

Consultant Training Program

Module Two: Dynamics of Choice and

Decision-Making for Participants



Developed by:

Boston College Center for the Study of Home
and Community Life

MEDSTAT Consultants

Department of Health and Human Services
Centers for Medicare & Medicaid Services



Module Two: Dynamics of Choice and Decision-Making for Participants

- I. Introduction/Review
- II. Factors in Decision-Making
- III. Identifying Risk Tolerance
- IV. Facilitating the Decision-Making Process
- V. Expanding Decision-Making Choices



Learning Task One:

- Integrate the cognitive, emotional, social and purpose-driven components of choice and decision-making



Learning Task Two:

- Reflect on the ethical and practice dilemmas that arise in participant-directed care when the “right to choose” may conflict with the “right choice.”



Learning Task Three:

- Develop skills in facilitating the choice and decision-making process for participants in the consultant/support broker's roles as coach and teacher.



Review of Tenets of Participant-Directed Care

- May represent a wide range of choices from a single service to total life planning options.
- Places the participant as expert in identifying needs and desires.



Participant-directed care...

- Consultant's role is that of facilitator, coach, and teacher not expert.
- Participant-directed care focuses on choice and active decision-making



How did you decide where to sit?

<i>Special Chair</i>	<i>Motivating Factors</i>
Chairs with Nails	Logical factors, experience, nails will be uncomfortable or dangerous.
Chair in front of room	Emotional factors, high profile seat, attracts special attention.
“Reserved Sign”	Social factors, consideration and respect for others, goes against norms.
Chair facing backwards	Overall purpose of attending training, can't see or hear.



How do you decide where to sit?

<i>Special Chair</i>	<i>Motivating Factor</i>	<i>Body part analogy</i>
Chair with Nails	Logical factors and experience	Head
Chair in front of the room	Emotional factors; high profile seat, attracts special attention.	Heart
“Reserved Sign”	Social factors, consideration/respect for others	Hands
Chair facing backwards	Overall purpose of training, can't see or hear in that chair.	Purpose-driven



Intellectual Factors (Head) in Decision-Making

- What “knowledge” (or lack of) do participants bring to making decisions about services?
- What kinds of gaps in knowledge may affect the kinds of decisions participants will make?
- How do we “educate” participants without violating their right to self-determination?



Emotional (Heart) Factors in Decision Making

- How do past emotional experiences affect the decisions a participant makes?
- What kinds of things do participants have strong emotional reactions to? Fear? Joy? Anxiety? Anger?
- How do emotional factors cloud the role of knowledge in decision-making?



Social (Hands) Factors in Decision-Making

- What social experiences (or wanting social experiences) will affect who participants want to interact with them?
- How do you think the participant sees himself or herself in relationship to greater society? How does this affect decision-making?



Purpose-Driven Factors in Decision-Making

- Do you think your participants have a “vision” for their lives? Why? Why not?
- Do they have dreams of what they want in life?
- Do they see a reason for their lives?



Risk is...

- The likelihood of a bad or undesirable outcome.
- The willingness to tolerate uncertain outcomes.



What is your risk tolerance?

- Risk averse:

Prefers structure, certainty, with less (rather than more) variability.

Worst case scenario

- Risk seeker:

Prefer ambiguity, greater tolerance for unknown consequences.

Best case scenario



Risk tolerance is a function of

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- Personality structure
- The biological need for thrill
- Age and gender
- Birth order
- Level of education
- Previous experience
- Perception of irreversibility



Risk with dignity:

- Exploration of options
- Careful consideration
- Honoring of choice



- What components are influencing decisions?
- What risks exist? Who is risk averse?
- Can you broaden choices to be considered?



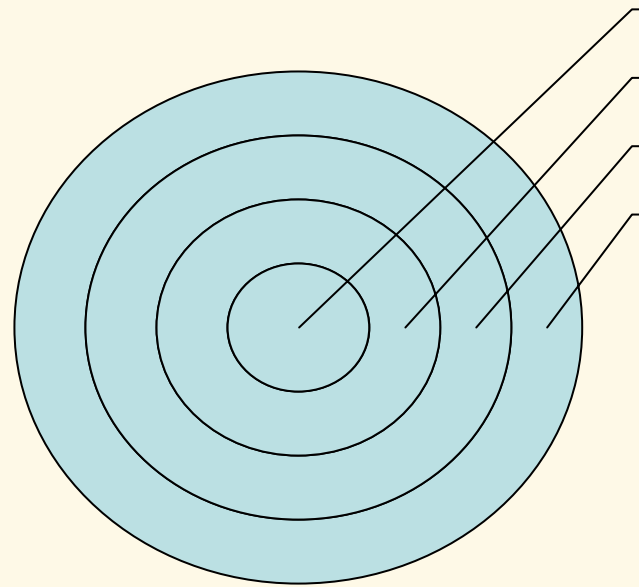
Personal Stories:

- Helps participant talk about his/her life
- The story will help identify needs and wants.
- Stories will explore previous decision-making
- Themes emerge.



Bulls-Eye Diagram

- Who are first circle friends?
- Next circle of friends or family?
- Those you know but are not close to.
- How often do you see these people?



Brainstorming:

- Maximize the number of ideas generated to solve a problem within a short period of time.
- Get creative juices flowing.
- Revisit all ideas for most practical.



Parallel Scripting:

- Tell the participant a story of someone in a position similar to his or hers.
- Through the story, options can be offered to help participant explore what s/he can do to meet service needs.



Make a list!!!

- Pros/Cons List
- Best/Worst Case Scenario



Risk-taking is part of participant choice...

- Risk taking is often due to over-reliance on one aspect of decision-making. Often more heart than head.
- Few decisions are irreversible and are always a learning experience.
- The “illusion” of choice is more degrading than the lack of it. Participant choice means participant choice.

