



Incorporating well-being into your projects

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Descriptions of well-being

“.....Well-being means that I have hopes and goals.

I have self-esteem, authenticity and confidence. I can be creative and spiritual.

I have energy and vitality which flows freely. I am relaxed and at ease.

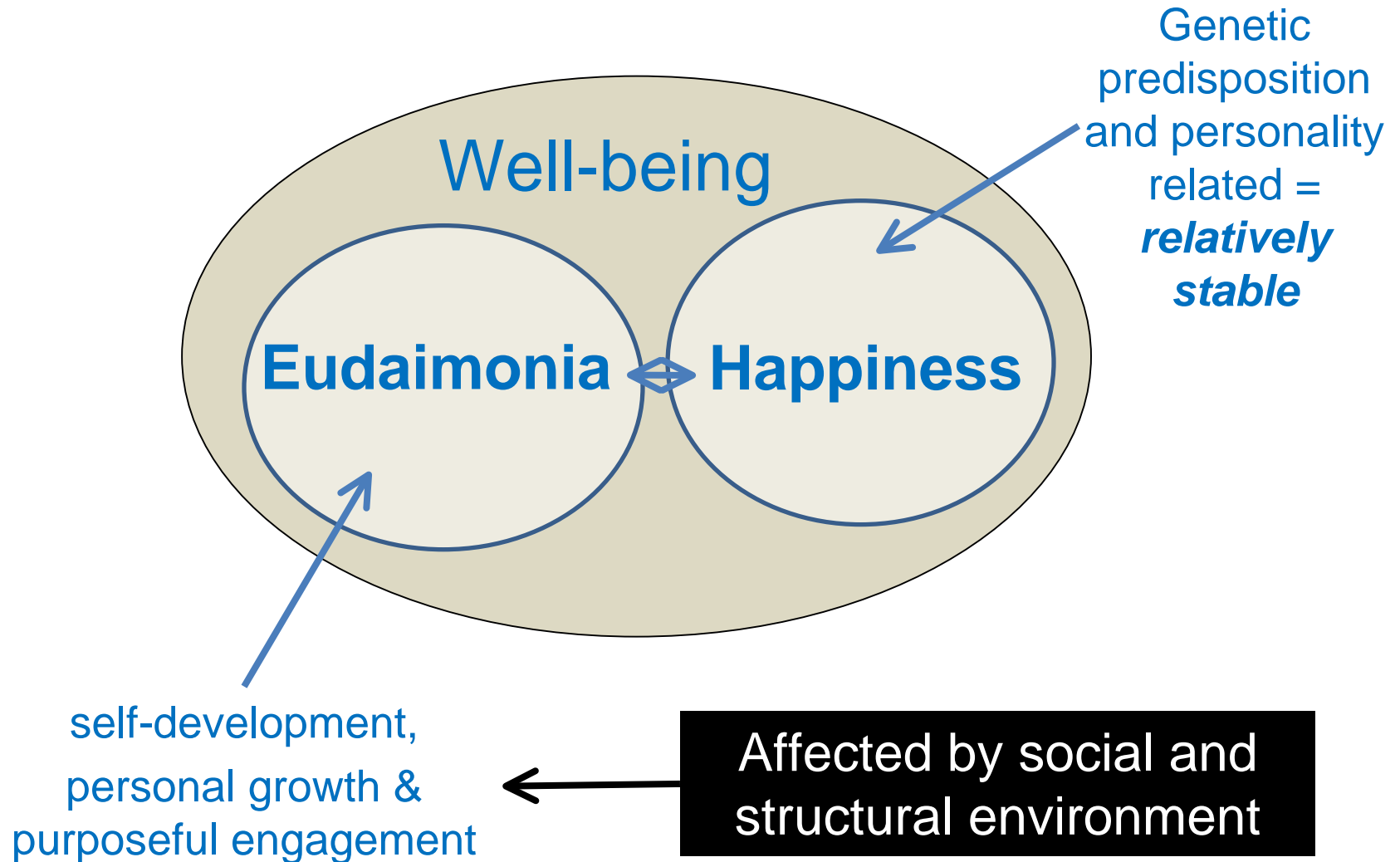
It is about being content with life, accepting myself, knowing my limitations and the reality and risks of life.

**Well-being is more than feeling and thinking – it affects
DOING**

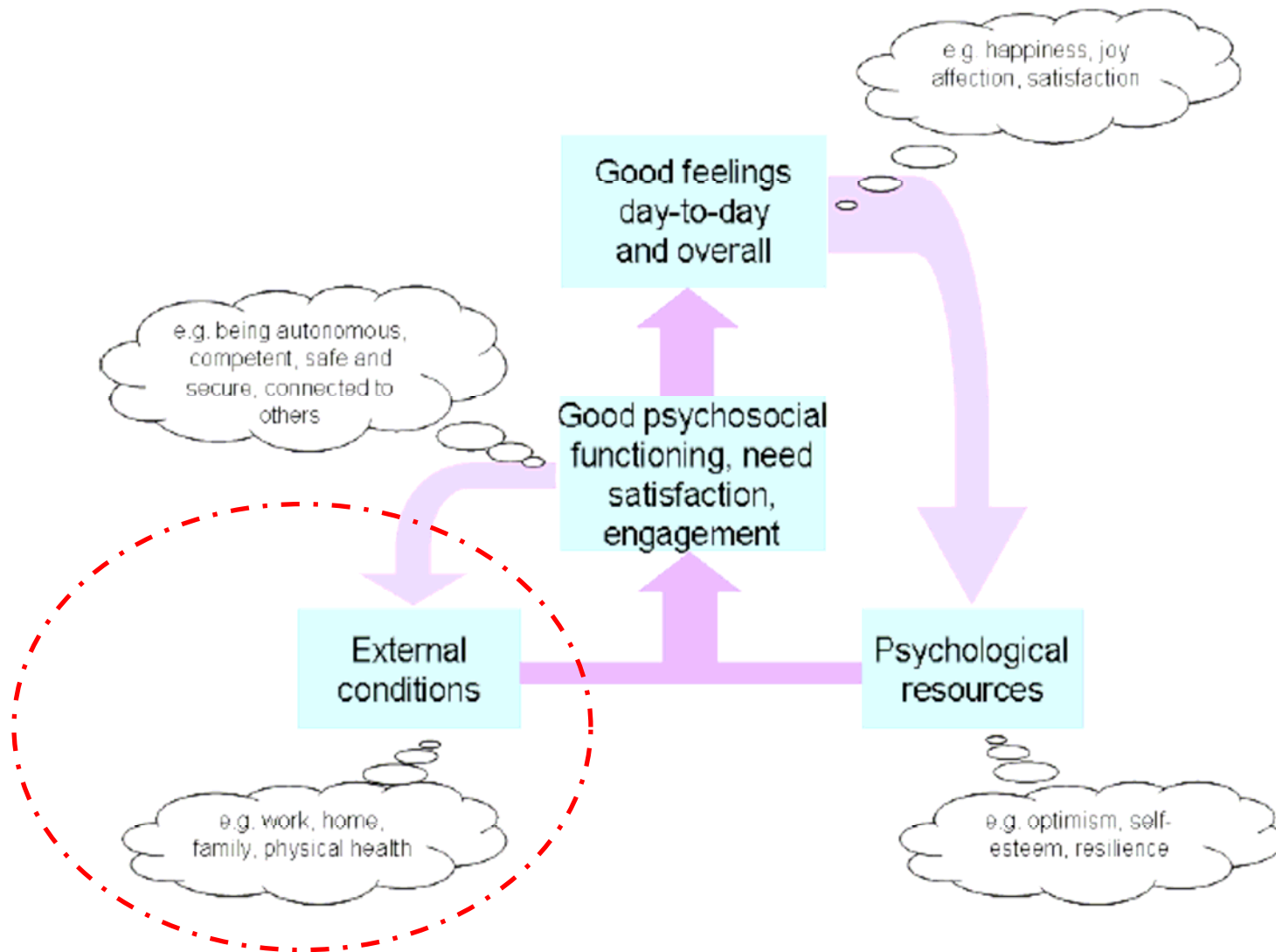
Some core components of well-being



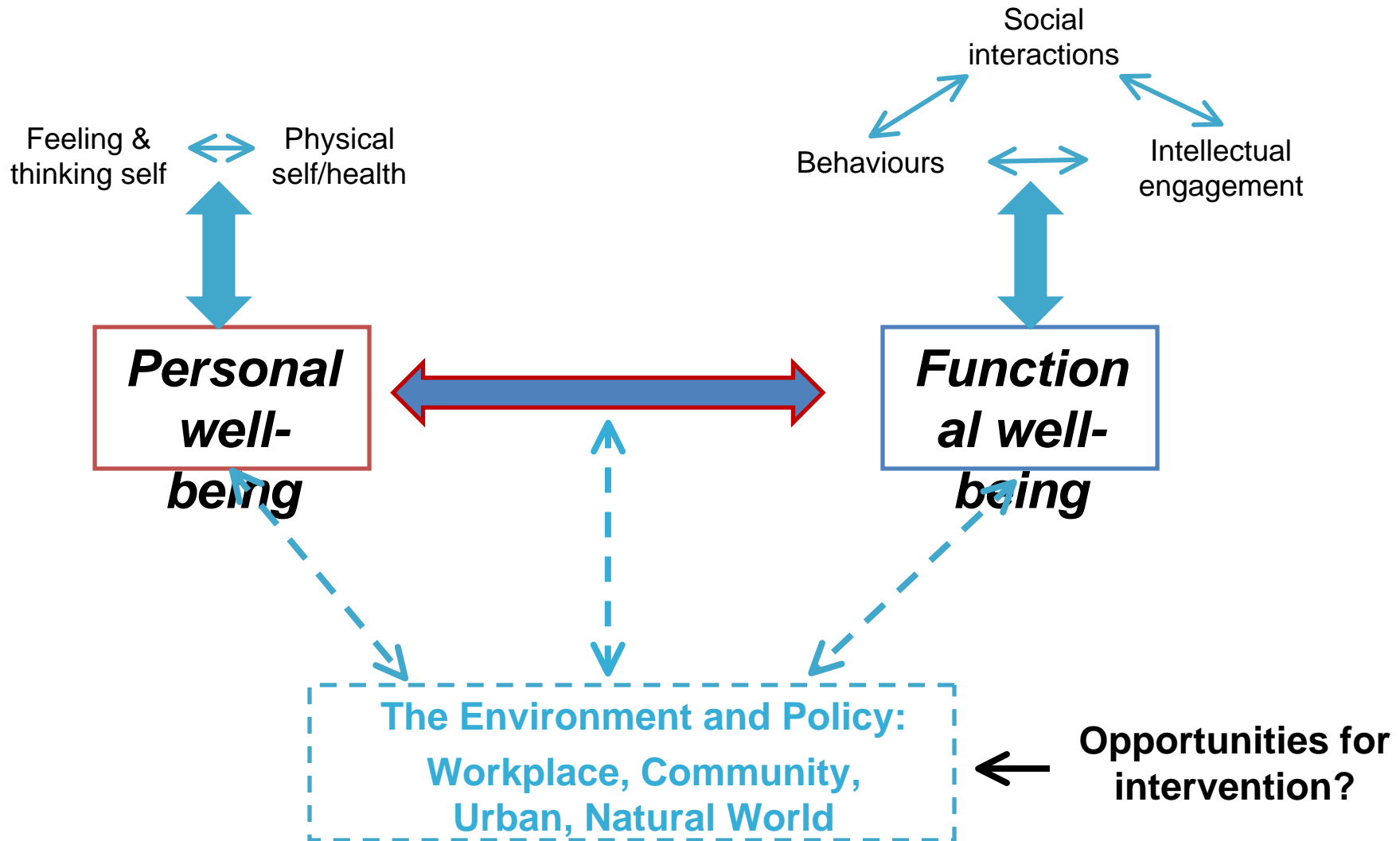
Dimensions of well-being



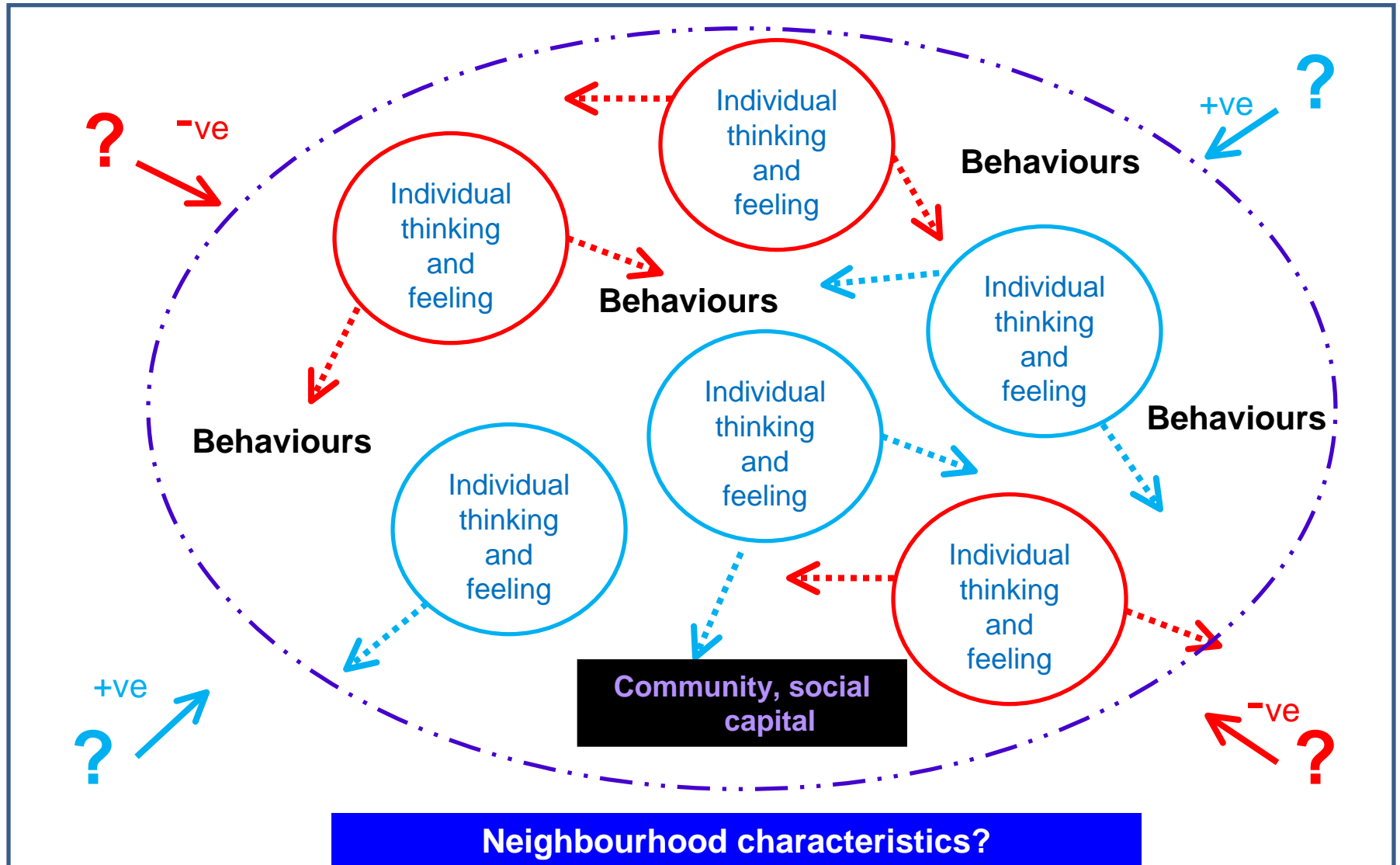
The NEF dynamic model of psychological well-being



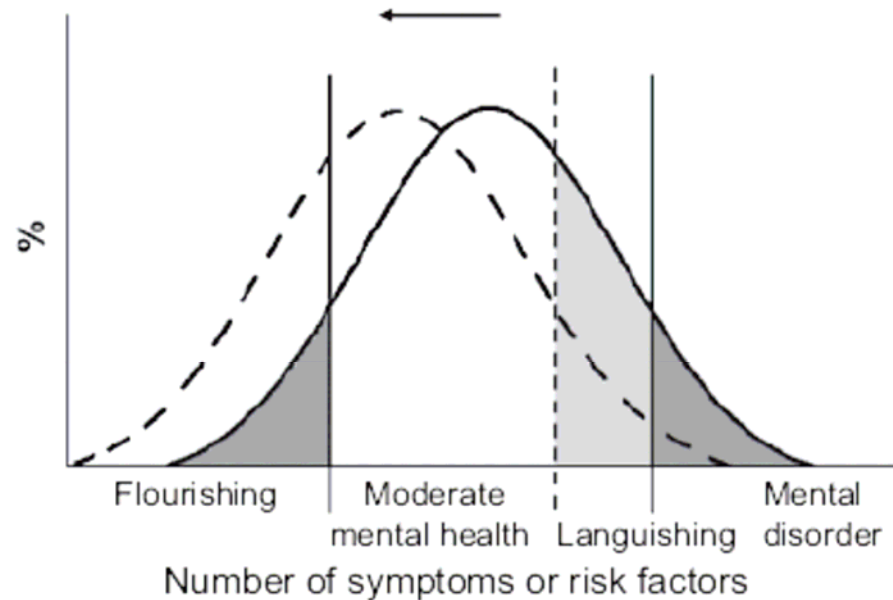
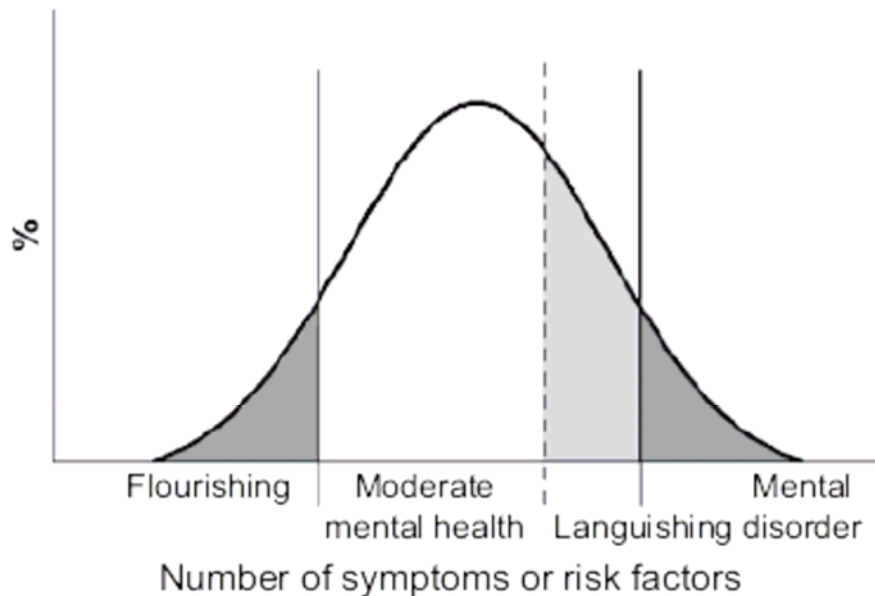
Feeling and doing well-being affect each other and health and interact with the environment and policy



Individual and community wellbeing



Individual or population approach to mental health?

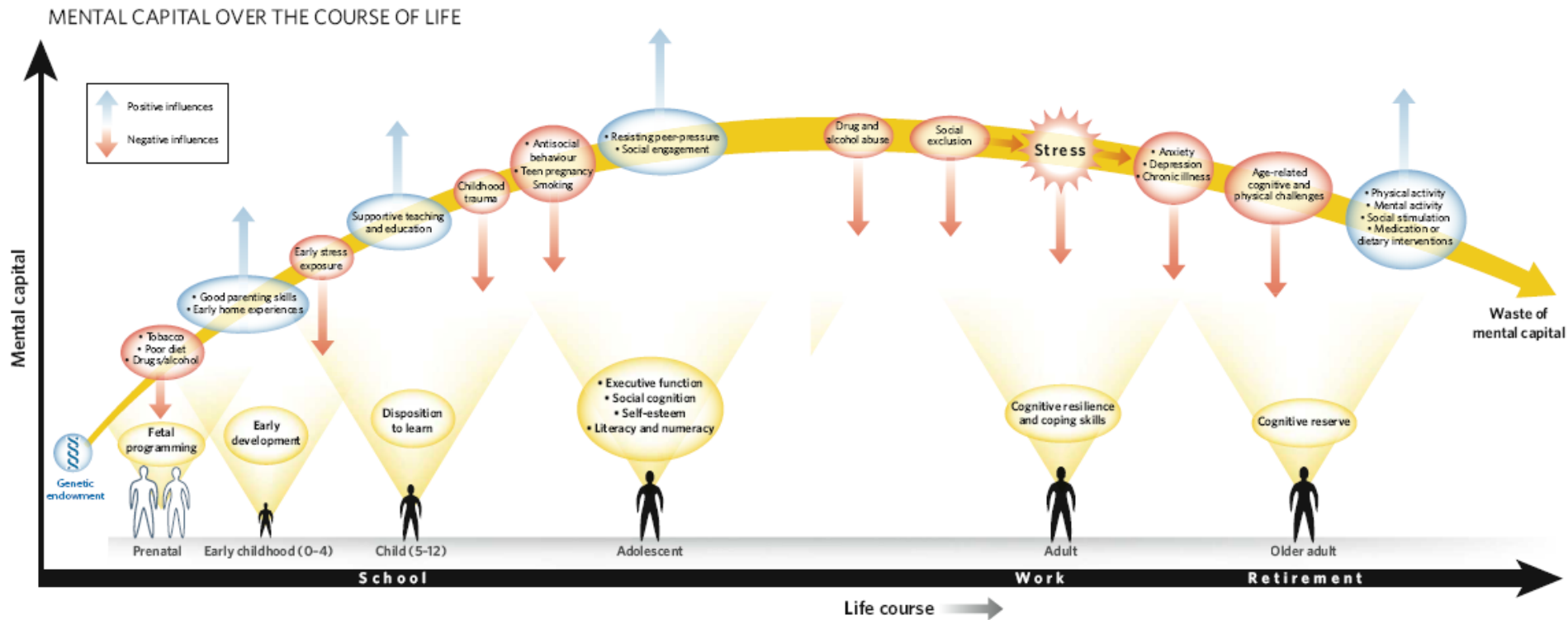


Individual or population approach to mental health?

Enhancing Well-Being and Reducing Disorder: Individual Approach Versus Population Approach

Points of comparison	Individual approach	Population approach
Research question	What causes differences between individuals?	What causes differences between groups or nations?
Intervention strategy	<u>Target individuals with disorder or those at high risk, or leave it to individuals to seek out services. Target elite groups or high performers.</u>	<u>Promote universal intervention for the whole population or specific population groups (e.g., school children, employees).</u>
Aim of intervention	Reduce symptoms or enhance thriving in individuals.	Reduce the number of people who have symptoms <u>and increase the number of thriving individuals.</u>

Well-being and mental capital across the lifespan



Important to consider positive as well as negative factors and outcomes

Questions

- Think of examples of individual behaviours that affect community well-being.
- What individual thoughts and feelings can result in these behaviours.
- Think of examples of environmental/policy factors that can affect these individual characteristics.
- For your specific project what are the opportunities for intervention?

Definitions of dimensions of eudaimonic well-being

*Ryff and Singer
2008*

Self-acceptance

High scorer: Possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of self including good and bad qualities; feels positive about past life

Low Scorer: Feels dissatisfied with self; is disappointed with what has occurred in past life; is troubled about certain personal qualities; wishes to be different than what he or she is

Positive relations with others

High scorer: Has warm, satisfying, trusting relationships with others; is concerned about the welfare of other others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships

Low scorer Has few close, trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others

Personal growth

High scorer: Has a feeling of continued development; sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness

Low scorer: Has a sense of personal stagnation; lacks sense of improvement or expansion overtime; feels

Purpose in life

High scorer: Has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living

Low scorer: Lacks a sense of meaning in life; has few goals or aims; lacks sense of direction; does not see purpose of past life; has no outlook or beliefs that give life meaning

Environmental mastery

High scorer: Has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values

Low scorer: Has difficulty managing everyday affairs; feels unable to change or improve surrounding context; is unaware of surrounding opportunities; lacks sense of control over external world

Autonomy

High scorer: Is self-determining and independent; able to resist social pressures to think and act in certain ways; regulates social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards

Low scorer: Is concerned about the expectations and evaluations of others; relies on judgments of others to make important decisions; conforms to social pressures