AtOrl

Characterizing Autonomy Support for the Elderly and Disabled
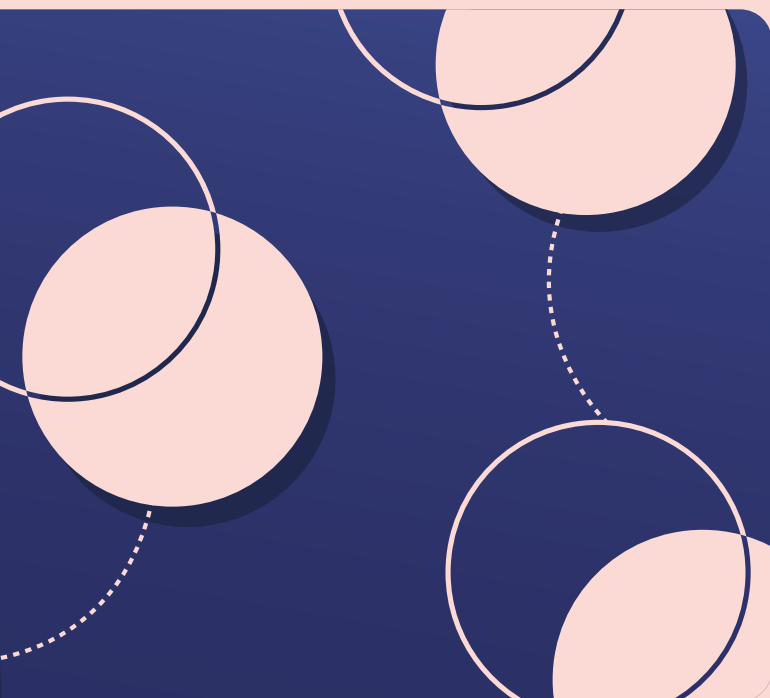
Ageing

Pro-autonomy interventions

Support

AtOrI in Brief

UNIVERSITÉ
SORBONNE
PARIS NORD

Identifying the contexts, mechanisms, and professional practices that foster autonomy in individuals receiving support.

Project Leader: Olivia Gross, Health Education Researcher.
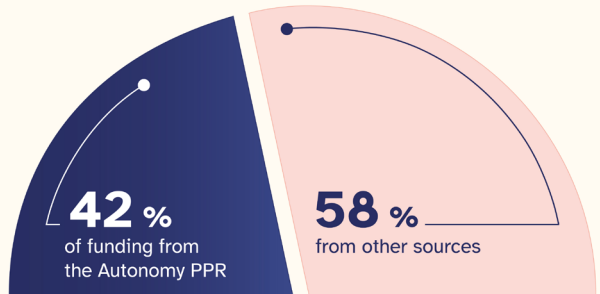
+20
researchers

1
PhD student

1
postdoctoral researcher

3 years
of funding

42 %
of funding from the Autonomy PPR

58 %
from other sources

Disciplines Involved

Economics and management sciences

Public health and health sciences

Education and training sciences

AtOrI in Detail

Context

Autonomy is essential for personal development, yet ensuring it is effectively respected can be challenging for professionals providing support.

Counterproductive attitudes and practices may undermine the autonomy of those receiving care. Additionally, professional approaches that emphasize "promoting autonomy" or "preventing its decline" often imply that vulnerable individuals need to be taught how to exercise their own autonomy. Such perspective risk alienating older and/or disabled people by making them feel stripped of their identity and decision-making power.

Project's Objectives

1 Identify the factors, contexts, mechanisms, and professional practices that enhance autonomy of individuals receiving support.

2 Develop a set of recommendations to improve 'autonomy-oriented' professional practices.

The AtOrI project aims to identify the individual, organizational, and systemic obstacles and levers that influence professionals' ability to support autonomy effectively.

Additionally, it aims to transform professional practices so that the relationship between caregivers and those they assist actively enhances autonomy.

Recommendations will be developed through a process of consensus-based process involving researchers, care providers, and representatives of disabled and elderly individuals across Europe. This includes psychometric evaluations of existing assessment tools.

Work Program

- ☑ Explore the concept of autonomy across diverse literature.

- ☑ Prioritize problematic support situations regarding respect for autonomy from the perspectives of both support professionals and the people concerned; analyze the tensions identified.

- ☑ Identify effective support methods used in the field and the appropriate tools to measure autonomy, and then assess their psychometric validity.

- ☑ Build a consensus on best support practices.

Methodology

The AtOrI research teams work on an extensive literature review alongside various studies, including individual interviews, focus groups, ethnographic studies, database analysis, case studies, and psychometric evaluations.
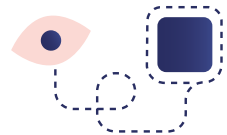
The project is being developed in continuous dialogue with support professionals and representatives of elderly and disabled individuals. The recommendations will be refined using the Delphi method, which ensures that they are both widely accepted and practically implementable. This approach also guarantees that the concept of autonomy guiding the project reflects the expectations and lived experiences of those directly affected.
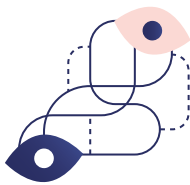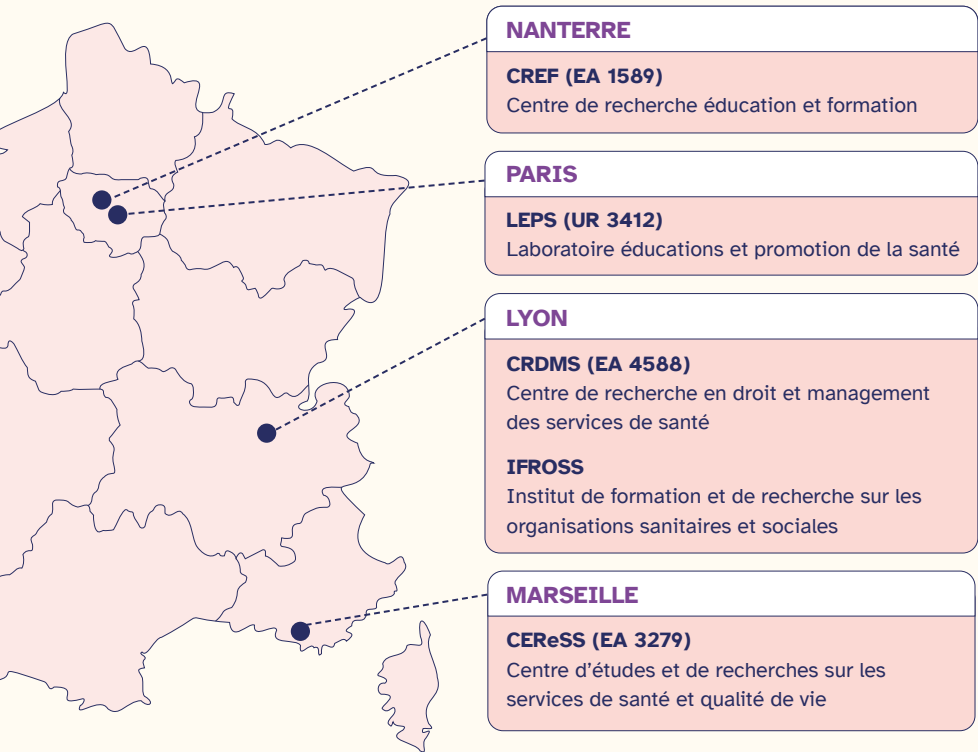
Interdisciplinary
Approach

Dialogical
Collaborative Model

Pragmatic
Constructivism

Partnerships

Academic Partners in France:
Laboratories Involved

NANTERRE

CREF (EA 1589)
Centre de recherche éducation et formation

PARIS

LEPS (UR 3412)
Laboratoire éducations et promotion de la santé

LYON

CRDMS (EA 4588)
Centre de recherche en droit et management
des services de santé

IFROSS
Institut de formation et de recherche sur les
organisations sanitaires et sociales

MARSEILLE

CEReSS (EA 3279)
Centre d'études et de recherches sur les
services de santé et qualité de vie

Other partners

3 institutional partners and 3 partners from civil society

The AtOrI project collaborates with partners representing support
professionals to ensure that the research is socially relevant and applicable.

Find Out More

If you are interested in the issues and challenges involved in the AtOrI project and would like to find out more, the project's teams have put together a reading list of the latest scientific literature.

Better Support for Vulnerability

- Faure, D. (2021). La peur de la violence à l'accueil, analyse d'une construction institutionnelle. *Connexions, 114*(1), 181-192.

- Markakis, K. (2022). Arts de faire avec la vulnérabilité. Rencontres avec des coordonnateur·trice·s d'ULIS dans le cadre d'entretiens cliniques de recherche. *Éducation et socialisation. Les Cahiers du CERFEE,* (65), 13p.

- Stefánsdóttir, G., Björnsdóttir, K. & Stefánsdóttir, Á., (2018). Autonomy and People with Intellectual Disabilities Who Require More Intensive Support. *Scandinavian Journal of Disability Research. 20*(1), pp.162–171.

- Zucchello, A., Dorsa, M., Lombrail, P., Duvivier, M., Traynard, P. Y., & Gross, O. (2023). Améliorer les pratiques d'accompagnement à l'autonomie en santé: effets d'un dispositif d'apprentissage coopératif. *Santé Publique, 35*(2), 149-158.

From Research to Practice

- Fougeyrollas, P., Boucher, N., Edwards, G., Grenier, Y., & Noreau, L. (2019). The Disability Creation Process Model: A Comprehensive Explanation of Disabling Situations as a Guide to Developing Policy and Service Programs. *Scandinavian Journal of Disability Research, 21*(1), 13p.

- Gross, O., Gagnayre, R., & Lombrail, P. (2020). L'évaluation des projets d'accompagnement à l'autonomie en santé: pourquoi privilégier une approche pragmatiste?. *Santé publique, 32*(4), 301-313.

- Segard, E. (2022). Le transfert des innovations dans le domaine du handicap – Quelles approches opérationnelles pour soutenir le transfert sur le terrain ? FIRAH, 77p.
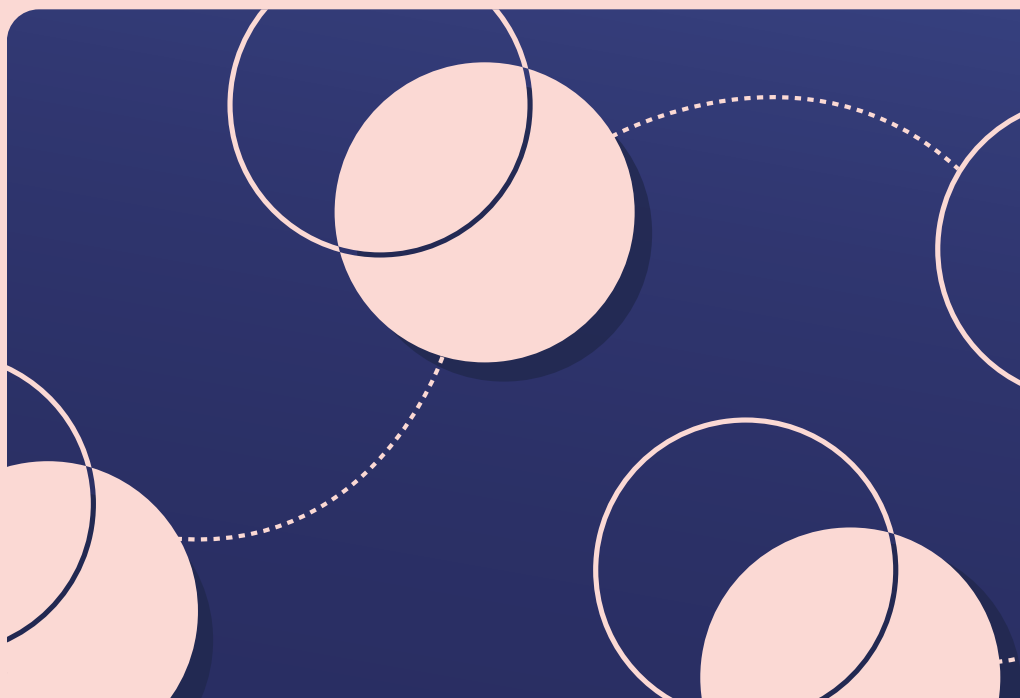
Knowledge Production and Co-production

- Albert, M. N., & Avenier, M. J. (2011). Légitimation de savoirs élaborés dans une épistémologie constructiviste à partir de l'expérience de praticiens. *Recherches qualitatives, 30*(2), 22-47.

- Baumstarck, K., Boyer, L., Boucekine, M., Aghababian, V., Parola, N., Lançon, C., & Auquier, P. (2013). Self-reported quality of life measure is reliable and valid in adult patients suffering from schizophrenia with executive impairment. *Schizophrenia Research, 147*(1), 58-67.

- Anderson, J. D. A. (2008). Second-Order Desires and the Dynamics of Ascribing Autonomy. *Nordic Journal of Philosophy, 9*(1), 7-26.

Partners

LEPS Laboratoire Educations et Promotion de la santé **UR 3412**

Cref Centre de recherches Éducation et Formation

CEReSS Aix Marseille Université

UNIVERSITÉ LYON III **JEAN MOULIN** — FACULTÉ DE **DROIT** **CRDMS** | **IFROSS** CENTRE DE RECHERCHE EN DROIT ET MANAGEMENT DES SERVICES DE SANTÉ

IFROSS INSTITUT DE FORMATION ET DE RECHERCHE SUR LES ORGANISATIONS SANITAIRES ET SOCIALES

FEHAP FÉDÉRATION DES ÉTABLISSEMENTS HOSPITALIERS & D'AIDE À LA PERSONNE **PRIVÉS NON LUCRATIFS**

EASPD European Association of Service providers for Persons with Disabilities

FEDERATION OF EUROPEAN **SOCIAL EMPLOYERS**

Want to learn more about the project ?
Get in touch with us:

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