SPOT; Applying Strengths for Constructive learning

Regina - An introduction

"A focus on strengths and abilities motivates and contributes to building confidence and resilience necessary for self-agency" (MHCC, 2015, p. 34)

Am Schedule

- Welcomes
- SPOT; Applying Strengths for constructive learning
- Spotting and Accessing your Strengths dialogue
- Mingle
- Skye
- Applying a Dialogic Approach to Strengths based Student Assessment

Learning Goals

Our shared purpose – building autonomous, empowered responsible life-long learners

- Define SBA and link to constructivism
- Make explicit the link to Competency in PT and OT practice
- Describe Character Strengths
- Identify At least 2 personal strengths at your table
- Describe key dimension and 5 principles of SBA in education
- Apply the learning: Try a new dialogic tool for use with students

Welcomes and Permission

- How we got here and permission to document this process.

SBA; A worldview/A philosophy/A way of being
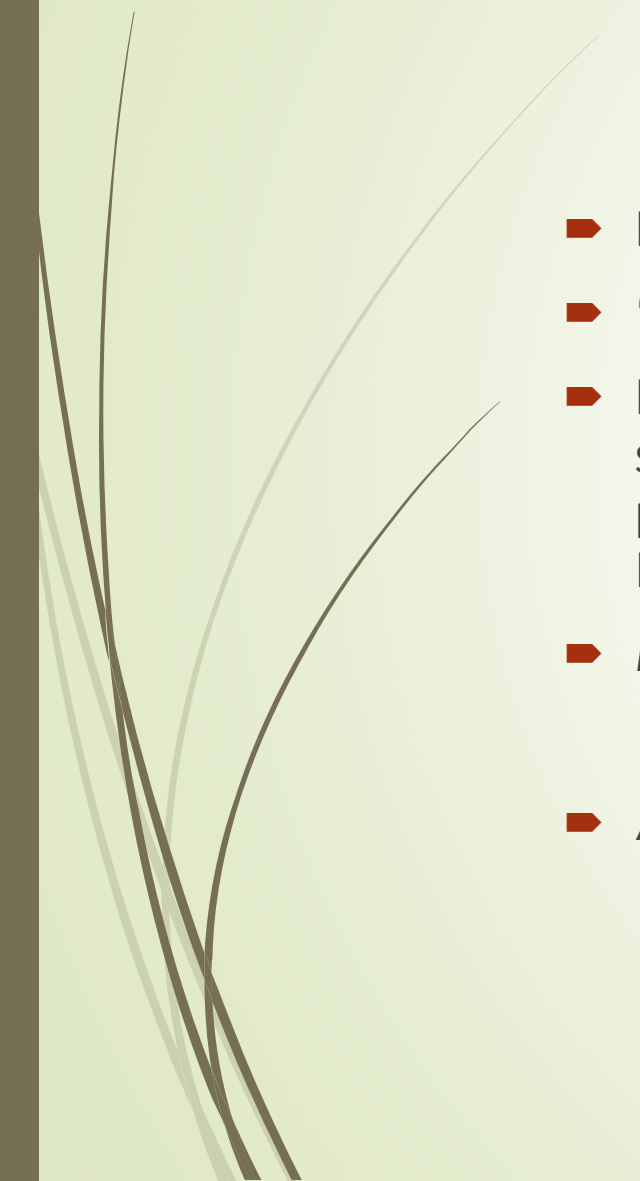
- A short story

- Constructivism posits that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal hypothesis and experiences that are negotiated in context. The learner brings past experiences and cultural factors to a situation – A strengths-based perspective situates those strengths within a positive frame so that the learner can access their strengths to negotiate new learning and challenges.

- *Vygotsky, L. S. (1980). Mind in society: The development of higher psychological processes. Harvard university press.*

Strengths Based Approach; Why and What

- Positive psychology theories assert that people can actively work towards a better future. Kobau et al. note **"the asset-based paradigms of positive psychology offer new approaches for bolstering psychological resilience and promoting mental health."** (2011, p. 1). Those who show higher levels of resilience have reported being able to use coping skills effectively, **find meaning, and have improved psychological support** (Drvaric et al., 2015). Finding meaning is an essential component of constructivist learning theory

- Drvaric, L., Gerritsen, C., Rashid, T., Bagby, R. M., & Mizrahi, R. (2015). High stress, low resilience in people at clinical high risk for psychosis: Should we consider a strengths- based approach? *Canadian Psychology/Psychologie Canadienne*, 56(3), 332-347. doi:10.1037/cap000003

- Kobau, R., Seligman, M. P., Peterson, C., Diener, E., Zack, M. M., Chapman, D., & Thompson, W. (2011). Mental health promotion in public health: Perspectives and strategies from positive psychology. *American Journal of Public Health*, 101(8), 1-9. doi:10.2105/AJPH.2010.30008
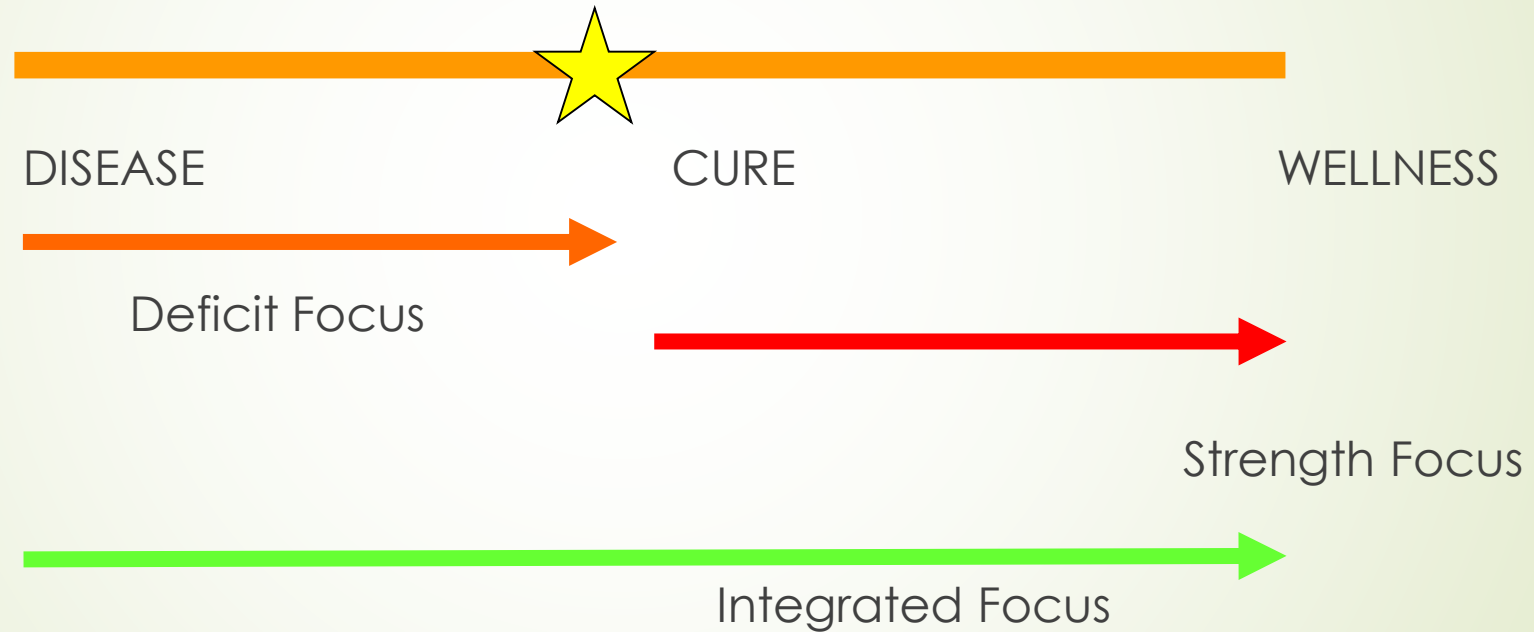
Assumptions;

- Experience in fieldwork is pivotal in the learning process

- "Assessment and feedback" being key available tools …

- For feedback to be effective it should be timely and engaging to the student (in order to be attended to and acted upon thus they need to be prepared for the feedback and know how to deal with it) (O'Donovan, Rust & Price, 2016).

- Modelling can be helpful

- Add skys

- Rehabilitation in general may be viewed as pathology-focused professions – we like to fix things – or systems reinforce us if goals are met- people are discharged. This deficit focus is often at the expense of recognizing what is going well in individuals' lives despite perhaps multiple challenges. Many people are successful in their personal and professional lives. A Strengths based approach begins to ask - what is it about these individuals that allows them to be successful and how are we, as educators, able to access these strengths so we can support their progress?

Health and Wellness Approaches-
Striving for Integration
ADAPTED WITH PERMISSION FROM Dr Steve Holliday

DISEASE   CURE   WELLNESS

Deficit Focus

Strength Focus

Integrated Focus

Not – Just Being Nice and Generating a List (Rapp et. al., 2005)

- Hallmarks
  - **Goal Oriented**
  - **Systematic Assessment-** strengths in multiple life domains – what works, exceptions to problems, coping strategies, focus on current and past accomplishments
  - **Environment as a resource-** people, opportunities, support and resources – match [learners] desires, strengths and resources
  - **Relationship is hope inducing accepting**, purposeful and accepting – 1. increase [learners] awareness of abilities, 2. increase awareness of options, 3. increase opportunities and confidence to choose and act on options
  - **Provision of meaningful choices** with [learners] who have the authority to choose
  - **Model interventions** that serve to promote rehabilitation with and for people receiving services [Regina]
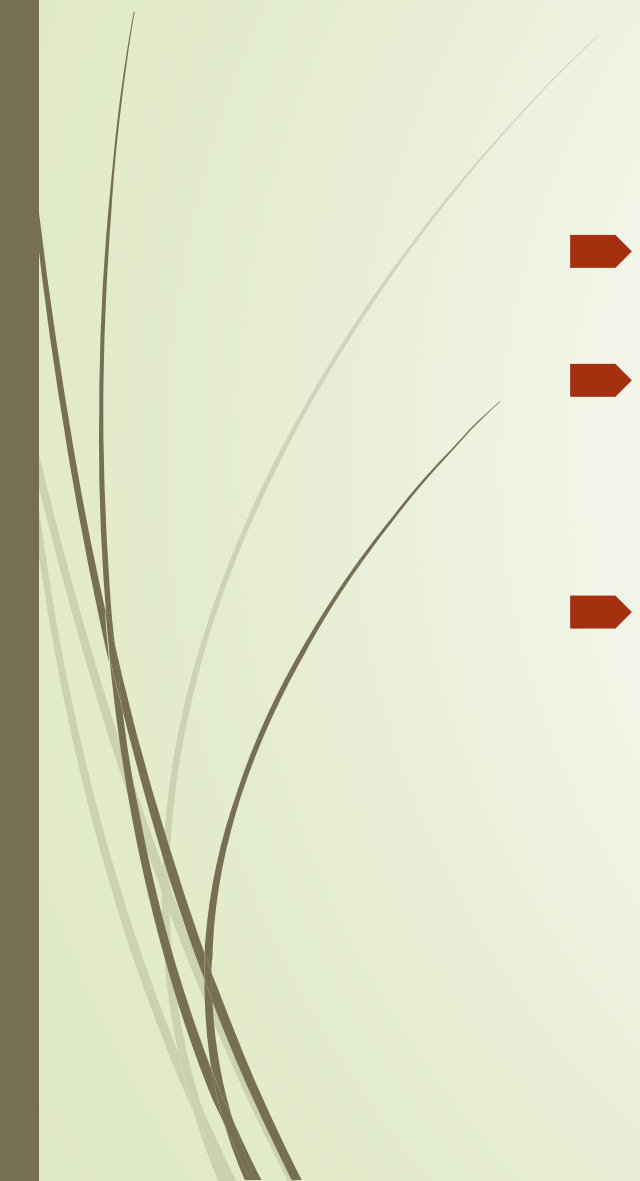
SBA in Clinical Practice

- Mental Health – PSR & Recovery and the Mental Health Commission of Canada

- Recovery starts with hope, optimism and the fundamental belief that recovery is possible …looking beyond illness and seeing the resilience, strengths and capacities people have to achieve their full potential (MHCC, 2014, p. 3) … "supporting his or her journey of healing or growth … actively engage people in their own care … means … system should be built on the strengths of individuals … their cultures and communities … " (MHCC, 2017, p.1)

Other - SBA in Clinical Practice

- Inter professional Practice
- Specific Disciplines – Social Work, Nursing, Education
- Business & Education (Skye)

PT and OT Competency

Our shared purpose – building autonomous, empowered responsible life-long learners

- Competency in PT and OT practice

  Scholarly Practitioner - utilizes EBP (mounting support for SBA in clinical practice - *Social Work, Education & Nursing* and education of professionals (Cederbaum & Klusaritz, 2007; O'Donovan, & Price, 2016)

  As a Professional, Communicator/Collaborator/Advocate – engaged as a reflective practitioner attending to power /authenticity who is practiced in enabling people to use their strengths to build skills to self-manage illness and participate as full citizens of their chosen community

Competence

- Has knowledge and ability to apply strengths based approach to assessment (PSR/RPS Canada, performance indicator D.4.2, p. 10)

- Demonstrates their ability in the person's abilities, pursuits and who they are (PSR Canada, 2013, performance indicator E. 1.3, p. 12,)

Applying SBA - Stages

- Engaging relationships – partnerships

- Amplifying what works well

- 1. Setting goals (setting goal statement -an achievement agenda)

- 2. Identifying needed resources (putting community back in MH & and ensuring effectiveness of intervention)

- 3. Identifying responsibilities

- 4. Identifying pace of the intervention *(Rapp, Saleeby & Sullivan, 2005; Rapp & Gosh, 2012)*

Disengagement and evaluation

Dr Daniel Fisher (Slide 8)

Recovery relationships include people who:

- Believe in you and your capacity to have a good life
- Do not give up on you
- Are trustworthy and make you feel safe
- Some have been through similar experiences
- Are able to be real, authentic, and present
- Allow you to recover at your own pace
- Who you can connect with their head and heart

Fisher, D. (n.d.). Building Community: Through Finding Our Voice and Engaging in Dialogue, Part 1, National Empowerment Centre

6 Virtues and 24 Character Strengths

- WISDOM AND KNOWLEDGE
- *Creativity, Curiosity, Open-Mindedness, Love of Learning, Perspective*
- COURAGE
- *Authenticity, Bravery, Persistence, Zest*
- HUMANITY
- *Kindness, Love, Social Intelligence*
- JUSTICE
- *Fairness, Leadership, Teamwork*
- TEMPERANCE
- *Forgiveness, Modesty, Prudence, Self-Regulation*
- TRANSCENDENCE
- *Appreciation of Beauty, Gratitude, Hope, Humor, Spirituality*

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC: American Psychological Press, Oxford Press.

Take Home Message

- Recalling and Creating Moments of Positive Affect

  - Positive experiences create positive emotional states.

  - Positive emotional states and accompanying positive thoughts are motivating

  - Encounters that either create or provide an opportunity to recall moments when people are strong and effective improve therapeutic outcomes

    Dr Stephen Holliday, personal communication, Oct 11, 2011

- Best conducted in an informal, conversational manner, considering pace and comfort level, and adapting to change. Focused on gathering information a positive, hopeful, and constructive process - **the act of looking at strengths, possibilities and motivations is in itself constructive.** Provides the essential positive **information and resources** needed to work with the learner as an **self-motivated active partner**. Begins the learning conversation with a positive perspective that **mirrors the rehabilitation process**

References

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