

# Introduction and Philosophy of Care

Preceptor Module One

This program funded by grants from the

**SAN DIEGO WORKFORCE FUNDERS COLLABORATIVE**

David Narevsky, JD, MPA

Program Coordinator

**San Diego Workforce Partnership**

In conjunction with

Neil Silverston

President, WorkSource Partners

Basic & Advanced Medical Assistant Curriculum Module Authors

Ellen Beck, MD

Clinical Professor, Family and Preventive Medicine, **UC San Diego School of Medicine**

Danielle Lauria, B.S., PA-C

Associate Professor, Medical Assisting, **San Diego Mesa College**

Preceptor Curriculum Module Author

Ellen Beck, MD

Clinical Professor, Family and Preventive Medicine, **UC San Diego School of Medicine**

Educational Partners

**University of California, San Diego Extension**

Leslie K. Bruce, JD

Director, Healthcare Leadership & Community Outreach

**CA Community Colleges, Health Workforce Initiative, San Diego/Imperial Region**

Ann Durham, RN, MSN, FNP, Esq.

Deputy Sector Navigator - Health



# SESSION ONE OUTLINE

*I. Introductions/Overview of Learning Objectives*

*II. Building Trust and Community*

*III. Establish Ground Rules*

*IV. The Concept of Professionalism*

*V. Philosophy of Care: Humanistic Person-Centered Approach*

*VI. Putting the Philosophy of Care into Practice*

*VII. Setting Individual Learning Goals*

# *I. Overview of Learning Objectives*

By the end of this course, preceptors will be able to:

1. Introduce themselves and a group in a way that earns and maintains trust
2. Set ground rules, including confidentiality
3. Set individual (staff) learning goals
4. Describe, demonstrate, and define core skills in Humanistic Person-Centered Communication as defined by Carl Rogers

# *I. Overview of Learning Objectives*

- 5. Give and receive feedback, using the 'kernel of truth' approach
- 6. Help learners look up clinical questions and find resources
- 7. Practice a humanistic approach in teaching, supervision, and patient care
- 8. Supervise specific skills including core clinical skills, communication, and coaching

# *I. Overview of Learning Objectives*

9. Identify solutions and strategies to improve staff working relationships
10. Utilize Teach-Back Technique both in clinical teaching situations and in clinical practice situations.
11. Define and model a philosophy of person-centered care that includes:
  - Empowerment
  - A humanistic approach
  - A transdisciplinary approach

# *I. Overview of Learning Objectives*

- A concept of the community as teacher/patient as teacher
- 12. Integrate social determinants of health into patient care
- 13. Integrate health literacy and 'cultural humility' into the day-to-day management of patients
- 14. Practice life skills such as stress management, coping skills, staying centered, 'Social Tai Chi'

# *I. Overview of Learning Objectives*

- 14. Choose how to respond in a specific and/or stressful situation.
- 15. Identify Sources of Strength for self, staff, and clients
- 16. Help medical assistants develop a learning plan with specific learning goals
- 17. Help to follow up on these goals, review specific skills, see patients together and review knowledge, skills and enhanced skills





## *II. Building Trust and Community*

- Introductions are an opportunity to begin to build trust, relationships, shared values, professional behaviors, and a sense of community, team, and ownership

## *II. Building Trust and Community*

### Facilitator Introduction:

- Tell your own story
- Share a your own journey
- Share any particular challenges you have faced

## *II. Building Trust and Community*

- Participant Introductions

- Share:

- Something about your journey to this point
- Why you are in the class
- What you hope to learn
- Something about yourself that others in the room may not know
- A word or two about your state of mind:  
curious, tired, excited, ambivalent, enthusiastic

## *II. Building Trust and Community*

### **Putting Ourselves in the Shoes of the Learner**

- To become teachers, we first must put ourselves in the shoes of the learner
- Remember what it is like to learn something new
- Discuss examples from the group where they might have had difficulty learning
- What did they need from the teacher?
- How were they able to learn the material?

### *III. Establish Ground Rules*

- Confidentiality
  - In this setting, the specific rule is that if someone in the group shares something, in order for someone else to share that information outside the group, they must ask the person directly
  - Participants: paraphrase the rule
  - Participants: ensure that all group members agree

## *IV. The Concept of Professionalism*

- What is professional behavior and where do we practice it? *In the clinic, in the office, in the classroom*
- Empathy, respect, courtesy, self-awareness, a commitment to grow as a person, open-minded, good listener
- Thorough, compassionate care; know what you know and what you don't know, and how to ask for help

# *V. Philosophy of Care:*

## *Humanistic Person-Centered Approach*

- Empowerment
- Humanistic Approaches
- Transdisciplinary
- Community as Teacher

These four tenets are the core philosophy of care at the UCSD Student-Run Free Clinic Project; they are taught, modeled, and expected by everyone involved with the Clinic

# *V. Philosophy of Care:*

## *Humanistic Person-Centered Approach*

- **Empowerment**

- To create an environment where the individual, family, or community take charge of their lives and achieve joy and well-being
- Health care becomes environmental design—helping people to identify, address, and overcome obstacles to achieving well-being
- Often this means addressing the social determinants of health, such as transportation, employment, housing, and socioeconomic status



# *V. Philosophy of Care:*

## *Humanistic Person-Centered Approach*

- **Empowerment**

- A key transformation occurs when people feel as if they are the victim of past and present circumstances, but are able to move to becoming the artists of their existence; they can hold the “paintbrush of their life”
- How can we as health professionals help create environments in which this transformation can occur?

## *V. Philosophy of Care:*

### *Humanistic Person-Centered Approach*

**Humanistic** means to fill each action with empathy, congruence, and positive regard

- Carl Rogers

- Empathy means to have a sense of what the other might be feeling
- Congruence means to become self-aware as a health professional and to integrate that self-awareness into your interactions
- Positive regard means to show respect to all; you do not have to respect someone's behavior, but you can show respect for them as a human being.

# *V. Philosophy of Care:*

## *Humanistic Person-Centered Approach*

- **Transdisciplinary**

- A transdisciplinary model is one in which all health disciplines are working together, side by side
  - with mutual respect
  - with the patient at the center
  - with the patient in the lead

# *V. Philosophy of Care:*

## *Humanistic Person-Centered Approach*

- **Community as Teacher**
  - The community—the patients:
    - will teach us how to be good health professionals to them
    - will teach us the solutions
    - will teach us how to face and overcome the challenges of life with wisdom and strength

## *VI. Putting the Philosophy of Care into Practice*

- *Provide practical examples and scenarios from both your work and personal lives*
- *Examples might include a diabetic patient who faces many personal life challenges and has been able to take charge of her health*
- *A woman with cancer who was able to face her fears and choose a treatment path for herself with the trust and support of the health care team*
- *An elderly man in a nursing home whose family advocated that he did not need sedation and how this improved his quality of life*

## *VII. Setting Individual Learning Goals*

- Set one or two learning goals in the area of becoming a teacher, preceptor, or coach

➤ These could be related to:

- Teaching skills
- Clinical skills
- How you would like to grow as a person
- Where you may have received feedback
- Where you would like to improve

## *VII. Setting Individual Learning Goals*

- An ideal learning goal is:
  - Specific
  - Behavioral (something a person can actually do)
  - Achievable
  - Realistic
  - Starts with a small first step

## *VII. Setting Individual Learning Goals*

Identify specific learning goals for the preceptor training:

- Write these goals in your notebooks
- Reflect on and then write what your first steps will be
- Share their goals with each other and then with the larger group



# Summary for Preceptor

- Introductions/Overview
- How to introduce yourself and group members and begin to build trust and community
- Establishing Ground Rules, especially confidentiality
- Introducing the concept of professionalism, professional behavior in all clinical, work, and learning situations, including prioritizing patient care
- Philosophy of Care: Empowerment, Transdisciplinary Care, Community/Patient as Teacher
- Putting a Philosophy of Care into Practice - Practical Examples and Scenarios
- Setting Individual Learning Goals