



Developing Capabilities & Potential



To develop skills, knowledge, and abilities by challenging oneself, setting personal achievement goals, and striving towards one's potential and ideal self (1). It is future oriented, focused on personal growth; "becoming" through "doing" (2).

Inspired by true stories...Developing your capabilities and potential is good for you!

#Sport4MentalHealth: A sense of achievement through sport participation allows me to look past my mental illness and sustain a more positive and hopeful sense of self - Anonymous (3)

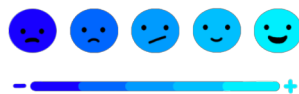
#SelfEfficacy: Joining the calligraphy class was a challenge as a senior with health problems, but I feel great, because now I can do what I could not do before
- Peter (4)

What About You?

What are you currently doing?

What have you done in the past few years?

How do you feel about it? (Please circle)



Goal Setting

In the next _____ months/year, I would like to:

To do this, I will need to:

Remember: What you do everyday matters to your health and well-being!





Developing Capabilities & Potential



This dimension involves developing skills, knowledge, and abilities by challenging oneself, setting personal achievement goals, and striving towards one's potential and ideal self (1). It is future oriented, focused on personal growth; “becoming” through “doing” (2).

Clinician Guide

When? This document can be used to empower clients to think beyond their own problems or limitations to identify strengths and talents that they could share with others.

Why? Research shows that realizing one's strengths, capabilities and potential are linked to improved social, behavioural, and mental health (5, 6). Positive educational programs not only can improve skills and performance, but also can protect against development of subsequent problems (conduct problems and emotional distress etc.) (6, 7).

How? The worksheet can be used with individuals or groups, to guide reflection on the importance of developing capabilities and potential. See below for questions to prompt reflection and goal setting for change.

What About You? - Reflection Questions

Are you currently doing anything that develops or expresses your capabilities and potential?

- Describe (who, what, where, when, why?)
- How satisfied are you with your current potential and abilities?
- Benefits? Challenges?

What have you done in the past few years that developed your capabilities and potential?

- What has changed?
- Is there something from these past experiences that you would like to have in your life now?

Goal Setting Guide

What could you do differently in your current routine to develop your capabilities and potential?

- How meaningful would this be for you? (7-point Likert scale low to high)
- How much time would you like to commit to this? (Engagement)
- How much choice/control do you have over making this change?
- Could it interfere with other things you want or need to do? (Balance)

What personal or external issues might get in the way of meeting your goal?



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References:

1. Moll, Sandra E., et al. "'Do-Live-Well': A Canadian framework for promoting occupation, health, and well-being: «Vivez-Bien-Votre Vie»: un cadre de référence canadien pour promouvoir l'occupation, la santé et le bien-être." *Canadian Journal of Occupational Therapy* 82.1 (2015): 9-23.
2. Wilcock, A. A. (2006). *An occupational perspective of health*. Slack Incorporated.
3. Carless, David, and Kitrina Douglas. "Narrative, identity and mental health: How men with serious mental illness re-story their lives through sport and exercise." *Psychology of sport and exercise* 9.5 (2008): 576-594.
4. Narushima, M. (2007). Community-based lifelong learning for promoting health in older adults: A qualitative analysis of a continuing education program for seniors in Toronto.
5. Hammond*, C. (2004). Impacts of lifelong learning upon emotional resilience, psychological and mental health: fieldwork evidence. *Oxford Review of Education*, 30(4), 551-568.
6. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child development*, 88(4), 1156-1171.
7. Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American journal of community psychology*, 45(3-4), 294-309.

Other suggested readings:

1. Al-Janabi, H., Flynn, T. N., & Coast, J. (2012). Development of a self-report measure of capability wellbeing for adults: the ICECAP-A. *Quality of Life Research*, 21(1), 167-176.
2. Narushima, M. (2008). More than nickels and dimes: The health benefits of a community-based lifelong learning programme for older adults. *International Journal of lifelong education*, 27(6), 673-692.
3. Miquelon, P., & Vallerand, R. J. (2006). Goal motives, well-being, and physical health: Happiness and self-realization as psychological resources under challenge. *Motivation and Emotion*, 30(4), 259-272.