INFORMATION DOMAINS FOR USE WITH THE WISCONSIN STAR METHOD
INFORMATION HELPFUL TO GATHER— AS FEASIBLE, BUT NOT REQUIRED

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I. MEDICATIONS:
Prescribed: __________________________________________________________
__________________________________________________________
__________________________________________________________

OTC: __________________________________________________________

Borrowed/leftover: ______________________________________________

Adverse drug reactions: __________________________________________
__________________________________________________________

II. MEDICAL FACTORS:
Diagnoses: ______________________________________________________
__________________________________________________________
__________________________________________________________

Symptoms: ______________________________________________________
__________________________________________________________

Functional status: ADLs: __________________________________________
__________________________________________________________

IADLs: _________________________________________________________
__________________________________________________________
III. SOCIAL FACTORS:

Primary support: _____________________________________________________________
Social environment: __________________________________________________________
Activities: ________________________________________________________________
Economic: ________________________________________________________________
Housing: _________________________________________________________________
Transportation: _____________________________________________________________
Legal: ________________________________________________________________
Other: ________________________________________________________________

IV. BEHAVIORAL FACTORS:

Diagnoses: _________________________________________________________________

Symptoms: ________________________________________________________________

Functional status: 
- Short term memory: ________  Long term memory: ________
- Expressive language: ________  Receptive language (understanding): ________
- Visual (agnosia): ________  Psychomotor (apraxia): ______
- Executive functions: see also IADLS
EXECUTIVE FUNCTIONS: how effective are the person’s abilities to do the following—

1. Attention: sustaining awareness
2. Response inhibition: blocking distractions in order to stay focused
3. Working memory: keeping a number of things in mind at the same time
4. Planning:
   - Sense of the future: vs. primarily/exclusively in the present
   - Generation/selection of options
5. Abstract thinking: vs. concrete
6. Implementing plans:
   - Deciding: vs. indecisive
   - Starting: initiating (like “engaging clutch” in car) when motivated
   - Sustaining: staying on task & finishing for- short duration: extended duration:
   - Stopping: vs. perseverating
7. Set-shifting: flexibility vs. getting stuck
8. Organization:
   - Categorizing:
   - Sequencing: correct order of steps in multi-step task
9. Multi-tasking: ability to divide attention between simultaneous tasks
10. Problem solving: familiar: new (not previously encountered):
11. Monitoring:
   - Awareness of self: listening to & understanding how you perceive/feel/think/act
   - Awareness of others: listening to & understanding how others perceive/feel/think/act
12. Evaluation/judgment: vs. unwarranted/incorrect/inappropriate for the situation
13. Modulation of Perceptions: modifying views vs. automatic stereotyping
14. Modulation of Feelings: vs. lability of affect
15. Modulation of Emotions: vs. ineffective mood states (e.g. carrying an unwarranted grudge)
16. Modulation of Behavior: vs. disinhibited or overly inhibited actions
17. Modulation of Ego: Internal: vs. self-esteem too high or too low _________________________________
   Interpersonal: vs. being too selfish or too selfless _________________________________

V. PERSONAL FACTORS: Factors to explore when hypothesizing about possible meanings of behaviors

1. Knowledge:
   General: facts, methods/procedures, cultural (e.g. customs), literacy _________________________________
   Specific: to issues at hand (e.g. in Most Difficult Case Conference), health literacy _________________________________
   Prior experiences: relevant to these issues (e.g. wonderful, traumatic) _________________________________
   Education: _________________________________

2. Values:
   General: e.g. kindness; (also, those implicit in traits; see V.5 below) _________________________________
   Specific: e.g. favorite activities, possessions, books, songs, TV shows _________________________________

3. Loyalties:
   Self: _____   Family- Nuclear: _________________________________  Extended: _________________________________
   Friends: _________________________________
   Groups (e.g. organizations): _________________________________  Planet (e.g. local or global ecology): _________
   Others: _________________________________

4. Rules of thumb: principles that guide behavior (e.g. “golden rule,” “tit-for-tat”)  
   Conscious: able to be explained verbally by user (e.g. “when X, do Y”): _________________________________
   Automatic:
   Not usually thought about when used (e.g. driving on right side of road): _________________________________
   Learned and not accessible to consciousness (e.g. intuitions; gut feelings): _________________________________
5. **Personality traits**: degrees of intensity/flexibility & context-specific vulnerabilities to stress (underlying anxieties)

Dependent: sensitivity to lack of support (fear of abandonment) ________________________________

Independent/self-reliant: sensitivity to relying on others (fear of dependence) ____________________

Conscientious: sensitivity to rules, obligations (fear of irresponsibility/incompetence) ____________

Autonomous: sensitivity to self-determination (fear of loss of being in control) __________________

Dramatic: sensitivity to being attractive (fear of being rejected) _________________________________

Avoidant: sensitivity to acceptance vs. criticism, rejection _____________________________

Narcissistic: sensitivity to status, entitlement (fear of loss of status, power) _____________________

Suspicious: sensitivity to harm (fear of being exploited, injured) ________________________________

Meticulous: sensitivity to order (fear of disorder) _________________________________________

Empathic: sensitivity to others’ thoughts, emotions, actions _________________________________

Openness to experience: sensitivity to novelty, ambiguity (fear of unpredictability) _____________

Others: e.g. altruistic, thrifty, brave, agreeable, generous, conscientious, meticulous, etc. _______

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**COPING STRATEGIES**: Characteristic ways of managing stress that emerge from interactions between factors V.1-5

Effectiveness of any one strategy determined by specific context— What are the person’s usual ways of coping in various situations?

Intellectualize ________ Deny ________ Distract ________

Minimize ________ Self-blame ________ Withdraw ________

Disown (externalize) ________ Resign ________ “Dissolve” (e.g. in substances) ________

Suppress ________ Redefine ________ Share ________
CLINICAL WISDOM: Perceptual/Cognitive/Emotional/Behavioral Effectiveness of Systems, Organizations, Teams, & Their Members

- Awareness: attending to relevant knowledge, perceptions/feelings/emotions, values, loyalties, rules of thumb, & personality traits (one’s own and others’)
- Response inhibition: taking time to reflect, avoiding premature closure and impulsive reactions; not taking things personally
- Reflection: External- considering circumstances; identifying how factors may be interacting; “connecting the dots”; recognizing patterns
  
  Internal- listening to how one feels; thinking about how one is thinking; reflecting on one’s perceptions
- Pragmatic knowledge: knowing what to do, and knowing when, where, how, and why to apply that knowledge
- Tolerance of ambiguity: able to appreciate/address uncertainties when diagnostic, therapeutic and prognostic issues are unclear/complex
- Non-judgmental: willing to examine situations from multiple different perspectives, to respect/honor differences, and to establish/sustain collaborative relationships (e.g. by agreeing to disagree)
- Openness to new perspectives, knowledge, experiences and methods; curiosity
- Understanding: of anxieties (overt and underlying) driving behaviors
- Modulated responsiveness: cognitive and emotional resilience
- Integration of: -emotional sensitivity and cognitive objectivity
  
  -cognitive sensitivity & emotional objectivity
- Ego modulation: commitment to the common good; focus on effective outcomes for patient/family/team/organization/system, as well as for oneself