

# Empow'Them

Who's calling the shots? Citizen Empowerment in Mental Health:  
from the think tank to operational perspectives for user self-  
determination

Guide to the analysis of practices supporting self-  
determination



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# Guide to the analysis of practices supporting self-determination

## Introduction

The aim of this document is to provide professionals with concrete guidelines for analysing their professional practices in the light of the results obtained during the *Empow'Them* training development process. It has been produced as part of the European project co-funded by the ERASMUS+ programme *Empow'Them - Who's calling the shots? Citizen Empowerment in Mental Health: from the think tank to operational perspectives for user self-determination, 2020/2023*.

The project is in line with the actions advocated by the UN Convention on the Rights of Persons with Disabilities (UN, 2008), as its aim is to contribute to the respect and dignity of mental health clients through professional practices that support their individual freedom. More specifically, its aim is to encourage and support the emergence of self-determined behaviours in people receiving support in mental health services by improving the support skills of professionals working in this field (careers, educators, support staff, etc.), thereby facilitating the expression of the wishes of people with mental health problems within institutions.

The aim of the first phase was to identify the practices likely to encourage the emergence and support of self-determined behaviour in people receiving support. To achieve this, two complementary sources were exploited:

- Analysis of interviews on practices from the field conducted by user/professional pairs with 31 experienced professionals in the fields of health, psychosocial, socio-educational and socio-professional in 5 countries (Belgium, Spain, France, Greece, Switzerland).
- A review of the scientific and professional literature from which we have extracted pragmatic and useful elements for action by professionals.

## Semi-structured interviews:

### *Interview methodology*

The interviews were conducted in Belgium, Spain, France, Greece and Switzerland between December 2020 and February 2021 by user/professional pairs trained in semi-directive interviewing. The 31 interviews were conducted with mental health professionals with at least 5 years' experience of working with people with mental health problems. These professionals were active in the field of social and professional integration or care. The interviews were recorded and transcribed to enable a similarity analysis of the interviewees' discourse using IRAMUTEQ software (Ratinaud, 2009). The analysis is based on graph theory and the study of items obtained from open-ended questionnaire responses. This type of analysis is traditionally used to describe the most salient elements of a social representation. It reveals

the underlying structure of a representational field by studying the proximity and relationship between the elements produced.

### *Summary of interview analysis*

For the people interviewed, self-determination is an important concept in supporting people. The approach is seen as useful in relation to the notions of support for decision-making and respect for the values of the person being cared for. The concept is generally known, but not in all its dimensions. The link between self-determination and the three psychological needs - a sense of autonomy, competence and belonging/relatedness - has not been fully identified. We can regard this as normal insofar as this link is only operative within the strict framework of the Self-Determination Theory (SDT) developed by Deci and Ryan (2008). Moreover, the definitions of these three concepts are not always clear or are incomplete. For example, the notion of autonomy is often confused with the notion of independence (the ability to carry out a task alone). Belonging is understood strictly in relation to a group or close relatives, whereas it also concerns the relationship between the user and the carer. The quality of this relationship is nevertheless highlighted and valued elsewhere in the interviewees' responses. More generally, the gap between theory and practice is often mentioned. Finally, training in this area is considered important, both for the individual and for the people being supported.

The interviews conducted with experienced professionals opened us up to other models that can be used in conjunction with ADT to better describe specific practices or make them more operational and effective. Although this knowledge is often derived from experience and emerges in the background of the accounts, we can relate it to certain well-established models. Without being exhaustive, we can mention the most important ones: the functional conceptual model of self-determination (Wehmeyer, 2011), the approach to developing empowerment in individuals and communities (DPA-PC by Yann Le Bossé & al, 2009; Le Bossé, 2016), the solution-focused approach (SFA - De Jong & Berg, 2002), the principles of the recovery model in mental health (e.g. Andresen et al., 2006; Copeland, 2002), the stigma process (Bonsack & al, 2013), the theoretical construct of self-efficacy (Bandura, 2013), the valorisation of social roles (VRS - Wolfensberger, 1997), the Disability Creation Process (DCP - Fougeyrollas & al, 1998), risk-taking (Caouette, 2018), the collaborative relationship (Cungi, 2006) or even more specifically, the notion of partnership in the relationship (Cudré-Mauroux & al., 2020) as well as the relationships of place and power in the interaction between people (Favrod & Nguyen, 2020; Nguyen & al., 2020; Stevanovic & Peräkylä, 2014). We felt that other links were essential, in particular with the stages of change (Prochaska & al., 1992), which were finally integrated into a more general module on respect for the individual's rhythm, which also includes the notion of stages in the mental health recovery process (Andresen & al., 2006).

## Literature review and conceptual choices

A literature review was carried out using 13 databases. This corpus of texts was supplemented by other articles and documents drawn up by project partners as part of non-project working groups on the issue of recovery-oriented support, self-determination, and empowerment.

The results have enabled us to define the concept of self-determination based on a large body of diverse approaches and theories, including empowerment, motivation theories, action theories, capability theories and mental health recovery approaches.

We were looking for a model that could be easily transposed to the variety of fields covered by our project. We therefore chose to refer to self-determination theory (SDT - Deci & Ryan, 2012 - 2008), which is also a theory of motivation. For over 40 years, this theory has been the subject of a great deal of research and studies supporting its validity. Finally, the richness of this model lies in the fact that it is also a theory of social development, personality, and psychological well-being (La Guardia & Ryan, 2000; Ryan & Deci, 2000).

This theory postulates that contexts in which interpersonal relationships and the environment foster the satisfaction of the three fundamental psychological needs (the feeling of autonomy, competence, and belonging/relatedness) have the effect of developing more autonomous motivation, leading to more self-determined behaviour and better mental health. It is therefore important to be aware that each of us, in our role as professionals, can be a hindrance or a facilitator in the process of self-determination for people, and therefore in their journey and process of recovery. The aim will be to identify how professionals' attitudes and actions help to satisfy these three fundamental psychological needs. This is the main objective of this guide to analysing professional practices.

## Self-determination at the service of the emancipation of supported people

Promoting the self-determination of people receiving support is a way of creating an environment conducive to the emancipation of people receiving mental health services. In other words, to enable them to regain control, each at their own level, over the things that are important to them. Recovery-oriented support based on the self-determination of people living with mental health problems helps them to take part in a process that will enable them to mobilise their ability to analyse and act on their own choices, to be in tune with their values, and to be able to take risks, anticipate and assume the consequences of their actions. It helps people regain control over their lives and contributes to their well-being, insofar as the environment and the nature of the relationship with professionals help to satisfy their three fundamental psychological needs.

As the latter produce a large proportion of the intentions and meaning given to their actions, autonomous motivation is positively stimulated in contexts and for decisions that are important to the individual.

Finally, it should be remembered that support that promotes the self-determination of the people being cared for must be seen as an ethical stance on the part of professionals, linked to notions of emancipation. It is not, therefore, an injunction that takes no account of the wishes or vulnerability of the person being supported. **Being able to act** does not mean **having to act**. That would contradict the notion of self-determination. It's a question of opportunities and experiences that are meaningful, of calculated and shared risks taken in the context of a partnership relationship where each person, in their role as supported person, professional or relative, has their own area of expertise, their own say....

## Postures and actions promoting the self-determination of accompanied persons

### Posture (interpersonal skills)

#### ➤ Building and maintaining a partnership relationship (as equals)

- I recognise the person I am working with as an individual, in all their uniqueness, whatever their role and whatever my role, without judgement and with a benevolent neutrality.
- I start from the premise that people have resources and potential for development, and that they can play an active role in determining what is important to them and the changes they wish to make in their lives.
- I am clear with myself as a person and as a professional (my skills and limitations and those of the place). I clarify this with the person being supported if necessary.
- I work with the person to establish the terms of our collaboration.
- I adopt an enlightened, non-knowlegeable posture.
- I take account of issues relating to position and power in the relationship and regulate asymmetry in the relationship according to the context in relation to:
  - Who must have the power to impose action?
  - Who has the relevant knowledge about the situation or the object of the interaction?
  - Who shares emotions and experiences?

#### ➤ Adopting a non-knowlegeable posture

- I recognise the person as an expert in their situation without taking their place
  - I help him explore what's important to him
  - I help him identify his own resources (internal and external)
  - I help him identify his personal goals and aspirations
  - I ask questions with the intention that the answers will be more useful to the person than to me
  - I support the person in search of his own solution by promoting the emergence of answers in him by questions, without inducing answers, leaving him time to find his own answer or solution
- I put my own representations and judgments in brackets.
- I take the opinions of the person being supported seriously and consider them important.
- I let people take responsibility for themselves and play an active role in their own development.
- I focus communication on the person's concerns, complaints and wishes.



## Actions (know-how)

### ➤ Supporting autonomous motivation

- I help people to give meaning to their actions by connecting them to their aspirations and personal goals.
- I support the autonomy of the person:
  - I offer her opportunities to make choices, however small.
  - I develop and maintain a partnership relationship.
  - I adopt a non-knowledgeable posture in the relationship.
  - I accompany the person in decision-making.
  - I seek and share the meaning of his actions.
  - I promote the use of shared decision-making mechanisms.
  - I keep control actions to a minimum or remove them and replace them with self-monitoring or self-assessment.
- I support the sense of competence:
  - I focus on its talents and resources
  - I promote the acquisition and strengthening of knowledge, know-how and skills
  - I promote experimentation and let act in a safe and shared framework that allows him to act boldly and take risks
  - I support the person in solving problems
  - I offer a space for exchanges and feedback on experience (awareness-raising action approach)
  - I keep control actions to a minimum or remove them and replace them with self-monitoring or self-assessment
  - I develop opportunities for people's participation
- I support the sense of belonging/social affiliation/relatedness by developing :
  - a partnership relationship with the person
  - opportunities for people's participation
  - a welcome where the person feels expected

### ➤ Mobilize the 4 analysis units of Le Bossé's empowerment approach

- I identify who are the social players in context, that is to say, all the people (stakeholders) who can have a direct or indirect influence in the realization of the project, the desired change, the resolution of the problem
  - I explore the issues at stake for the social players involved by asking: who wants to change what, for what and for whom?
  - I work to define the problem on an ongoing basis, involving everyone concerned.
- I question what can be tried here and now, taking into account the contexts of application
- I systematically apply at each stage an awareness-raising action approach to allow the person to learn from his experience

## ➤ Focus on talents and resources

- I help the person identify their strengths and limitations based on concrete examples and identify when and where to seek help and/or support
- I support the person to identify, through concrete examples:
  - what works without dwelling too much on what doesn't
  - what has already worked without dwelling too much on what did not work (I do not reduce the person to his difficulties)

To do this, I take into account the observations of the person being supported, my own observations, those of my colleagues, those of other professionals in the network and those of family and friends.
- I support people in becoming aware of what they can do / what they have already done
- I support and co-construct with the person the tasks or actions they must or wish to carry out according to their abilities (not too easy, not too difficult).
- I give sustained and authentic recognition to successes large and small.
- I encourage people to value themselves and their peers. I support them in this process or create opportunities for it to happen.
- I provide opportunities for feedback (awareness-raising action approach), enabling them to:
  - to become aware of what they have achieved and what they have learned from it
  - identify other contexts where the new skill/knowledge can be used.
- I undertake not to focus solely on individual changes, but also to deal with the structural elements that have a negative impact on the realisation of the person's project.

## ➤ Support for decision-making

- I help people to give meaning to their actions by connecting them to their aspirations and personal goals.
- I help people to make choices by adopting a non-knowledge posture:
  - I leave the necessary space to support and encourage their autonomy
  - I support their point of view
  - I enable them to define their own objectives
  - I listen to their questions, doubts and thoughts.
- I promote or create spaces for active participation in problem-solving and decision-making tasks:
  - I encourage the use of shared decision-making methods
  - I help people to develop new skills if necessary
  - I help people to identify obstacles at both individual and structural levels
  - I help people to anticipate and plan ahead
  - I help people to prioritise
  - I help the person to know and understand the context.
- I encourage people to play an active role in developing their individual projects:
  - I give meaning to the process by connecting them to what is important to them, to their goals and aspirations

- I help them to identify the biggest step they can take here and now with the resources at their disposal
- I help them to identify obstacles in the here and now
- I teach them to set themselves clear, concrete objectives
- I teach them to specify the necessary actions/stages for achieving the objective.
- I help people to anticipate and plan ahead by:
  - encouraging them to think, question and discuss the consequences, advantages, disadvantages, risks and benefits for themselves and others
  - I give them feedback so that they can become aware of any discrepancies in their perception (euphoria or dramatisation) between the result they imagined and the path they took to get there.
  - I talk to them about the notion of steps
  - I teach them to identify and develop a series of tasks or actions to achieve their goals
  - I help them to look for other possible scenarios or alternatives
  - I ask them what will happen once the objectives have been achieved for them and for others.
- I help people prioritise their choices:
  - I ask them what is (most) important to them in the short, medium and long term
  - I regularly question their requests or projects to ensure that they are still relevant and that the objectives remain coherent
  - I help define the steps, objectives and resources involved.
  - I help the person to know and understand the context:
  - I help them explore what they know and identify what is important to them
  - I apply the principle of reality (not MY reality) while showing empathy
  - I offer feedback so that they can become aware of any discrepancies in their perception (euphoria or dramatisation) between the result they imagined and the path they took to get there.
- I encourage and help the person to negotiate and draw up an advance decisions document (joint crisis plan) that will enable him or her to prevent and better manage a possible future crisis by taking into account his or her preferences with regard to care and treatment and the role of each person in the event that his or her capacity for discernment is reduced.

### ➤ Creating opportunities and fostering experimentation

- I create a climate of openness and encouragement to foster good interpersonal relations
- I create a safe environment where the person being supported can act and experiment without excessive danger or excessive negative consequences
- I create a climate of trust and an atmosphere conducive to taking initiative
- I take into account the fact that threats and control have a negative influence on autonomous motivation
- I regularly put the person in familiar or new situations likely to encourage learning in line with their priorities, ensuring that they are neither too easy nor too difficult (Zone of Proximal Development - ZPD) in order to support their sense of self-efficacy

- I give people the opportunity to try out new things, using examples from around them or encounters that could be motivating or inspiring, within or outside their comfort zone
- I first explore what has already been tried to avoid "doing the same thing and hoping for a different result", based on the information provided by the person and their support network.

#### ➤ Let people take action

- I support risk-taking by working with all those involved if necessary (notion of perceived, real, acceptable and shared risk)
- I encourage, support and promote experimentation in a framework where everyone's roles are predefined, means, risks and opportunities identified and planned situation points
- I resist the temptation to "do things for" or give direct answers to requests. I let the person experiment or put their skills into action without intervening directly
- I help people to define the means of their choice, enabling them to assess the actions they have taken and adjust them accordingly
- I help the person to transform the notion of failure into a notion of experience "what did this situation teach me?" by helping them to identify the improvements needed and the successes achieved.

#### ➤ Foster/enable the acquisition and strengthening of knowledge, know-how and skills

- I help the person to identify and remove obstacles in the here and now, whether they are :
  - changes within the person
  - structural changes
- I devise and implement learning and self-assessment systems tailored to the person's project, needs and resources, in collaboration with them and, if necessary, their network or other professionals
- I regularly put the person in familiar or new situations likely to encourage learning in line with their priorities, ensuring that they are neither too easy nor too difficult (Zone of Proximal Development - ZPD) in order to support their sense of self-efficacy
- I adopt an awareness-raising action approach with a specific framework that regularly allows the person to talk about what they are doing, why they are doing it, the difficulties they have encountered, the solutions they have adopted, the skills they have acquired and the links they need to make to encourage their reproduction (systematic feedback)
- I help people to channel their actions and evaluate them before, during and after by helping them to define a suitable methodology and tools (deadlines, schedule, objectives).
- I plan spaces where it is possible to observe other people in action with whom the person can relate (positive experience)
- I give priority to promoting the self-esteem of the people I support or that of their peers
- I make people aware (or give them access to information) about the existence of different types of training and encourage them to access them according to their plans.

### ➤ Fostering participation

- I set up an organisation that strongly promotes the inclusion and active representation of people receiving support, the taking of initiatives and responsibilities, and compliance with commitments within a given framework
- I regularly inform, suggest, invite and encourage people to get involved in the life of the place where they are being supported and outside, according to their interests
- I inform the person about the tools/spaces set up in the institution to encourage participation (meetings, rules/operations, self-representation, etc.)
- I enable people to take on the role of resource person, sharing their specific knowledge and/or knowledge relating to the habits and operating rules of the place where they are being supported.

### ➤ Researching and sharing the meaning of actions

- I help people to give meaning to their actions by connecting them to their aspirations and personal goals.
- I help people to identify what is important to them and what they would like to change with our support.
- I focus on the notion of experience rather than that of success or failure in terms of actions taken or not taken, through systematic feedback.
- I help the person to make the links between actions or lack of action and the notion of responsibility.
- I base my assessment on facts and also on the subjective experience, I ask myself and I ask the person about the "why/for what, for whom" it was done or not done, and above all how it was useful to the person in terms of acquiring skills and/or empowerment.
- I help the person to identify a good reason for doing a task or engaging in an activity that seems pointless, by linking it to a purpose that makes sense to them, while validating their thoughts and feelings.
- I regularly go back to the person's initial request, its variations in the individualised project monitoring tools, and relate them to their actions or lack of action.
- I take a step back from my practice: I talk to colleagues on site; I ask questions of other colleagues off site; I take part in professional practice analysis groups or intervisions; I am aware of and question, where necessary, the missions and objectives of the place where I work and of my function in my job.

### ➤ Opening up the field of possibilities

- I help the person connect to their personal goals and aspirations.
- I encourage and support the person to be creative and daring: I ask them the question "what if everything was possible/what if you had a magic wand ....".
- I ask open-ended, projective questions; questions that help the person visualise the desired result before defining the objectives and the means.
- I ask questions to help the person imagine alternatives (plans B, C, etc.) .
- I help the person to identify and remove obstacles in the here and now, whether they are :
  - changes within the person

- structural changes.
- I ask the person if they know another person who has managed to do / find a solution to the problem / to carry out the same project.
- I help the person to prioritise.
- I provide flexible, creative support.

### ➤ Acting boldly

- I make sure that I propose or remind people of the existence of a safe, shared framework that allows the creation of situations in which the person can act, experiment and assume responsibility, taking risks.
- I don't take risks on behalf of the person I'm supporting on my own. I manage risk-taking in partnership with the person and their network (family and friends, professionals involved) and my superiors where necessary.
- I apply a methodology for risk management :
  - I ask the various people involved in the situation about the risks as they perceive them (validate each person's perception of the risk, concept of perceived risk).
  - I take the appropriate steps to objectify the risk so that it can be defined as closely as possible to reality, taking into account the social norms applicable to the person being supported (agree on the notion of real risk).
    - I help people to assess their risk-taking by using examples from around them to:
      - overcome fears or
      - acknowledge a real danger.
  - I ensure that measures are taken to make the risk acceptable as part of a joint agreement by all those involved (making risk-taking acceptable to everyone, concept of acceptable risk).
    - I don't set limits straight away. I dare to suggest and adopt new approaches and methods, outside my comfort zone. I encourage people to do the same.
  - I make sure that an agreement on risk sharing is validated by all the people involved (make sure that everyone assumes the risk, notion of shared risk).

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# Empow'Them

## Au fond qui décide ? L'Empowerment Citoyen en Santé Mentale : du laboratoire d'idées aux perspectives opérationnelles pour l'autodétermination des usagers

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