AUTONOMY AND SELF-DETERMINATION

MODULE 3

MODULE 3 OUTLINE

1

Learning Objective 1

Describe how self-determination provides a foundation for recovery.

2

Learning Objective 2

Identify the values and attitudes needed to affirm autonomy and self-determination.

3

Learning Objective 3

Explore the relationship between autonomy, self-determination, motivation, and recovery.

4

Learning Objective 4

Foster best practices to build competence for affirming autonomy and self-determination.

CORE PRINCIPLE

AFFIRMING AUTONOMY AND SELF-DETERMINATION

KEY TERMS

- **Autonomy:** *freedom from external control….self-governing*

- **Self-Determination**: *Freedom of choice…free will*

Making Connections

Respect → **Supporting dignity** → **Supporting choice**

FUNDAMENTAL RIGHTS

Recovery-oriented practice supports the person's right to:

- exercise self-determination (autonomy)

- exercise personal control (self-determination)

- make decisions (self-determination)

- learn and grow through experience

Self-determination is defined as the propensity of an individual to act in a "self-directed, self-regulated, autonomous" way.

Field, S. et al., 1998

AFFIRMING AUTONOMY AND SELF-DETERMINATION

- Personal control and the ability to choose are fundamental to recovery.

- A recovery orientation respects people as partners in decisions affecting their behavioral health care.

- Safety and well-being of everyone is enhanced by promoting personal efficacy and responsibility.

> *"**Recovery** is a process of change whereby individuals improve their health and wellness, to live a **self-directed life**, and strive to reach their full potential"*
>
> **SAMHSA, 2014**

CONTEXT OF SERVICE DELIVERY

- Central aspects of service delivery
  - Honoring personal preferences
  - Offering choices shaped by:
    - Shared understanding
    - Priorities
    - Resources
  - Offering services and supports that build self-determination

HOW ARE AUTONOMY AND SELF-DETERMINATION ACHIEVED?

■ **Autonomy includes and necessitates that an individual is growing in skills related to:**

- *Personal control* – having a center of control that is less external and more internal

- *Self-agency* - finding emotional and physical balance, thinking more clearly, and advocating for oneself

- *Choice* – making decisions and choices among a variety of options

- **Self-determination** – becoming less extrinsically driven toward being more intrinsically motivated

- *Personal efficacy* – having confidence and feeling competent to make better choices

- *Personal responsibility* – accepting of self-direction and taking responsibility for personal actions

VALUES & ATTITUDES

AFFIRMING AUTONOMY AND SELF-DETERMINATION

VALUES AND ATTITUDES OF PROVIDERS

Valuing the person as a human being, accepting the person for who they are, and believing that they have the potential for a meaningful life.

Prioritizing the wishes and views of the person-served. Accordingly, respecting the person's choices and their right to determine their own path to recovery and well-being.

Embracing a service orientation that explicitly involves negotiation and collaboration with persons served within a partnership relationship.

RESPECTING INDIVIDUALS AS PARTNERS

- Emphasizes the importance of autonomy, self-determination, and self-management

- Adopts a hopeful attitude

- Actively encourages the person's participation in all aspects of decision-making

- Respects and values a person's inherent worth and importance

- Affirms a belief in a person's capacity to recover, thrive, and lead a meaningful and contributing life

- Celebrates each person's effort and achievement

Mental Health Commission of Canada, 2015

VALUES AND ATTITUDES

- Work from the belief that all persons with behavioral health conditions want the normal entitlements, roles, and responsibilities of being a person. The task of service providers is to support progress towards these goals.

- Recognize the importance of balancing the rights and interests of individuals against the need to ensure the safety of the individual, family, and members of the broader community.

- Recognize/change the power difference that may exist within the practitioner-individual relationship as it can help to minimize bias and the likelihood of using directive and coercive practices.

Mental Health Commission of Canada, 2015

AFFIRMING AUTONOMY AND SELF-DETERMINATION

Practicing non-judgment supports the person's capability to direct their own actions by using person-first and non-stigmatizing language.

Practicing non-judgment, supports the culture and language of hope by recognizing the shared human experience and being inclusive.

ROSC Principles

Create a culture and language and hope

Offer a comprehensive and holistic service array

Non-judgmental

Navigating diverse needs

Engagement strategies

Collaborative relationships and reflective practice

Transforming services and systems

RESPECTING THE DIGNITY OF RISK

■ The *"dignity of risk"* is the right of individuals to choose to take some risk in engaging in life experience.

- Remain engaged with individuals even when they take actions that may seem misguided to others.

- Address the tension between maximizing personal choice on the one hand and promoting safety on the other.

- Encourage learning and using setbacks as opportunities for insight and personal growth.

Parsons, C., 2009

WHAT WE KNOW

AFFIRMING AUTONOMY AND SELF-DETERMINATION

THE LINK: SELF-DETERMINATION AND MOTIVATION

■ ***Motivation*** is a key element in treatment and recovery; it influences a person's progression through stages of change.

■ Motivation is a part of the human experience. No one is totally unmotivated. Motivation is accessible and can be enhanced at many points in the change process.

■ Two science-informed approaches are well-known to persons working in the behavioral health field:

- Motivational Interviewing/Motivational Enhancement

- The Transtheoretical Model (TTM) of the Stages of Change (SOC)

Miller & Rollnick, 2013; Prochaska & DiClemente, 1984

SELF-DETERMINATION THEORY

Self-Determination Theory (SDT)

- is a framework that examines the impact of an individual's social environment on attitudes, motivations, behaviors, and beliefs.

- suggests that people possess an innate motive toward self-improvement through engagement in processes and behaviors that correspond to their overall development.

- recognizes that people thrive and grow, achieve goals, and feel greater well-being under conditions that support their autonomy.

- says that the more a person's behavior shifts from being *extrinsically driven* toward being autonomous and *intrinsically motivated*, the greater the likelihood they will participate in self-motivated behaviors that promote quality of life.

Deci, & Ryan, 2012

THE IMPORTANCE OF CHOICE: MOTIVATION

- **_Extrinsic motivation_** is when people are motivated to perform a behavior or engage in an activity because they want to earn a reward or avoid punishment.

- People will engage in behavior not because they enjoy it or because they find it satisfying, but because they expect to get something in return or avoid something unpleasant.

- **_Intrinsic motivation_** is when people engage in a behavior because they find it rewarding or personally challenging.

- This means they are performing an activity for its own sake rather than from the desire for some external reward or consequence.

- Generally, **_intrinsic motivation is associated with greater long-term change_** than is external motivation.

Deci & Ryan, 2012

SELF-DETERMINATION AND MOTIVATION

■ SDT suggests that people become increasingly self-determined when their needs for *autonomy, competence,* and *connection* are fulfilled.
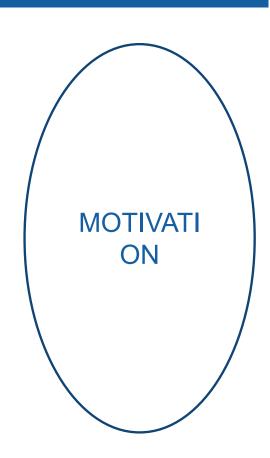
Autonomy
- The feeling one has a choice and willingly endorses one's behavior.

Competence
- The experience of mastery and being effective in one's activities.

Connection
- The feeling of connection and belongingness with others.

MOTIVATION

Deci & Ryan, 2012

CONTINUUM OF SELF-DETERMINATION

Amotivation	Controlled Extrinsic Motivation		Autonomous Extrinsic Motivation		Intrinsic Motivation
	External Regulation	Introjection	Identification	Integration	
People do something because they are forced to or have no control over it.	People do something because they want to get a reward or because there are negative consequences to no action.	People do something to prove they can do it or they feel guilty if they don't do it.	People see a purpose in what they are doing and understand why it is important.	People identify with a task because it feels right and suitable for them.	People do something because of the joy they feel in doing it.

← Low Self-Determination   High Self-Determination →

Deci & Ryan, 2012

NEED TO BUILD SELF-DETERMINATION

- People who are high in self-determination tend to:

  - **Believe that they have control over their own lives**. They feel that their behaviors will have an influence on outcomes.

  - **Have high self-motivation**. They do not rely on external rewards or punishments to motivate them to take action. They engage in behaviors because they are good at setting goals and working toward those aims.

  - **Base their actions on their own goals and behaviors**. They intentionally engage in actions that they know will bring them closer toward their goals.

  - **Take responsibility for their behaviors**. They take credit for their success, but they also accept the blame for their failures.

Deci & Ryan, 2012; Cherry, 2021

APPLICATION TO PRACTICE

AFFIRMING AUTONOMY AND SELF-DETERMINATION

MOTIVATIONAL INTERVIEWING – A PERFECT FIT

- Supports change in a manner compatible with the person's own values and concerns.

- Service providers facilitate the person's natural process of change.

- Persons-served are the experts in their lives, and have their own perspectives, motivation, strengths, and resources.

- Change requires a partnership.

SAMHSA, 2019

MOTIVATIONAL INTERVIEWING – A PERFECT FIT

Four Core Processes

- **Engaging** - establishes the relational foundation for partnership.

- **Focusing** - develops a mutually agreed-on agenda that promotes change and then identifies specific target behaviors to discuss.

- **Evoking** - elicits motivations for change, clarifies areas for change, and aids the person in believing change is possible.

- **Planning** - helps people set clear goals for change in preparation for developing a change plan.

Foundational Strategies
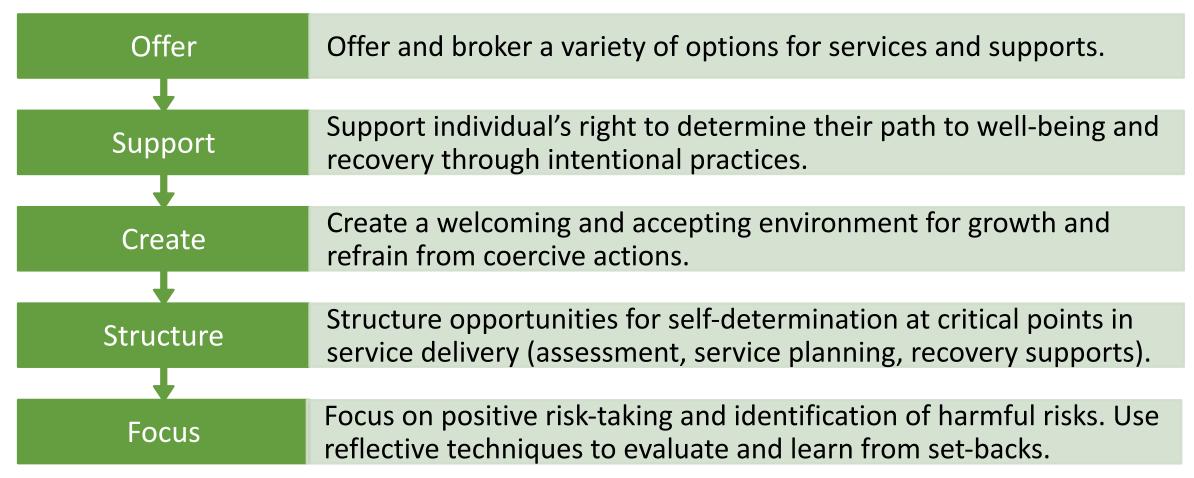
- **Identifying Ambivalence -** reframes "resistance" and removes negativity.

- **Reflective Listening** - provides clarity that the person's desires are being understood.

- **Decisional Balancing -** helps a person make decisions without favoring a specific direction of change.

- **Change Talk** - encourages self-motivating statements.

- **Scaling Rulers** - explores the person's sense of importance in making a change and their confidence to do so.

SAMHSA, 2019
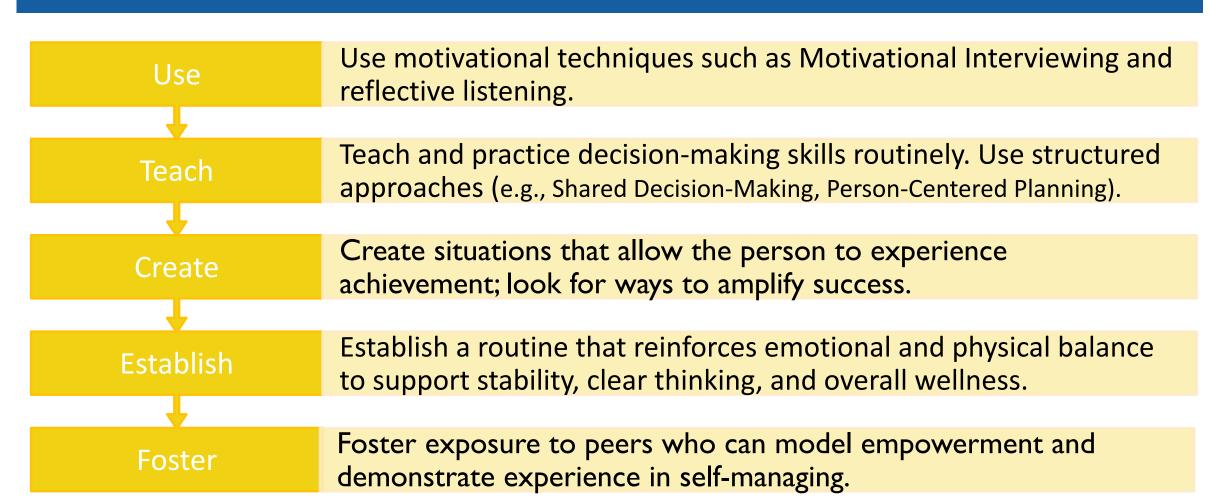
SKILLS AND BEHAVIORS IN AFFIRMING AUTONOMY AND SELF-DETERMINATION

- Communicate expectations for positive outcomes as well as hopeful messages about recovery.

- Create a welcoming and accepting environment for growth by using non-judgmental listening, genuineness, and warmth.

- Use hopeful and strength-based language in interactions and in written communication.

- Reflect on positive experiences.

Mental Health Commission of Canada, 2015

PRACTICES FOR AFFIRMING AUTONOMY

Offer	Offer and broker a variety of options for services and supports.
Support	Support individual's right to determine their path to well-being and recovery through intentional practices.
Create	Create a welcoming and accepting environment for growth and refrain from coercive actions.
Structure	Structure opportunities for self-determination at critical points in service delivery (assessment, service planning, recovery supports).
Focus	Focus on positive risk-taking and identification of harmful risks. Use reflective techniques to evaluate and learn from set-backs.

PRACTICES FOR BUILDING COMPETENCE

Use	Use motivational techniques such as Motivational Interviewing and reflective listening.
Teach	Teach and practice decision-making skills routinely. Use structured approaches (e.g., Shared Decision-Making, Person-Centered Planning).
Create	Create situations that allow the person to experience achievement; look for ways to amplify success.
Establish	Establish a routine that reinforces emotional and physical balance to support stability, clear thinking, and overall wellness.
Foster	Foster exposure to peers who can model empowerment and demonstrate experience in self-managing.

PRACTICES FOR BUILDING CONNECTIONS

Establish	Establish trust as a service provider and provider organization.
Collaborate	Build a collaborative partnership and an effective therapeutic alliance.
Engage	Engage family and friends, as appropriate, to support positive relationships.
Promote	Promote opportunities for creating meaningfulness in life through work, volunteer activities, community activities, etc.
Ensure	Ensure peer support specialists are part of the service team and support them to make distinct contributions.

IN SUMMARY

- Accept the individual and their recovery path.
- Believe that every individual has the potential for a meaningful life.
- Use hopeful language.
- Balance the rights and interests of individuals with the need to ensure safety.

Create a culture and language of hope.

Be non-judgmental.
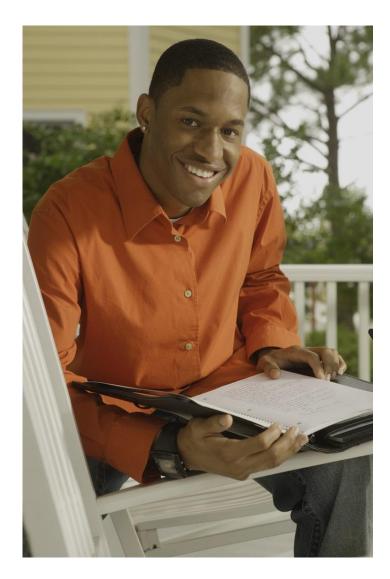
- Be welcoming.
- Provide opportunities for individuals to connect to their personal strengths and build personal responsibility.
- Respect and value an individual's inherent worth and importance.
- Believe in an individual's capacity to recover, thrive, and lead a meaningful and contributing life.

- Use motivational approaches.
- Build decision-making skills and provide opportunities for making and supporting decisions/choices.
- Use critical reflection to evaluate set-backs and assess confidence in making changes.
- Build positive relationships and community connections.

Use strategies to build autonomy, competence, and connections.

QUESTIONS FOR REFLECTION
AFFIRMING AUTONOMY & SELF-DETERMINATION

REFLECTIVE PRACTICE

Direct service providers: What techniques and tools do you use (e.g., Motivational Interviewing, decision aids) to promote a person's self-determination and help them to articulate their goals, motivations, challenges, and priorities?

Management: How have you assisted the service team to explore strategies for avoiding authoritative approaches or coercion?

Administrative: Is there evidence in the organization of respecting the principles of autonomy and self-determination in service policies and procedures? Do your assessment processes and forms demonstrate evidence of support for personal autonomy and self-determination?

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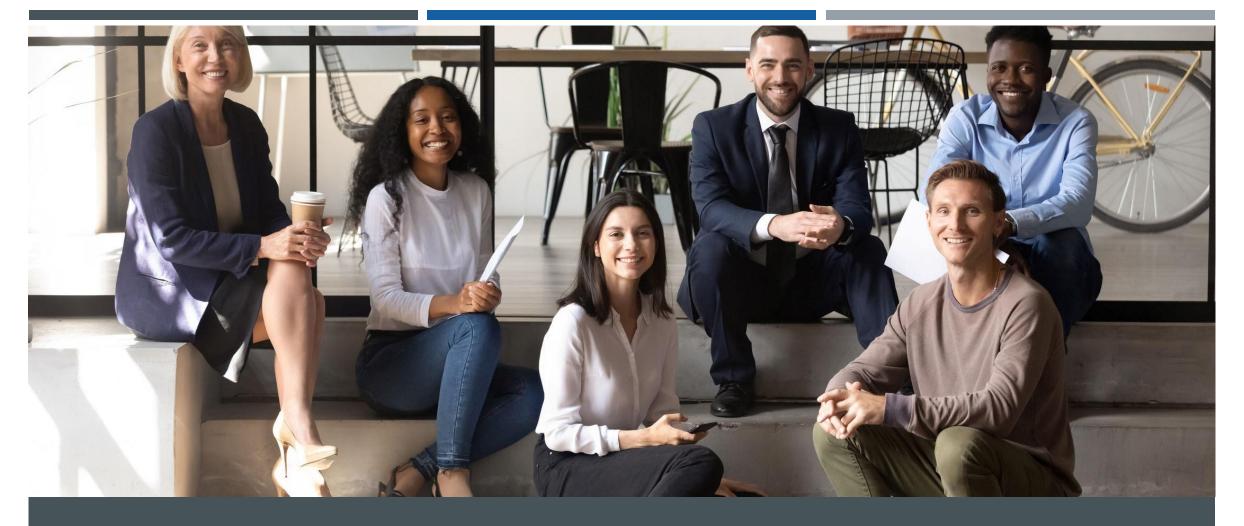
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THANK YOU!

QUESTIONS?