DSAT-10: Brief Decision Support Analysis Tool

**Purpose:** A tool for evaluating the quality of decision support provided by health professionals to patients facing tough health decisions.

**Transcript number:**

**Date:**

**Participant ID:**

**Analyzed by:**

**Length of the interaction (minutes):**

**Procedure:**

1. Listen to each encounter twice.
2. Check the boxes if the items were present and **adequately** addressed within the taped encounter (turn page over for criterion descriptions). Not applicable (n/a) is used in circumstances when it was not necessary to have assessed or intervened for that specific item (e.g. if clearly the patient knows about options, benefits and harms then the health professional does not need to explore their knowledge further; if the patient is the only one that is making the decision and has no pressure or need for support then the health professional does not need to intervene in this area).
3. Identify examples from health professional dialog to support that the criterion was met.

<table>
<thead>
<tr>
<th>Element</th>
<th>Assessment Criteria</th>
<th>Hear and acknowledge or assess in interaction</th>
<th>Intervened</th>
<th>Comments / Notes / Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision making status</td>
<td>Identify <strong>uncertainty</strong> about making a decision</td>
<td></td>
<td></td>
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<tr>
<td><strong>Timing</strong> for when decision needs to be made is discussed / acknowledged</td>
<td></td>
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<tr>
<td><strong>Stage</strong> of decision making: assessed or self-evident</td>
<td></td>
<td></td>
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<tr>
<td>Knowledge of</td>
<td><strong>Options AND</strong> Potential <strong>benefits</strong> of options AND Potential <strong>harms</strong> of options</td>
<td></td>
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<tr>
<td>Values / preference associated with</td>
<td><strong>Discuss importance</strong> of benefits AND <strong>Discuss importance</strong> of harms</td>
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<tr>
<td>Others' involvement in the decision</td>
<td>Discuss preferred role in decision making, <strong>others involvement and their opinions AND</strong> Discuss <strong>pressure or support</strong> from others</td>
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<tr>
<td>Next steps</td>
<td>Near end of the encounter, summarize the next steps to <strong>address</strong> patient’s decision making needs</td>
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</tbody>
</table>

**TOTAL SCORE** out of 10

(Stacey D, Taljaard M, Drake ER, O'Connor AM. *Audit and feedback using the brief Decision Support Analysis Tool (DSAT-10) to evaluate nurse-standardized patient encounters*. Patient Education and Counseling 2008; 73:519-525.)
## Brief Decision Support Analysis Tool (DSAT-10) with definitions

<table>
<thead>
<tr>
<th>Element</th>
<th>Assessment Criteria</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decision making status</strong></td>
<td>Identify uncertainty about making a decision</td>
<td>Identifies uncertainty about a specific decision being made, including identifying the specific decision.</td>
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<tr>
<td><strong>Timing</strong> for when decision needs to be made is discussed / acknowledged</td>
<td>Discusses or acknowledges when the decision has to be made according to the patient / timing of next MD visit. May also suggest changes to that time frame, if needed and as appropriate.</td>
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<tr>
<td><strong>Stage</strong> of decision making: assessed or self-evident</td>
<td>It may be self-evident that the patient is considering the options given that he/she has initiated an encounter about a decision. The nurse may also clarify if they are considering options, their leaning, whether or not the patient has made a decision, or what steps are being taken to carry out the decision.</td>
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<tr>
<td><strong>Knowledge of Options</strong></td>
<td><strong>Assess</strong>: Asks questions or acknowledges patient’s knowledge of their options, potential benefits / harms associated with the options, and their likelihood.</td>
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<tr>
<td>And <strong>Potential benefits of options</strong></td>
<td><strong>Intervene</strong>: Discusses / provides / facilitates access to sources of factual information about the options, outcomes, probabilities of outcomes. Information provided in a balanced, factual way without obvious bias.</td>
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<tr>
<td>And <strong>Potential harms of options</strong></td>
<td><strong>Fact words</strong>: Know, rationale, reasons for doing it, chances, what happens, why it happens, health risks.</td>
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<tr>
<td><strong>Values / preference associated with</strong></td>
<td><strong>Discuss importance of benefits</strong></td>
<td>Asks patient what is most important or acknowledges patients’ comments indicating the importance of benefits/harms. Assists to clarify importance of benefits / harms by discussing or suggesting / referring to balance-scales, shading / weighing exercises, or other tools to clarify values.</td>
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<tr>
<td>And <strong>Discuss importance of harms</strong></td>
<td><strong>Feeling / value words</strong>: important, worried, concerned about, tolerate, comfortable, unacceptable, bothersome, outweigh, tradeoffs, worth it, number one thing, put up with, happy if, jeopardize, cost too great.</td>
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<tr>
<td><strong>Others’ involvement in the decision</strong></td>
<td><strong>Assess</strong>: Asks or acknowledges patients preferred role in decision making and who else is involved in making the decision, their opinion, any pressure to choose one option.</td>
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<tr>
<td>Discuss preferred role in decision making, others involvement and their opinions</td>
<td><strong>Intervene</strong>: Discusses strategies to involve others who are supportive / important, handle social pressures, communicate values with others (e.g. review information, ask questions, share list of pros and cons, share what is important).</td>
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<tr>
<td>And <strong>Discuss pressure or support from others</strong></td>
<td>Near end of the encounter, obtain agreement or commitment to take steps to address identified decision making needs. Either asks patient what they are going to do at this point or summarizes for the patient what needs to be done. For example: (a) if not enough information, identify where to get it or offers to send materials or refers to website; and/or (b) if pressure from others, provide ways to manage opinions of others.</td>
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<tr>
<td><strong>Next-steps</strong></td>
<td>Criteria are scored as present / absent. Points are allocated as follows:</td>
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<tr>
<td><strong>SCORING</strong></td>
<td>• 1 point, if all checkboxes in a box are checked, except,</td>
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<td>(total possible score 10 points)</td>
<td>• 2 points, if the importance of both benefits and harms discussed,</td>
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<td>• No part marks are given.</td>
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</tbody>
</table>