

Whole Experience Model Dictionary

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Whole Experience Formation (use II-WICKET-BOND for remembering) = Inner + Interpersonal + Contextual(WICKET-BOND)			
Note: All areas may create Barriers and Opportunities and may be considered Normative or Different (BOND) based on intra-interpersonal and contextual (social) dynamics.			
Experience Category (Inner, Interpersonal or Contextual)	Level 2 Subcategories	Description	Examples
Inner	N/A	Inner (Default Use) or Intrapsychic(Psychodynamic) or Intrapersonal or within Person (Humanistic): Within self. Means happening within a person's own mind or psyche. It refers to internal thoughts, emotions, motivations, or conflicts rather than interactions with other people. Intrapsychic processes: Mental activities like thinking, remembering, imagining, or regulating emotions.	A struggle between different desires, beliefs, or feelings within yourself. Example: You want to quit your job because you're unhappy, but you're afraid of losing financial security. That internal tug-of-war is an intrapsychic conflict.
Interpersonal	N/A	Between people	Within people meeting such as between friends, in social groups and colleagues
Contextual (WICKET)	Level 2 Subcategories	Description	Examples
Worldview Worldviews are strategic high-level ways of seeing self, others and world. A "worldview" usually includes answers to: What is reality? What is truth? What is human nature? What is right/wrong? What is the meaning of life?	Meaning and direction	Meaning in life is what gives existence significance, value, or direction. It can come from purpose, relationships, love, creativity, learning, nature, or simply experiencing and participating in life.	Work, relationships, altruism, social justice, caretaking of nature
	Political and ideological	How society, people, and groups should be organised.	Capitalism, socialism, liberalism, authoritarianism, progressive, strict gender roles and binaries, survival of the fittest
	Ultimate beliefs (Including R/S)	Ultimate beliefs" are the deepest, most fundamental ideas people hold about life, reality, and meaning. They go beyond everyday opinions, they answer big questions like: Why are we here? What is ultimately real? What is right or wrong? What happens after death?	Religion, spirituality, atheism, nihilism, reality explained through science and observation (scientific naturalism), determinism, fatalism
	Knowledge and philosophical	Knowledge is what we know or believe to be true and its basis (e.g, facts, science, lived experience). A philosophical worldview is a big-picture framework for understanding reality, life, and meaning. It's like a lens that shapes how you interpret everything	Scientific naturalism, determinism, answers are in science, fatalism, lived, social construvism, indiginous, religious text
	Beliefs, ideals, morals, expectations, and values	Any beliefs, code of ethics, moral and values	Family values, fairness, ethics
	Equality and justice	Different worldviews approach equality and justice in distinct ways, depending on their assumptions about human nature, society, and morality. Worldviews differ on what should be equal, how much the state should intervene, and whether justice means fair rules, fair outcomes, or moral goals.	liberalism, intersectional feminism, conservatism, utilitarianism, critical race theory
Identity	Social	Protected characteristics plus social class and neurodivergence. The hierarchies that are unearnt or underserved rather than individual status.	Race, ethnicity, gender, class, disability, neurodiversity, age, sexuality, belief, citizenship (nationality), socioeconomic status, and body aesthetic, protected characteristics
	Personal	Personal identities that are not social identities	Gaming, professional, gaming, Geek, martial arts, banker, academic
	Physical and mental health	Usually conditions that have been diagnosed but can be any physical or mental label or body process like menstruation or aging.	BPD, Cancer, Menopause, PCOS (Bio Process)

			Role identities (e.g., caregiver, partner, parent, financial provider, community leader). credentials (e.g., qualifications), assigned (self assigned labels and identities: nerd, introvert, activist or socially assigned labels (may be negatively): shy, perceived gender, unempathic) status (social influence, leader of an organisation, wealth and social capital).
	Roles, credentials, assigned, and status	Roles, credentials or any other labels	
Context (Lived)	Individual	Any aspect of individual lived context or situational context. Can be conceived as protective and vulnerability factors and determinants of mental and physical health as well as risk of embodied harm.	The Individual context (I) refers to the individual of concern, including their self-context, encompassing Worldviews, Identity, Knowledge, and Embodiment Styles. These individual factors may function as either protective or vulnerability factors and include: •Gene-environment factors •Adverse experiences and life events •Stressors from each "Context (Lived)" including individual events, culture, events, system & messages •Individual vulnerability, difference and marginalisation •Interpersonal and interconnected relationships •Social determinants including economic, health, safety, housing and education •Developmental, strengths, and resilience •Physiological and lifestyle e.g., water, food, safety, clean air •Social and community engagement •Meaning and purpose
<i>With regard to Context(Lived) the "C" in WICKET: 1/ Individual->Direct & Indirect-> Institutional-etc are nested lived contexts where each context can be viewed from lens of: System, history (e.g., events), resource, environment, culture (including messages), knowledge, structure, opportunities/barriers). Furthermore, a context of interest e.g., family or therapy profession, may also be considered as having these contexts within its ecosystem e.g., organisation and socioculture.</i>	Direct and Indirect	Direct immersion contexts are the location of immediate interpersonal and social influences, such as within family, social groups, institutional interactions, work, and community spaces. The indirect context is what is not experienced directly by the individual but by individuals within their personal context. For example, a partner may be having relationship difficulties at work with their manager, which impact the partner relationship.	Family, mental health profession, interaction with border force, technology, AI, community. In therapy it's the organisational context of practice that is directly experienced.
	Institutional	Local, national and global organisations that are either government-linked (public sector), community, or privately owned industries and workplaces. Should also be considered as an ecosystem of institutes and allied organisations.	Home office, borderforce, social care, health. All organisations that are influential in the market forces of therapy e.g., voluntary bodies, brokers, insurance, AI.
	Structural	Governing structures including political and institutions which implement policies	Government policies (e.g., defences, healthcare, social care, immigration, law). Country profession specific policies set here e.g., funding for therapy, regulatory etc.
	SocioCultural	Societal (usually national, regional or local level) but can be at level of "Institutional"	Societal culture e.g., mental health stigma, expectations of gender, suicide. In therapy specific ecosystem this is overlying cultural messages around therapy and mental health.
	Planet	Planet, biosphere, and more than human world	Planet, biodiversity, ecosphere, animals, geology, and more than human world
	Time	Moment in time and/or historical context of a particular lived context	Moment in time or history of therapy profession, family or socioculture (compare with Embodied internal perceived relationship with time. This is external time)
Knowledge	Embodied and lived	Knowledge through embodied and lived experiences and resultant learning	Lived experience, language and communication, collective living, identity experience, piano, dance, football, martial arts, walking
	Relational and emotional	Knowledge about relationships, embodiment, and healing best practice	individualised agentic (e.g., boundaries, assertiveness) versus collectivism agentic ideas
	BioPsychoSocial	Basis of understanding health (personal, group, informal or formal theories) including mental health, physical health, psychological distress and injury. May overlap with multiple medical and psychosocial and spiritual systems.	person centred theory, individual located, indigenous healing, religious, social determinants of mental health, stress and trauma, attachment, marginalised stress,
	Group, diaspora, and historical	National, ethnic or group-specific knowledge	Religious and spiritual, indigenous, mental health theories, secular, gender, cultural expectations, and norms. eurocentric, afri-centric. Non-western knowledge (e.g., Ubuntu based community and relational frameworks, ancestral/family, constellations, cosmologies of knowledge, daoism, contemplative, pranayama, ayurvedic, sufi)
	Affinity, ideological and aversive	Knowledge that a person has affinity or aversion towards	Religious, existential, manosphere, social ideology, economic ideology,
	Formal, explicit, implicit and propagated	The basis of knowledge whether formal or implicit	Primary school curriculum, media, counsellor training, national history, Eurocentric / Afri-centric education

Embodiment (Styles and Patterns)	Attention and executive functioning	Attention and executive functioning refers to the ability to focus on important information and use mental skills like planning, organizing, controlling impulses, and making decisions to achieve goals.	Focus, distraction, time blindness, organising struggles
	Threat and survival	Threat and survival styles are the automatic ways people react to danger or stress, such as fight, flight, freeze, or fawn, to protect themselves.	Confront, avoid, freeze, fawn, collapse. E.g., A person when confronted with disagreement usually becomes compliant, quiet or even may cry.
	Communication and social interaction	Styles of communication and social interaction.	Eye contact, social cue interpretation, rules, e.g., neurodivergent/neurotypical. links to embodied expression and identity e.g., authoritarian style
	Language(s) and meaning	What are styles of communication verbally/embodied non-verbally and their meaning? Is the meaning behind language understood?	multilingual, metaphor, implicit, explicit, direct/indirect, hand/eye, voice pitch and volume, links to embodied expression and identity e.g., authoritarian style
	Learning and information processing	Learning and information processing is how the brain takes in, understands, stores, and uses information to gain knowledge and skills.	Learning: visual, auditory, kinesthetic. Processing: fast, slow. (ADHD: fast but distractible processing; may prefer hands-on or interest-based learning. Autism: strong pattern recognition; may prefer visual learning and structured routines. Dyslexia: slower reading/writing processing; may excel in oral or visual learning.)
	Relational and attachment	Attachment history and theory (childhood relationships with caregivers) Cultural norms (collectivist vs. individualist social expectations) Neurodivergence (autistic, ADHD, or sensory differences can shape social engagement) Past trauma or stress (can trigger defensive patterns like fawn, fight, or freeze)	Fawning, secure, insecure, avoidant, anxious
	Coping and help seeking	Coping and help-seeking styles are the ways people manage stress and whether they turn to others for support.	Coping through substance abuse, help seeking through bonding in drinking culture or community
	Cognitive processing, thinking, emotional, and behavioural	Cognitive processing, thinking, emotional, and behavioral patterns describe how a person perceives information, reasons and decides, experiences emotions, and responds through actions.	Emotional (Intense, delayed, expressed differently, RSD Rejection Systivity Dysphoria), Cognitive (non-linear, patterns, details), Thinking (hyperfocus, special interest), Behavioural: Stimming, routines, avoidance, masking, impulse control
	Memory	Memory styles are the different ways people best encode, store, and recall information, including visual (images), auditory/verbal (sounds), kinesthetic/procedural (movement), semantic/conceptual (facts), episodic/experiential (personal events), and working memory (short-term processing). Difference includes memory / image blindness	Non visual (Aphantasia), Memory gaps, Imaginative style (e.g., reveries), flashbacks
	Personality	A persons own experience of "personality" or formal e.g., "Big Five" types describe a person's personality along openness, conscientiousness, extraversion, agreeableness, and emotional stability (neuroticism), helping predict behavior and preferences.	Outgoing or reserved Friendly or critical Organized or spontaneous Calm or anxious Adventurous or cautious
	Time perception	A persons unique relationship with time	Time orientation (now, past, future), time blindness
Embodiment (Experience)	Identity, status and power expression	How embodied identities are expressed through body e.g., gender expression or personal identity	Masculinity, class and power status, gender, age expression, powerlessness, authoritarian
	Body interoception, expression, image, and aesthetics	Introception: Sensing internal body signals like hunger, heartbeat, temperature, or tension. Expression: Using your body to communicate or express identity, feelings, thoughts, or ideas.	Neuroception: Little perception of hunger, Expression: Gender expression, Image: Self consciousness about body and appearance, Aesthetic: awareness of body e.g., thin/Larger body
	Health, pain, and capacity	Embodied experience of health, pain and capacity	Limited spoons (disability), chronic pain, menopause
	Relational, sexual, emotional, existential, and transcendental	Relational: How we connect, communicate, and form bonds with others. Sexual: How we experience sexual identity, desire, and intimacy. Emotional: How we feel, process, and regulate emotions. Existential: How we find meaning, purpose, and direction in life. Transcendental: How we connect to something beyond the self, like spirituality, faith, or higher consciousness.	Relational: How we connect, communicate, and form bonds with others. Sexual: How we experience sexual identity, desire, and intimacy. Emotional: How we feel, process, and regulate emotions. Existential: How we find meaning, purpose, and direction in life. Transcendental: How we connect to something beyond the self, like spirituality, faith, or higher consciousness.
	Sensory and motor	Sensory: How we receive and process information from our senses. Motor: How we control and coordinate body movements.	Motor: Dyspraxia, tics. Sensory: Noise, Light, Temperature
	Stress, trauma and injury	Personal and/or societal level embodied triggers due to embodied harm	Personal (ACEs, Health Anxiety, Closed Spaces), Contextual & Societal (Misogynoir, Threat Deportation)

Time	Individual	Experiences in time, place and memory (past, here and now, future, accumulative), including events and history at level of individual lifespan experience	Individual lifespan point in time, experience point in time, period of development, movement and migration, trauma events etc.
	Intergenerational (Incl. Genes)	Experiences in time, place and memory (past, here and now, future, accumulative), including events and history at level of intergenerational experience	Individual and intergenerational history time e.g., family, genetic, adversity, poverty
	Collective	Experiences in time, place and memory (past, here and now, future, accumulative), including events and history at level of Group(s) experiences	Any group e.g., Ethnicity, identity group, nationality, diaspora, race, ethnicity, nation adversity or events
	Generational	Experiences in time, place and memory of a shared generation in a particular time period and/or place (shared or different)	GenZ, Boomers, GenX, 3rd generation migrant, familial and social peers, intergenerational era, shared and unique culture.
	Shared	Experience of time, place and memory (past, here and now, future) share by all humans providing context of experience	Lived experience and expressed at particular external point in time.