

# 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: \_\_\_\_\_  
\_\_\_\_\_



**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 _____

Adhere/comply \_\_\_\_\_

Address \_\_\_\_\_

Negotiate \_\_\_\_\_

Other \_\_\_\_\_

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**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