

# Supporting autonomy: How to increase the potential of freedom and confidence in our own choices when facing change.

Patrick Berthiaume  
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Member of MINT

Patrick Berthiaume [www.perspectivesante.com](http://www.perspectivesante.com)

## Let's talk with your neighbors

- How important is it in your relationships to feel that you have the freedom to be yourself and feel free to make your own choices?
- How do you address autonomy in your interventions?
- How do you concretely emphasize autonomy in your interventions?
  - Give some examples

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## Goals

- Further investigate how the Self-Determination Theory (SDT) and Motivational Interviewing (MI) may work together.
- Identify the role of autonomy support in Motivational Interviewing.
- Establish different ways to introduce autonomy Support in Motivational Interviewing.

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## SDT and MI

- There are advantages in approach and research to recognizing autonomy as a fundamental human need and a theoretical principle.
- Self-Determination Theory is a theory of personality development and self-motivated behaviour change and maintenance (important contributions by Edward L. Deci and Richard M. Ryan.)
- Motivational Interviewing is more a intervention model.
- MI community looking at the explicit language associated with supporting autonomy.

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« Both motivational interviewing and SDT (Self-Determination Theory) are predicated on the fundamental assumption that humans have an innate propensity for personal growth towards cohesion and integration. This integrative tendency can be fostered or thwarted by ambient supports for autonomy, competence, and relatedness. »

Markland, D., Ryan M., R., Jayne Tobin, V. and Rollnick, S. Motivational Interviewing and Self-Determination Theory. *Journal of Social and Clinical Psychology*, Vol. 24, No. 6, 2005, pp. 811-831

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## Different communication styles in intervention

**Directing**



**Following**



**Guiding**



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How do you understand that  
Motivational Interviewing is  
more a guiding style?

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When can we be in MI?

Which are « my » four conditions to apply MI?

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## « My » four conditions to apply MI

- A **target of change** with which we can be in a "guiding" style
- For which the person is rather **closed or ambivalent**.
- With which as a professional **we favor one direction or lack neutrality**
- With which we wish that it is **for the well-being of the person** and not only for the professional

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## How do you understand the need of favoring or the lack of neutrality?

On what we can base our lack of neutrality?

The importance of our role/mandate

In this context how the autonomy can take place in our intervention?

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It's possible to have a favor towards the direction of the talk and do an intervention where we stay neutral in regards to the outcome.

Our role is to give meaning of change.  
We are not responsible for the change of others.

We have the duty to let them be responsible of their own change.

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## MI Spirit

- Motivational Interviewing recognizes the potential within everyone and believes in the life force within us.
- We must keep in mind that people who consult us lend us their autonomy while facing a certain degree of helplessness relating to their situation, to change, to sickness, etc... with the intention that we may return their own autonomy.

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## One of the for broad of ethical values

- Nonmaleficence
- Beneficence
- Justice
- AUTONOMY
  - « A respect for human freedom and dignity. »
  - This value placed here on self-determination and choice
  - « The client decides whether and how to pursue change and ultimately that choice cannot be taken away » (Frankl 2006)

Miller, W. R. and Rollnick, S. *Motivational interviewing: preparing people for change. Third Edition.*  
 New York : Guilford press, 2012. p.123  
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## Integrating MI with SDT

The Self Determination Theory identifies the following three psychological needs as foundation for self-motivation and self-integration:

- Competence
- Autonomy
- Relatedness

How can these needs result in Motivational Interviewing?

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## Increasing the sense of competence

Strenght in one's self  
Strenght of one's self  
Feeling « control » of one's life.

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## Intrinsic strenght

- Some people may consult us for extrinsic reasons initially.
- Behind every extrinsic reason lies an intrinsic nature.
- The importance of returning to this intrinsic part.
- Choosing the consequences is always a choice.
  - What is hidden behind?

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## Increasing the sense of competence

Acknowledging competence to facilitate Engaging

- At what point feeling that you have the control over your destiny, your future is important for you?
  - How does it be for you to feel in control of your life?
  - What contribute in your life to feel more confident?
- In your life in general on what do you rely about yourself to make your choices?
  - What help you?
  - What do you need to reinforce your confidence?

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## Increasing the sense of competence

- Identify the responsibilities of each other.
- Supporting autonomy means also assuming its choices and responsibilities.
- It could be interesting to ask
  - How do you see my role and your role in this intervention?
  - What are my responsibilities and yours?
  - E-P-E
  - Underline that it will be his or her decision to choose and accept or not your point of view, advice.

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## Increasing the sense of competence

Acknowledging competence for better Focus

- Some of the subjects we can discuss today:
  - Which subject would best adapt with your ability to change?
  - Which subject would you feel more confident with?
  - Why does this subject make you feel more confident?

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## Increasing the sense of competence

To increase confidence:

- Affirmation
- Using various terms:
  - Strength / assets / abilities / skills / capacities / confidence / talent / aptitudes / qualities / etc.
- Confidence scale

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## Increasing the sense of competence

Self-affirmation with Elicit – Provide – Elicit

Elicit

- If you had access to all the means available, which of your strengths and competences would serve you best?
  - How would they serve you?
- What part of you may be recognized in this situation?
- What would a person who knows you be able to share about your strengths?
- What abilities could be identified in a person experiencing a similar situation?
- Then Provide and Elicit

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## Increasing the sense of competence

Increasing the sense of competence in the planning

- Using the *strengths* within you, which means would you implement in this situation?
  - How would your strengths serve you?
- Allow the person to define and describe how they would proceed specifically and ask for details
- Instead of discussing obstacles or difficulties when facing change, speak of challenges or opportunities so that the person may realise what he or she might have to face or avoid facing ... and see what he or she has within or how he or she will go about facing the situation.

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## Increasing the sense of competence

Emphasizing the person's feeling of competence increases the perception of choice

- «You are the person to find out what's important for you. »
- « I believe in your abilities to make the best decision for you. »
- « With your experience and the future you desire, you know much better than me what would help you and we can discuss it together.»
- « This change may be different from what you have experienced, still you already have the necessary strengths to make it happen. We can look at them together and see how you can use them. »

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## Increasing the sense of competence

Great opportunities to highlight values, needs and affirmations

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# Increasing autonomy

Freedom to choose  
Freedom to do

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## Increasing autonomy

### Questions on autonomy

- How important is it for you that your autonomy be respected?
- How important is it for you to feel free in the choices that you make?
- How does your autonomy reflect in your own life?
- What does being free mean to you?
  - How does this freedom influence your choices, your will?
  - How do you wish it to take form in relation to this change?

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## Increasing autonomy

Questions on autonomy related to ambivalence

- How resolve your ambivalence will contribute to feel more free?
- It is possible to present different scenarios
  - If your situation remains unchanged, what do you think will happen next?
  - If you make changes to your situation, what do you think will happen next?
  - You may ask them, what they think lies between both possibilities.
- Ask the person, what they would like to do throughout this situation? What are their choices? What direction would they like to take?

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## Increasing autonomy

Emphasizing the idea that the choice is being made by the person

- « It's your choice. »
- « Which of these options would you like to choose? »
- « No one can forbid you. »
- « You are the one making the decision. »
- « The decision is up to you. »
- « You will always have the final say. »
- « Several options have been offered to you and the best choice will be the one you decide to make. »
- « Which option do you prefer, A or B? »

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## Increasing autonomy

- Offering the widest range of options that might include amplification of present behavior or extreme measures.
  - Among options A, B, C, or D perhaps you came up with one of these. E might be a mixture of these options.
  - You may do physical training for 2 hours every day
  - You may increase your consumption
  - It's your choice!

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## Increasing autonomy

Using open questions that offer many possibilities of answers rather than closed questions

- « Have I been clear so far? »
- « How is this clear for you? »
- « Does it make sense to you? »
- « How does it make sense to you? »

Using a conditional tense verb instead of a present one

- « So what do you make of this information? »
- « What could you do with this information? »

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## Increasing autonomy

### Using lighter terms

- Maybe
- If
- Close to
- Possibly
- Considering
- Almost
- Rather
- Chances are
- Probably
- Eventually
- Occasionally
- Might or not
- I invite you...
- I encourage you...
- Etc.

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## Increasing autonomy

- A social worker discussing the alcohol addiction with a pregnant mother
  - How can we apply Empathy and Autonomy?
- A person describing numerous challenges of change but chooses not to discuss the one which should be prioritized ...
  - What should we do?
- Allow the person's autonomy to determine how the discussion should be oriented.

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## Increasing autonomy

Having a discussion on the importance of autonomy in a transparent way, demonstrating the wish of using one's own choices, one's way of doing things.

- E-P-E / How do you understand that throughout our meeting I will favor your point of view, your ideas, your choices above all?
- Would you like to share your ideas first and then, if you want, I can share mine?
- May I explain how we will favor your point of view?

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## Increasing autonomy

Our main goal is to give sense to the change so that the person can, on it's own, and for his or herself, revise **his** or **her** change.

Demonstrating an attitude that one does not own change

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# Increasing the sense of Relatedness

Taking full advantage of being one's self  
and connecting

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## Increasing the sense of Relatedness

- « Ever since I adopted the MI way I have noticed that my patients reveal much more on their own than before.»
- What makes it different?

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## Increasing the sense of Relatedness

- MI allows to reduce the professional's expectations regarding how the person should be or what they should do.
  - Therefore the professional is less inclined to come up with his own analysis or interpretation of the situation.
  - The professional focuses more on the person rather than on his own beliefs.
- The person feels he or she can be him or herself, feeling less pressure to do something, he or she can more easily move forward.
  - The person can express him or herself freely and does not feel the need for justifying his or her words or actions.
  - More importantly, the person does it for him or herself!

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## Increasing the sense of Relatedness

- Focusing on the quality of the meeting and its environment.
- Seeing the person's full potential and recognizing their resources.
- Reassuring the person that no matter what, you are there to help and you want the best for them.
  - Help me to help you better. In general, how do you let people help you?
- Allowing the person to be him or herself.
  - What helps the person to feel free to be him or herself?

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## Increasing the sense of Relatedness

- Carefully observe the disclosure risk degree and the authenticity of the person.
- Feeling safe to be different, being one's self, therefore not feeling that I am being judged.
- Alarm system
- Empathy

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## Increasing the sense of Relatedness

« It's hard, I don't know what to do ... »

- You know, there are possible alternatives .
- I am confident that you will find a solution.
- Do you wish to find a solution?
- How do you usually resolve your problems?
- I understand that it is difficult for you.
- You feel cornered
- You wish things would be clearer
- What type of intervention would make you feel freer to be yourself, to feel that the professional is there for you and that would make you feel autonomous for things ahead?

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## Increasing the sense of Relatedness

- Empathy is expressing the knowledge of the other person's reality.
- It is mainly reflective listening which allows a person to feel that he or she is understood without being judged and therefore can be him or herself.
- A question confirms that you are attempting to understand.
- Acknowledge
- Consider
- Legitimize

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## Increasing the sense of Relatedness

You also might ask questions which will invite the person to open up and let him or her feel free to express what he or she thinks.

- «**What else** would you like to know? »
- « What do you think about that? »
- « How does it apply to you? »
- « What does all this mean to you? »
- « Tell me in your own words what you understand? »
- « What do you think is the next step for you? »

Miller, W. R. and Rollnick, S. *Motivational interviewing: preparing people for change. Third Edition.* New York : Guilford press, 2012. p.145

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## Increasing the sense of Relatedness

Having a humble position opens one up to the other's point of view.

- « I don't know whether this will concern you... »
- « See which of these you think might apply to you... »
- « This may or may not interest you.... »
- « I wonder what you'll think about this. »
- « You might disagree with this idea, and of course it's up to you. »

Miller, W. R. and Rollnick, S. *Motivational interviewing: preparing people for change. Third Edition.* New York : Guilford press, 2012. p.142

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## Increasing the sense of Relatedness

It might be relevant to address the different facets of life such as family, social, intimacy and relate these to the action the person is presently taking.

- Tell me about your family, your social life, how do they influence your life? How can these contribute to your change?
- How will you talk about your change to family and friends?
- What kind of support do you get from family and friends?
- In what way are your family and friends important to you? When dealing with family and friends, how must you be vigilant? How can family and friends be helpful?

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## Increasing the sense of Relatedness

« Relatedness involves the need for meaningful social connection, which is often integrated into MI through the use of the values clarification activity and through the relationship established with an empathetic, nonjudgmental counselor. »

Resnicow K. and McMaster F. Motivational Interviewing: moving from why to how with autonomy support, International Journal of Behavioral Nutrition and Physical Activity 2012, 9:19

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Having the firm intention  
of increasing autonomy  
not in order to influence  
change ... to help.

Les formations Perspective Santé  
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Thank you for your interest and  
for being present.

Patrick Berthiaume

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