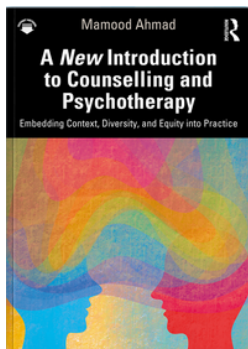
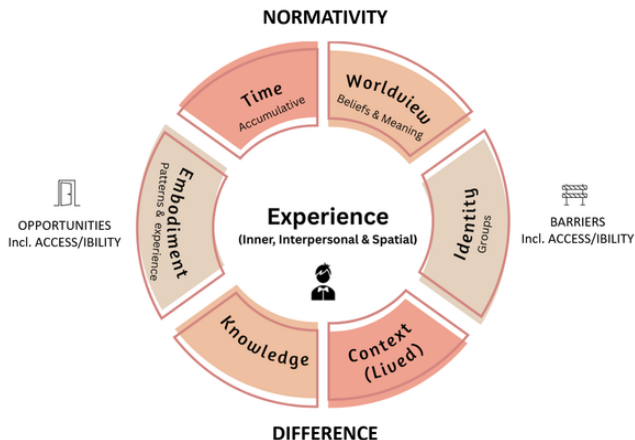


Whole Experience Model

(II-WICKET-BOND)

REFERENCE CARD v1.4



Whole Experience Model

(II-WICKET-BOND)

Whole experience is formed through interplay between

Inner (within self) <->

Interpersonal (in relationships Incl. interrelated) <->

Contextual (**WICKET**)

BOND (Barriers, Opportunities, Normativity, and Difference) operates at the intrapersonal level (e.g., internalised low self-worth or ableism), the interpersonal level (e.g., social networks, poor institutional relationship), and the contextual level (e.g., individual finances or societal discrimination), shaping the overall whole experience.

Easy way of remembering

Whole experience = **II-WICKET-BOND**

WICKET high-level influences

(See next page for level 2)

Worldview e.g., politics, ultimate purpose

Identity e.g., intersecting social identities, roles

Context e.g., individual and societal context

Knowledge e.g., by experience, formal, located

Embodiment e.g., relational style, trauma

Time e.g. personal and intergenerational experience

*The **whole experience** framing allows the therapist, student, supervisee, or supervisor to develop relational attunement, facilitate exploration, practise reflexivity with ethical awareness, and intervene with an understanding of the client's personal and contextual frame of reference.*

Whole Experience (WICKET)

* Consider individual context, including protective and vulnerability factors:

Adverse experiences & life events

Stressors from each "Context (Lived)" including **culture**, events, system & messages

Individual vulnerability, difference and marginalisation

Interpersonal and interconnected relationships

Social determinants including economic, health, safety, housing, education

Developmental, strengths, and resilience

Physiological and lifestyle

Social and community engagement

Meaning and purpose

Worldviews

- Meaning and direction
- Political and ideological
- Ultimate beliefs (Incl. R/S)
- Knowledge and philosophical
- Beliefs, ideals, morals, expectations and values
- Equality and justice

Context (Lived)

- Individual -> *See top of card**
- Direct and Indirect ->
- Institutional ->
- Structural (Incl. infrastructure) ->
- SocioCultural ->
- Planet → Time

Embodiment (Patterns)

- Relational and attachment
- Threat and survival
- Coping and help seeking
- Attention and executive functioning
- Communication and social interaction
- Language(s) and meaning
- Learning and information processing
- Cognitive processing, thinking, emotional, and behavioural
- Memory
- Personality
- Time Perception

Time

- Individual
- Intergenerational
- Collective
- Generational
- Shared

Identity (*Intersections*)

- **Social: Race, ethnicity, gender, class, disability, neurodiversity, age, sexuality, belief, citizenship (nationality), socioeconomic status, and body aesthetic**
- Personal
- Physical and mental health
- Roles, credentials, and status

Knowledge

- Embodied and lived
- Relational and emotional
- BioPsychoSocial
- Group, diaspora, and historical
- Affinity, ideological and aversive
- Formal, implicit and propagated

Embodiment (Experience)

- Stress, trauma and injury
- Identity, status & power expression
- Body interoception, expression, image, and aesthetics
- Health, pain, and capacity
- Relational, sexual, emotional, existential, and transcendental
- Sensory and motor

Explore

1. What is relevant today, in the here and now, in relationships, self-development, theory, training, practice, ethics, research, or supervision?
2. What's the relevance of social normativity, difference, and power?
3. Do they influence barriers, opportunities, access/ability, safety, belonging and risk of harm?