



Playing our Part: Shared Decision Making in Employment Services



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New York Association of Psychiatric Rehabilitation Services

A statewide coalition of people who use and/or provide community mental health recovery services and supports dedicated to improving services and social conditions for people with psychiatric disabilities by promoting their...

Recovery, Rehabilitation and Rights





Learning Objectives

1. Participants will gain an understanding of the changes in service structure regarding the shared decision making process.
2. Participants will deepen their understanding of the concepts of learned helplessness and dignity of risk.
3. Participants will evaluate the language we use and the role it plays in a person's ownership of the change process.



 **Collective**
Partnership • Participation • Progress

THE GOALS 

Strong Partnership with participants → Participation in services → Positive Outcomes!

 *Participation in Treatment is the Goal*

 **Collective**
Partnership • Participation • Progress

How do you feel when you have no choice in a decision that is important to you?





 **Collective**
Partnership • Participation • Progress

In what ways do we foster this feeling in employment services?







What is Shared Decision-Making?

Shared decision-making is an emerging best practice in behavioral and physical health that aims to help people in treatment and recovery have informed, meaningful, and collaborative discussions with providers about their health care services.

It involves tools and resources that offer objective information. People in treatment and recovery can then weigh that information against their personal preferences and values. Shared decision-making tools empower people who are seeking treatment or in recovery to work together with their service providers and be active in their own treatment.



<https://www.samhsa.gov/bnss-tacs/recovery-support-tools/shared-decision-making>



The Share Approach Essential Steps in Shared Decision Making

- Step 1 - Seek the Person's Participation**
- Step 2 - Help the Person Explore and Compare Options**
- Step 3 - Assess the Person's Values and Preferences**
- Step 4 - Reach a Decision Point with the Person**
- Step 5 - Evaluate the Person's Decision**



<https://www.ahta.gov/professionals/education/curriculum-tools/shareddecisionmaking/tools/index.html>



What is Engagement?

Engagement refers to the process through which participants become active and involved in their treatment

Engagement is essential in the provider-participant relationship from the moment a person walks through the door of a service provider until they walk out the door.



Step 1 - Seek



Explore and Compare Options

- Assess what the person already knows about his or her options.
- Write down a list of the options in plain language.
- Communicate the risks/benefits of each option. Explain limitations of what is known and unknown about the options and what could happen in each scenario.
- Communicate with the person's preferred learning style. (graphs, charts, pictographs)
- Offer evidence-based decision aid tools
- Summarize by listing the options again.
- Check for understanding. Ask the person to explain what the options are.



Step 2 - Help



Determine what's important to the person in recovery?

- Start conversations with the person and find out what matter's most to him or her.
- Ask open-ended questions.
- Listen actively to the person. Show empathy and interest in the effect that a problem is having on to this person's life.
- Acknowledge the values and preferences that matter to the person.
- Agree on what is important to the person.



Step 3 - Assess



Reaching a Decision Together

- Help the person move to a decision by asking if he or she is ready to make a decision.
- Ask if the person would like additional information tools such as educational materials or decision aids to help make a decision.
- Check to see if the person needs more time to consider the options or discuss them with others.
- Confirm the decision with the person
- Schedule follow-up appointments to carry out the preferred methods, goals and supports.



Step 4 - Reach



Evaluating the Decision

- Monitor the extent to which the decision is implemented.
- Assist the person with managing barriers to implementing his or her decision.
- Revisit the decision with the person and determine if other decisions need to be made



Step 5 – Evaluate



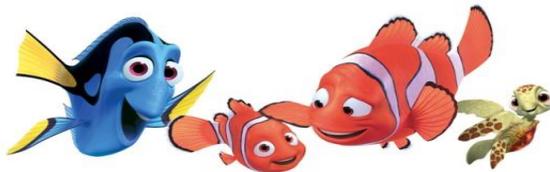
What does shared decision making look like?

- Career & Employment
- Medications
- Life Role Goals
- Supporting Staff/Natural Supports





Dignity of Risk

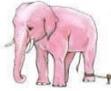


Finding Nemo
 Dad – Marlin
 Friend – Dori
 Son - Nemo



Learned Helplessness

Learned helplessness is defined as the general belief that one is incapable of accomplishing tasks and has little or no control of the environment. For **example**, a person who performs poorly on math tests and assignments will quickly begin to feel that nothing he or she does will have any effect on math performance.



The elephant is held back not by the puny rope but by its belief system. Are you too?

<https://rethinking-ed.org/2016/11/15/a-glossary-of-learning-terms/>





How do we Inadvertently Practice Learned Helplessness with the Individuals we Support?







Techniques For Unlearning Old Behavior

Self Monitoring

Involves learning to pay careful and systematic attention to your problem behaviors and habits, and to the stimuli that trigger them into action.

- **Qualitative Monitoring** - Involves paying attention to the quality of things that are happening (How they make you feel, What they look like, etc.)
- **Quantitative Monitoring** – Counting the occurrences of each behavior using a measurement system



<https://www.mentalhelp.net/articles/techniques-for-unlearning-old-behaviors-self-monitoring/>



Antidote to Learned Helplessness

- Create an environment where mistakes are okay
- Walk the talk/Set an example
- Make sure there is social connection
- Foster an acceptance of change







When working with people does our language matter?

Is there supportive language?

Examples?

Is there deconstructive language?

Examples?



Handwriting practice lines



Empowering Interactions promote self-determination

Power Robbing Language	Empowering Language
You should	Can, could
You need	What have you considered?
You must	What are your options
You can't	What can you do?
No one can do that...	Up till now...
Problem	Challenge, situation, concern
But	And
It only works when...	What other ways might work for you?
The best way is...	Some choices are...
Your only option is...	Options to possibly consider are...
My advice to you is...	What has worked for you in the past?
You can't do that	Some things that worked for me are...

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Handwriting practice lines



Action Required

- You can work...you just might not believe it yet.
- With any kind of change, belief is the last to come.
- Change requires us to look at ourselves differently.



Handwriting practice lines



The Law of Reversibility

- When you feel a certain way, you will act in a manner consistent with that feeling.
- If you act in a manner consistent with that feeling, even if you don't feel it, the Law of Reversibility will create the feeling that is consistent with your actions.





Questions?





Resources

- Recovery Innovations www.recoveryinnovations.org
- Substance Abuse and Mental Health Services Administration – www.samhsa.gov/brss-tacs/recovery-support-tools/shared-decision-making
- AHRQ-Agency for Healthcare Research & Quality - The SHARE Approach—Essential Steps of Shared Decision making: Quick Reference Guide - www.ahrq.gov/professionals/education/curriculum
- Re-Thinking Education - <https://rethinking-ed.org/2016/11/15/a-glossary-of-learning-terms/>
- MentalHealth.net-American Addiction Centers Resource-www.mentalhelp.net/articles/techniques-for-unlearning-old-behaviors-self-monitoring/