<i>Sleep diary Partner could encourage me to improve sleep habits and keep to bedtime routine</i>