

# Table of Contents

	<b>Introduction</b>	15
	<b>Online study material</b>	20
<b>PART I</b>		
<b>Foundations of Pathways to Empowerment</b>		
<b>1</b>	<b>Pathways to Empowerment</b>	23
1.1	Hope and prospects in disadvantaged situations	23
1.1.1	Participation and personal control	24
1.2	People with a disadvantage	25
1.2.1	Emotional, physical, social and material challenges	25
1.2.2	On the defensive	26
1.3	Disruption in self-regulation	26
1.4	Improving the quality of daily life	28
1.4.1	Managing yourself and your existence	28
1.4.2	Building the conditions of your existence	29
1.5	A strength-based counselling programme	30
1.5.1	The client	30
1.5.2	The environment	31
1.5.3	Professionals	31
1.5.4	Counsellors	32
1.5.5	The programme: an iterative search process	32
1.6	Recovery-supporting and non-recovery-supporting practices	37
1.7	Implementation according to the model	40
	<b>Assignments</b>	40
<b>2</b>	<b>Cornerstones of participation and personal control</b>	43
2.1	Cornerstones of participation and personal control	43
2.1.1	Hope	44
2.1.2	Self-regulation	44
2.1.3	Citizenship	47
2.2	Recovery, self and identity	49
2.2.1	The self and the individual identity	50

2.3	Forms of recovery	51
2.4	Recovery process	53
2.4.1	Personal recovery: unique and personal	53
2.4.2	Self-regulation as a mechanism for change	54
2.4.3	A range of developments	54
2.5	Sources and outcomes of recovery: resilience and compassion	56
2.5.1	Resilience	56
2.5.2	Compassion	57
2.6	Recovery in relation to others	58
2.7	Conditions for participation and personal control in society	58
2.8	Hope for a meaningful existence	61
2.9	What works: basic principles	62
2.9.1	Need principle	63
2.9.2	Responsiveness principle	63
2.9.3	Balance principle	63
2.9.4	Integrity principle	64
2.9.5	Context principle	64
2.9.6	Continuity principle	64
2.9.7	Professionalism principle	65
	Assignments	65

### **3 The working relationship: respect and trust** 67

3.1	The importance of a good working relationship	67
3.2	Critical elements of an effective working relationship	67
3.2.1	Confidence-building and loyalty	68
3.2.2	Goal-oriented and meaningful	68
3.2.3	Reciprocal and setting boundaries	69
3.2.4	Authentic	69
3.2.5	Strengthening and nourishing	69
3.3	Reciprocity and communication	70
3.3.1	Directing and being directed	70
3.3.2	Quality of the communication	71
3.4	Taking seriously through confrontation	72
3.4.1	Rules for careful confrontation	74
3.4.2	Confronting with complete messages	75
3.5	Pitfalls in the working relationship and reacting personally	77
3.5.1	Pitfalls in the working relationship	77
3.5.2	Reacting personally	78
3.6	Etiquette for counsellors	79
3.7	Boundaries of the working relationship	80
	Assignments	81

## **PART II**

### **Strength-based counselling programme**

<b>4</b>	<b>Meeting and connecting</b>	<b>85</b>
4.1	Importance of meeting and connecting	85
4.2	Clients also conduct an intake interview	85
4.3	Method-based tools for use when meeting	86
4.3.1	A guest in the client's life	87
4.3.2	Begin where the client is	87
4.3.3	Meet basic needs	87
4.3.4	Help to guarantee safety	87
4.3.5	The client's own narrative	87
4.3.6	Tuning in to the client	88
4.4	The power of the first meeting	89
4.5	Connecting with the client	92
4.5.1	Listening	92
4.5.2	Welcoming posture	93
4.6	Dealing carefully with available information	93
4.6.1	Assessment of available information and agreements	94
4.7	Asking the right questions and summarising	95
4.7.1	Asking for clarification	95
4.7.2	Open questions	95
4.7.3	Scale questions	95
4.7.4	Outcome questions and the miracle question	96
4.7.5	Summarising	97
4.8	Offering hope	97
	Assignments	99
<b>5</b>	<b>Making an inventory of strengths</b>	<b>103</b>
5.1	The importance of an inventory of strengths	103
5.2	Curious about the client's self	104
5.2.1	Empowerment	104
5.2.2	Slow process	104
5.2.3	Immersing oneself and spending time together	104
5.2.4	Including, estimating and evaluating as second nature	106

5.3	Forms of strength	108
5.3.1	Personal qualities	108
5.3.2	Talents and skills	108
5.3.3	Strengths and opportunities of the environment	109
5.3.4	Interests and aspirations	109
5.3.5	Knowledge and experience	109
5.4	Ecogram: insight into relationships and resources	109
5.5	The inventory of strengths	113
5.5.1	The inventory of strengths in brief	113
5.5.2	Examples of strength-based questions	113
5.5.3	Gleaning	114
5.5.4	The most important things in life and wishes for the future	115
5.5.5	Example of an inventory of strengths	116
5.6	Quality assessment of an inventory of strengths	119
	Assignments	120
<b>6</b>	<b>Evaluating self-regulation</b>	121
6.1	The importance of evaluating self-regulation	121
6.2	Supporting reflectiveness	121
6.2.1	Clarifying without denying ownership	123
6.2.2	Reflection in relation to reference values	123
6.3	Suffering from life	124
6.3.1	Negative situations and normal transitions	125
6.3.2	Loss and grief	125
6.4	Cracks and fractures in an individual's existence	126
6.4.1	Disadvantaged in ability to act, relationships and development	127
6.4.2	Part of a greater whole	131
6.5	Risk factors and protective factors	134
6.5.1	Risk factors of social exclusion	135
6.5.2	Strengthening factors of participation and personal control	136
6.6	Evaluating self-regulation	137
6.7	Coping questions and exception questions	140
	Assignments	141
<b>7</b>	<b>Setting goals and drawing up an action plan</b>	143
7.1	The importance of goals	143
7.2	Where there's smoke, there's fire	144
7.3	'Producing' motivation	145
7.4	Zone of proximal development	147

<b>7.5</b>	Personal action plan	148
7.5.1	Action plan as work agenda	148
7.5.2	Focus on the future: long-term goals	149
7.5.3	The difference is in the formulation	151
7.5.4	From long-term goals to achievable actions	151
7.5.5	Example of an action plan	154
7.5.6	Getting started on actions	155
<b>7.6</b>	Why goals are sometimes not achieved	156
<b>7.7</b>	Quality assessment of the action plan	157
	Assignments	157

## **8 Supporting recovery** 159

<b>8.1</b>	The importance of supporting recovery	159
<b>8.2</b>	Method-based tools for supporting recovery	160
8.2.1	Self-regulation as means and end	160
8.2.2	Be alert to problems	160
8.2.3	Active and responsible attitude	161
8.2.4	Mix of interventions	161
<b>8.3</b>	Strengthening one's own regulation and development	162
8.3.1	Supporting reflectiveness	162
8.3.2	Self-care	163
8.3.3	Redefining yourself	167
8.3.4	Stages of personal recovery	168
<b>8.4</b>	A sense of belonging with others	168
8.4.1	Reciprocity and fairness in relationships	169
8.4.2	Finding, using and supporting social resources	172
8.4.3	Multiple bias and diverse frames of reference	177
<b>8.5</b>	Strengthening the ability to act	180
8.5.1	Evaluation and re-evaluation of personal effectiveness	180
8.5.2	Regaining and strengthening competences	183
<b>8.6</b>	Access to rights, resources and institutions	188
8.6.1	Gaining access to environments that support recovery	188
8.6.2	Working on exclusion mechanisms	191
	Assignments	193

<b>9</b>	<b>Evaluating and concluding</b>	197
9.1	The importance of evaluating	197
9.2	Key points to consider when evaluating	198
9.3	Monitoring and adjusting, reflecting and learning	198
9.3.1	Monitoring and adjusting	198
9.3.2	Reflecting and learning	199
9.4	Looking back and looking ahead	201
9.5	How do you evaluate?	202
9.5.1	Evaluation report	204
9.6	The importance of concluding	204
9.7	Key points to consider when concluding	205
9.8	Finishing positively and saying goodbye	205
9.9	How should you conclude?	206
9.9.1	Exit interview	206
9.9.2	Safety plan or crisis card	208
9.9.3	Final evaluation and review	208
9.9.4	Network consultation	209
9.9.5	Final report	209
9.9.6	Concluding without contact	209
	<b>Assignments</b>	210

## **PART III**

### **Conditions**

<b>10</b>	<b>Team strength meeting</b>	215
10.1	The importance of the team strength meeting	215
10.2	Teams as vehicles of strength-based working	216
10.3	Carrying out the team strength meeting	216
10.4	Attention to quality	219
	<b>Assignment</b>	220
<b>11</b>	<b>Implementing and safeguarding strength-based working</b>	221
11.1	The importance of implementing and safeguarding	221
11.2	Change process and model compliance as anchor	222
11.3	Working at various levels on a good fit with Pathways to Empowerment	226
11.3.1	Professionalism	226
11.3.2	Connections with the environment	230

11.3.3	Work processes	232
11.3.4	Management and policy	235
<b>11.4</b>	<b>A learning organisation</b>	<b>237</b>
11.4.1	Case-led	237
11.4.2	Focus	238
11.4.3	Reciprocal direction	238
11.4.4	Learning and reflecting	238
11.4.5	Professionalism	239
	<b>Assignments</b>	<b>241</b>

## **Appendices**

<b>1</b>	Ten life areas of Pathways to Empowerment: description and sample questions	245
<b>2</b>	Competences of counsellors using Pathways to Empowerment	264
<b>3</b>	The model compliance of Pathways to Empowerment: indicators and quality requirements	266
<b>4</b>	Mission and participants of the Academic Collaborative Center for Shelter and Recovery	270

	<b>References</b>	<b>273</b>
--	-------------------	------------

	<b>Index</b>	<b>283</b>
--	--------------	------------

	<b>About the author</b>	<b>288</b>
--	-------------------------	------------