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The background of the slide features a large, faint watermark of the University of Minnesota seal. The seal is circular and contains a stylized torch, an open book, and a sunburst, surrounded by the words "UNIVERSITY OF MINNESOTA" and "1863".

Transformational Learning: Key to Providing Patient-Centered Care

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Objectives:

- Describe the differences between informational and transformational learning.
- Describe parallels between learner-centered education and patient-centered care.
- Identify innovative pedagogies that will prepare clinicians to more effectively deliver personalized whole-person care.

Achieving Transformation Requires:

Change in our Health Care System

AND

The Educational System that produces the Care
Providers

A Call for Bold Change

- Healthcare providers cannot give what they do not have.
- The shift required in the educational paradigm needs to be at least as bold and radical as the change being called for in the health care system.
- We can't continue with the same educational processes and expect changes in outcomes.

How we teach is as critical as
what we teach.

Types of Learning

- Informational
- Transformational

Health Professions Education

- Over-loaded with Content
- Passive
- Not-Learner Centric



We are not going to produce more caring and compassionate clinicians by simply talking to them and telling them what to do.

Transformational or Transformative Learning

- Engages learners in a way that enables them to go beyond acquisition of factual knowledge along and to become changed by what they learn in some meaningful way.

Transformational Learning

- Involves questioning assumptions, beliefs and values.
- Considering multiple points of view.
- Verifying reasoning.

(Mezirow, 1990)

Transformational Learning

- Involves a deep structural shift in the basic premises of thoughts, feelings and actions.
- A shift in consciousness that dramatically and irreversibly alters feelings and actions.

(O'Sullivan, 2003)

Transformational Learning

- Includes personal and professional growth.
- Moves students beyond acquisition of new knowledge and skills to a place where they experience a shift in perspective that enables them to grow in their capacity to question, challenge, and create and demonstrate caring, compassion and empathy.

Conventional System	Care Delivery System	Education
Role of the Patient/Student	Passive recipient of care	Passive recipient of education
Role of the Provider/Teacher	Expert	Expert
Key Intervention/Strategy	Telling them what to do	Lecturing/Telling them what to do
Choose to not follow our advice	Non-compliant	Fail

Transformed System	Care Delivery System	Education
Role of the Patient/Student	Active participant, empowered and engaged	Active participant, empowered and engaged
Role of the Provider/Teacher	Guide, coach and facilitator	Guide, coach and facilitator
Key Intervention/Strategy	Coaching, motivating and engaging	Coaching, motivating and engaging
Outcome	Healing	Learning

What gets in the way of Patient-Centered Care?

- Care providers who are on auto-pilot, disengaged, burned out, distracted, oblivious and lacking in interpersonal skills.

What's it going to take?

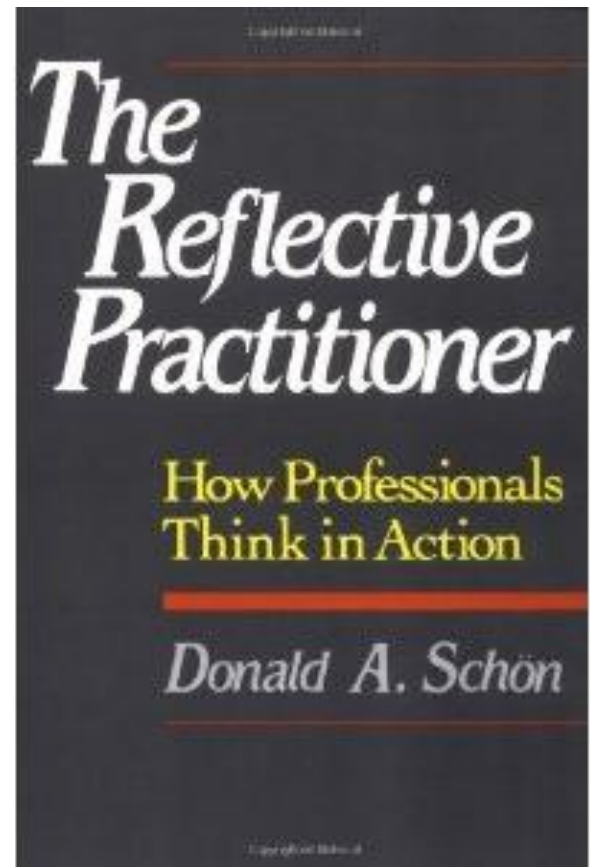
- Learner-centered, experiential curricula that incorporates reflective practice and mindfulness as key strategies.

Curricula

- Reflective Practice
- Mindfulness
- Presence
- Pedagogy that leads to transformative learning.

Reflective Practice

- Reflection-on-Action
- Reflection-in-Action



Reflective Framework

- What's going on here?
- Why is it so?
- How could it be different?

Reflective Framework

- Construct
- Deconstruct
- Reconstruct

What skill is very important to
our ability to engage in
reflection?

Mindfulness

The emphasis is on staying in the present moment, with a non-judging, non-striving attitude of acceptance.



Presence

- Fully conscious and aware.
- Deep listening.
- Relating in a way that reflects a quality of being with vs. doing for.

Presence

- Physical – proximity, seeing, touching, hearing, hugging or holding.
- Psychological – mind to mind, requires skills of attending, listening, empathy, non-judging and accepting.
- Therapeutic presence – spirit to spirit, at-one-ment, requires skills of centering, intentionality, intuitive knowing.

Innovative Pedagogies

- Narrative pedagogy within case conferences
- Storytelling
- New classroom rules of engagement
- Disorienting dilemmas
- Liberating structures

Questions?





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Moving the Patient into the Center of Health Education



Robert Saper, MD MPH
Boston University
November 9, 2012

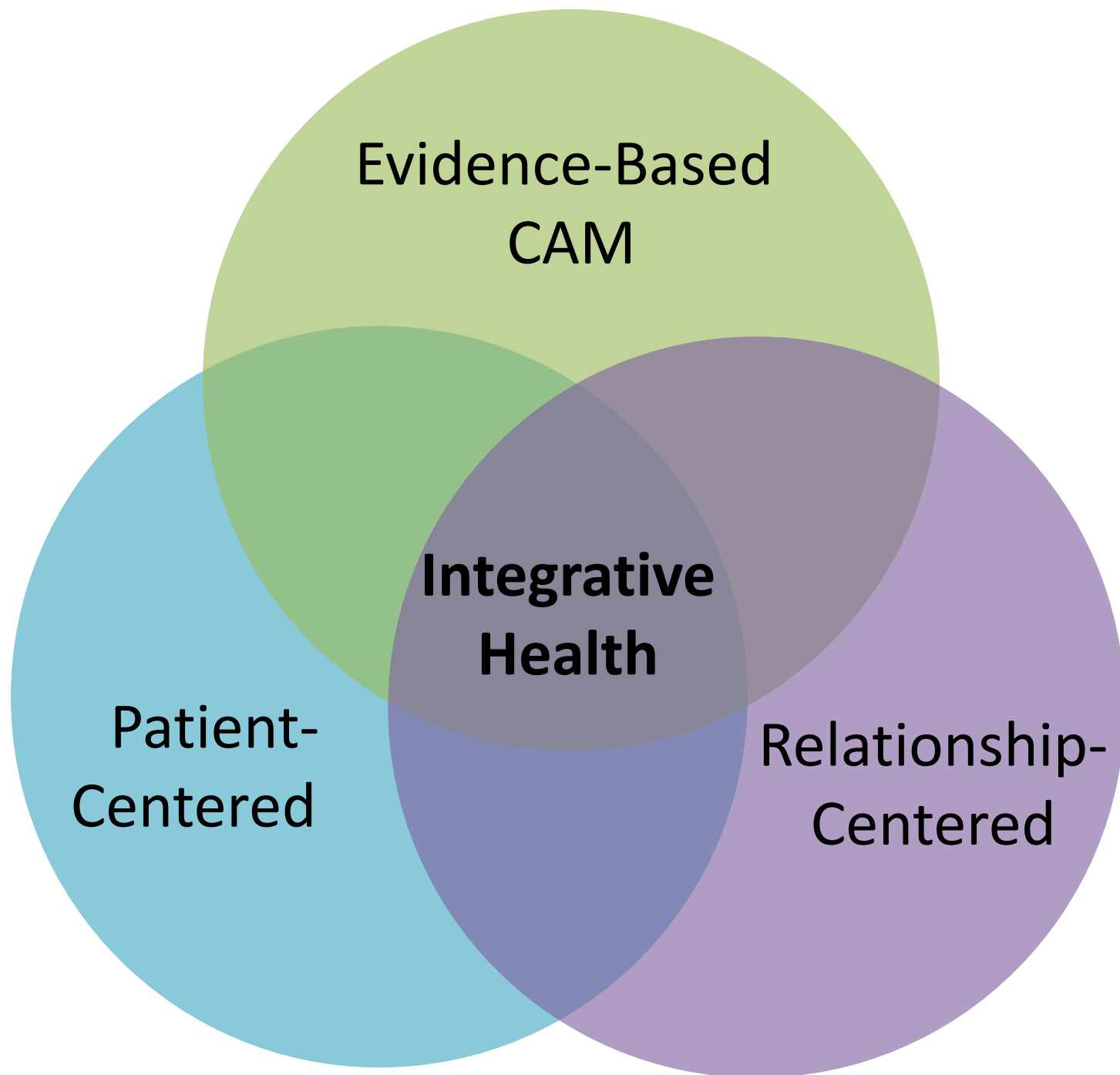
Disclosures

- Conflicts of Interest: None
- Passions
 1. Respect for the dignity of patients, learners, and colleagues
 2. Expand medicine's view of what may be helpful
 3. Experiential learning

Integrative Medicine [Health]

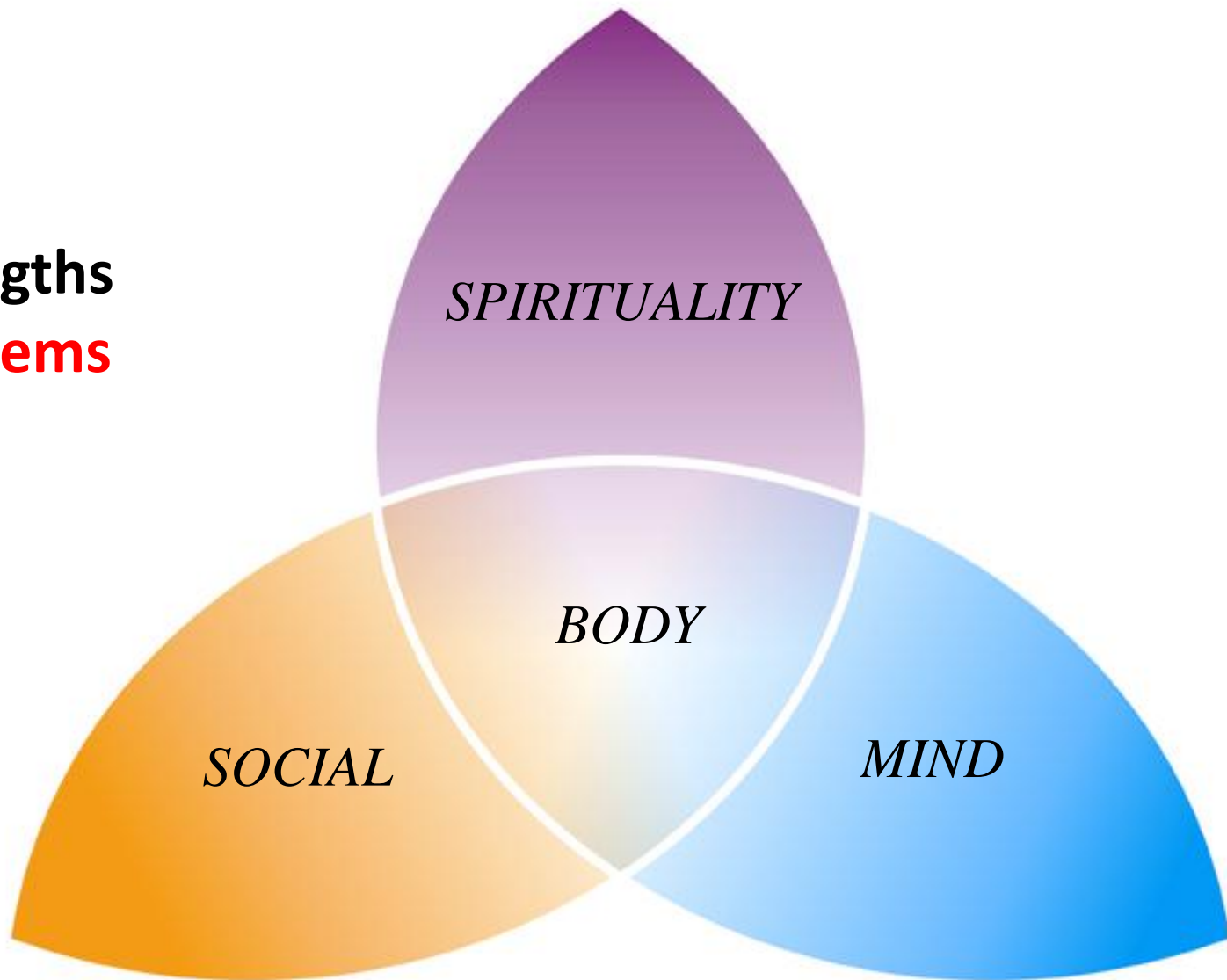
“The practice of medicine [health care] that reaffirms the importance of the relationship between practitioner and patient, focuses on the whole person, is informed by evidence, and makes use of all appropriate therapeutic approaches, healthcare professionals and disciplines to achieve optimal health and healing.”

- Consortium of Academic Health Centers for Integrative Medicine



Patient-Centered Care

Strengths
Problems



Diabetes Example

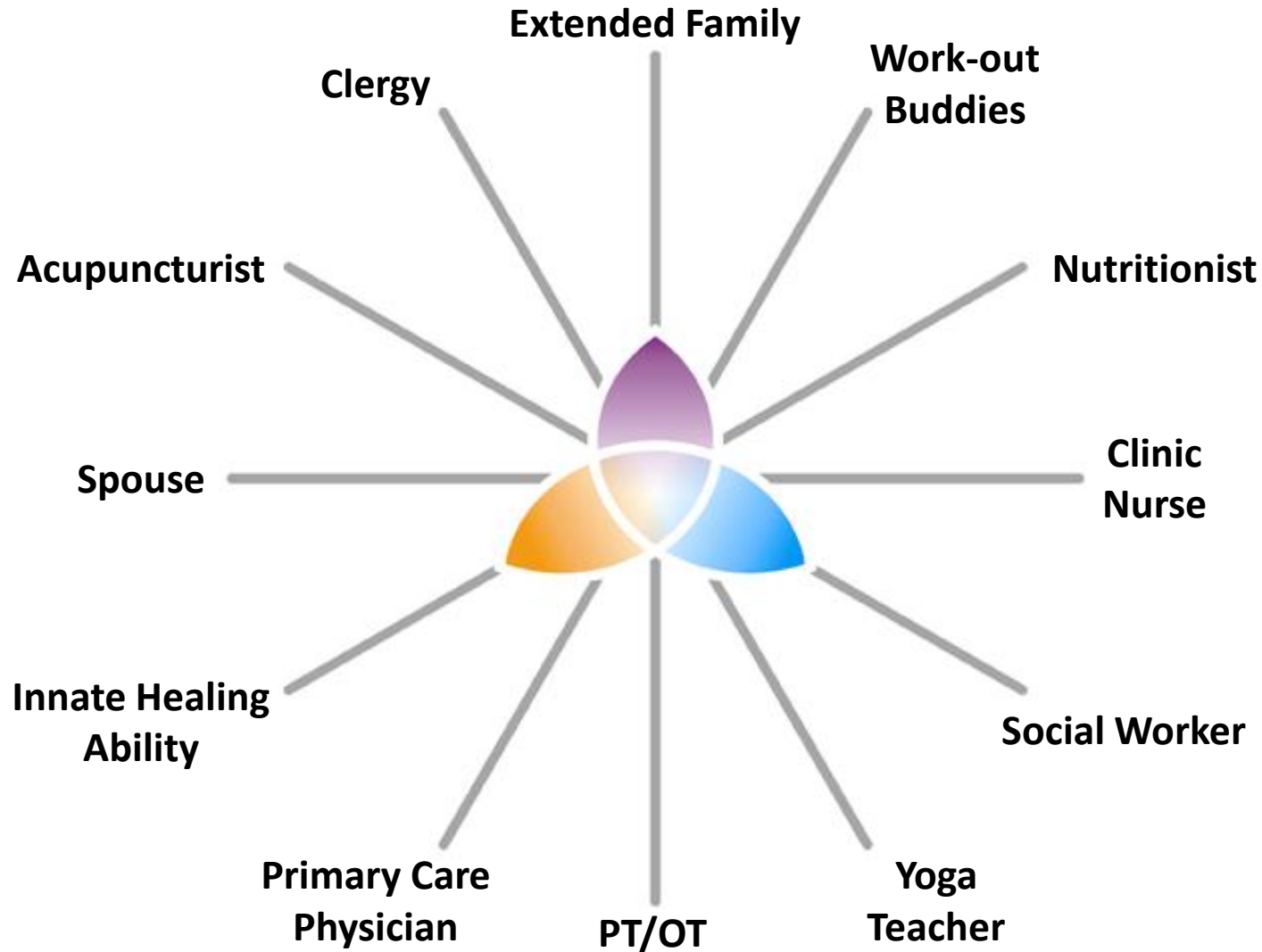
Physician-Centered

- Goal: Glucose control
- Tools: medications, diet and exercise secondary
- Tasks:
 - Glycohemoglobin
 - Vaccines
 - eye exam
 - foot exam
 - Urine protein
 - ACE inhibitor if \uparrow BP

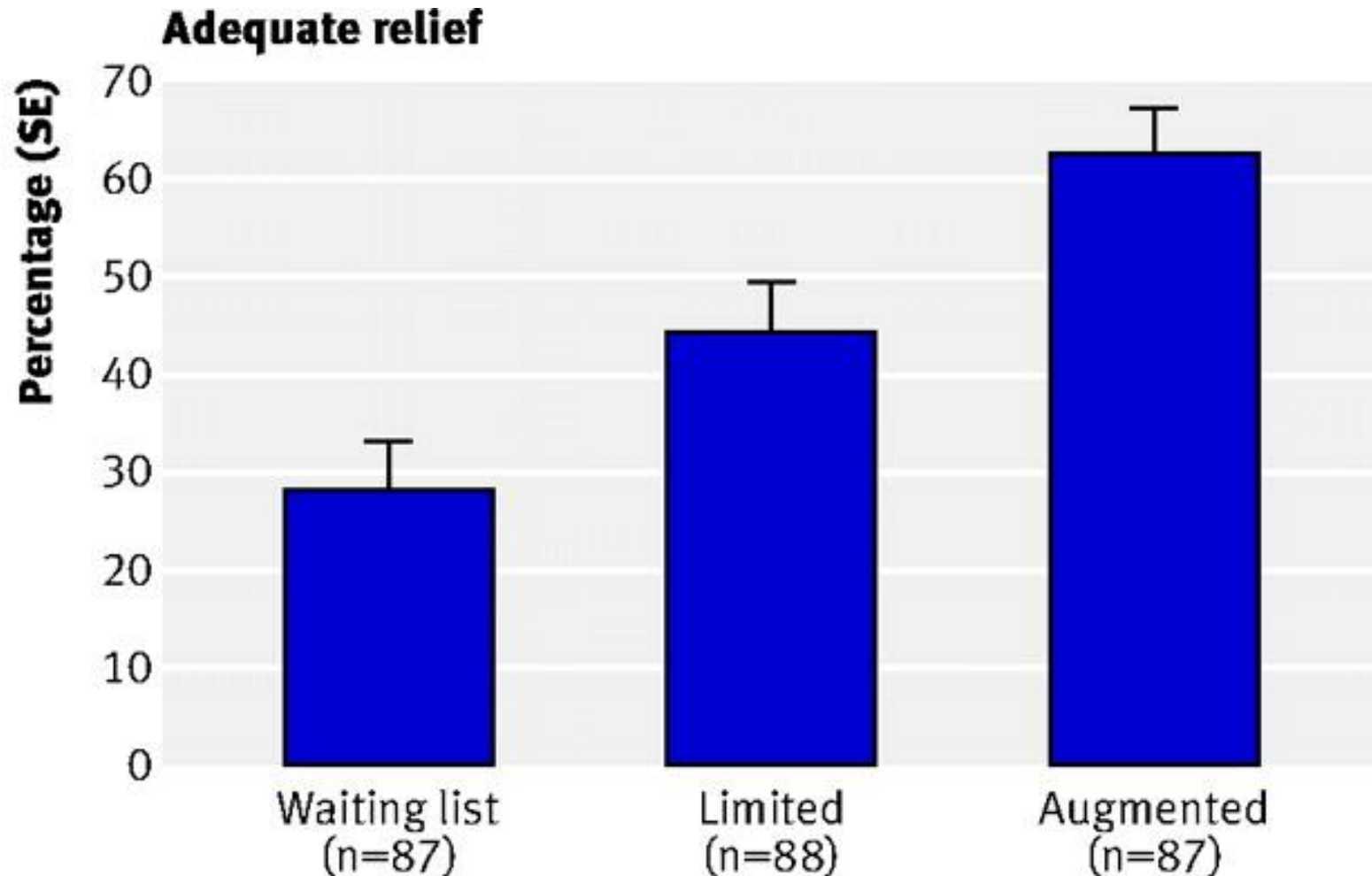
Patient-Centered

- Concerns: fatigue, fear of amputation, cooking for family
- Goals: avoid “shots”
- Barriers: cultural diet habits, health literacy
- Facilitators: daughter is medical assistant; prayer

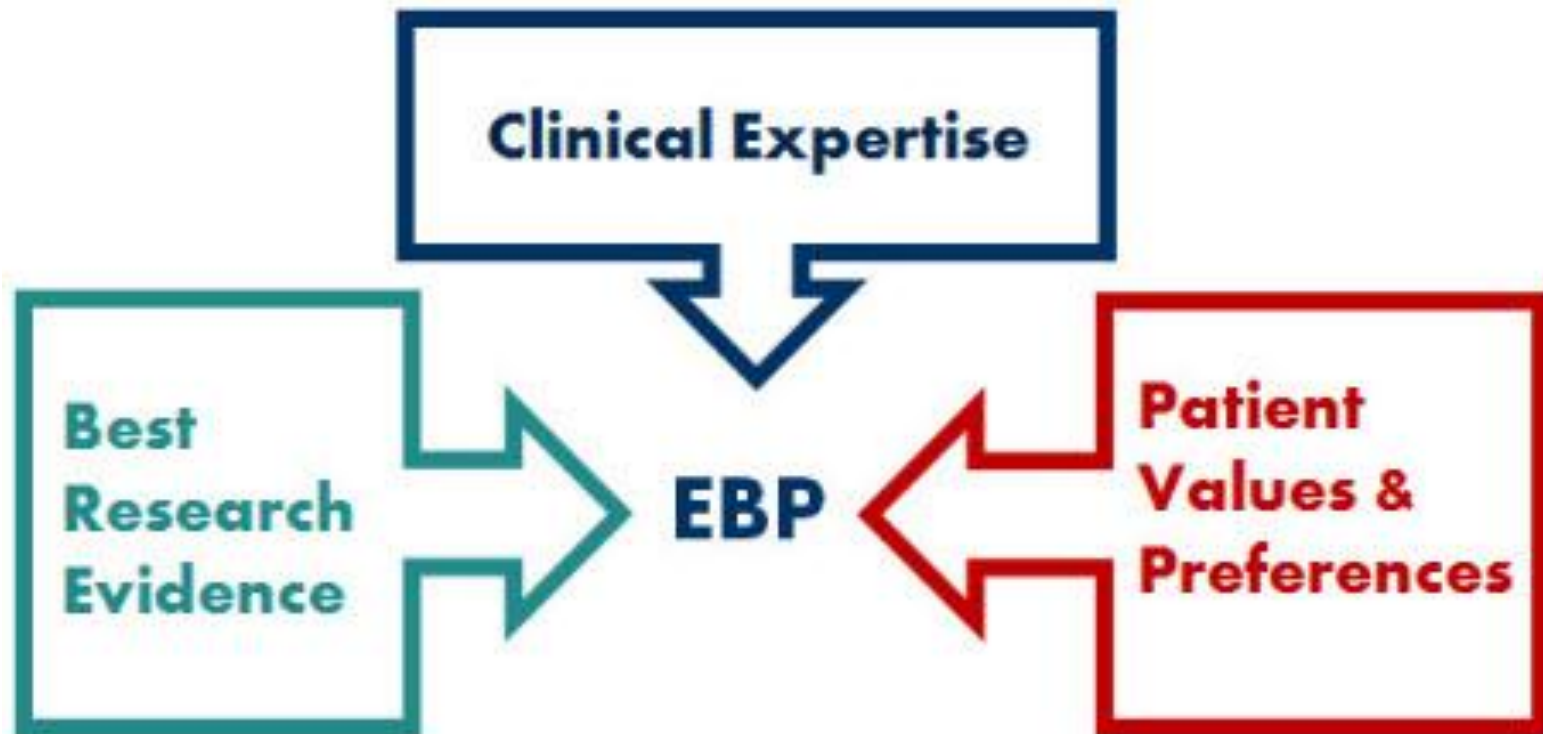
Relationship-Centered Care



Relationships Impact Clinical Outcomes



Evidence-based CAM



Flexner Report 1910

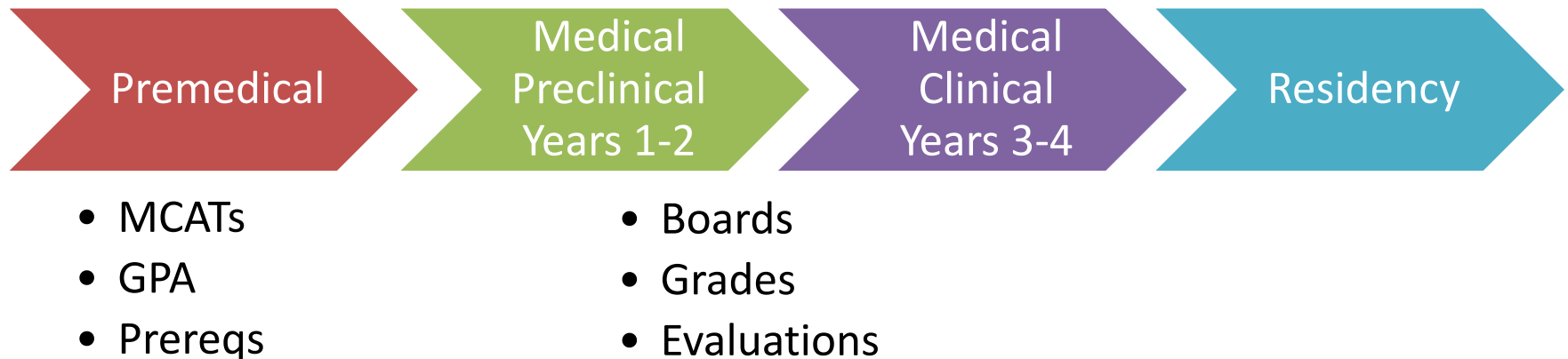
- Medical schools based in academia
- High admission standards
- Scientific based



Abraham Flexner (1866-1959)

Medical Education

Post-Flexner Report 1910-2012



**What educational structures and
processes are needed to train health
care professionals to become
patient-centered,
relationship-centered,
evidence-based,
and
maintain high levels of scientific and
technical competence?**

↑ Patient Contact in Years 1-2: Service Learning



Integrating 3rd Year Clerkships

- Harvard – Cambridge Health Alliance
- Longitudinal 3rd year clerkship
- Foster close & continuous patient contact
- Performed \geq traditionally trained peers
- Greater satisfaction
- Stronger sense of patient-centeredness

Harvard Medical School-Cambridge Integrated Clerkship

“In any learning situation other than a year-long relationship, I would never have understood Ms. S’s complexity, her essence, and what it takes to really manage well a complicated, chronically ill patient over time.”

Harvard Medical School-Cambridge Integrated Clerkship

“The integrated clerkship has taught me to focus on the tasks for which I came to medical school: to serve the person with and beyond the disease.”

Standard Medical History

- Chief Complaint
- History of Present Illness
- Past Medical & Surgical History
- Medications
- Allergies
- Family History
- Social History: occupation, marital status, cigarettes, alcohol, drugs

Patient-Centered Medical History

- Chief Complaint, goals and concerns
- History of Present Illness
- Past Medical & Surgical History
- Medications, CAM
- Allergies, sensitivities
- Family History and background
 - Social History: occupation, marital status, cigarettes, alcohol, drugs, relationships, stress, diet, exercise, sleep, spirituality

Teaching Patient-Centered Language

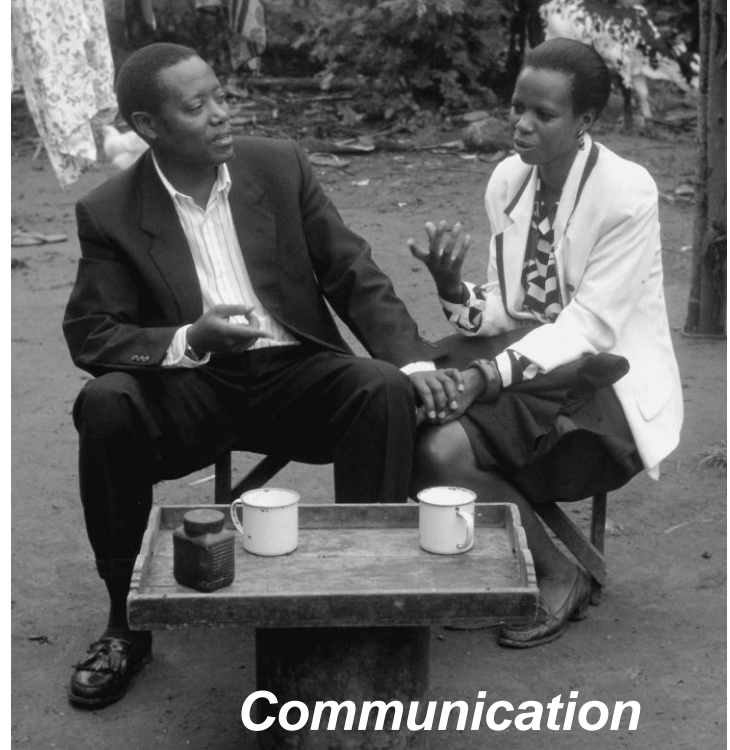
The patient is a 54 year old female who **failed** chemotherapy for Stage 4 breast CA. She now **refuses** any further therapy. Pain has been an issue due to **poor compliance** with her pain regimen. She **complains** of anxiety and depression, but **denies** suicidal ideation.

Teaching Patient-Centered Language

The patient is a 54 year old female who **failed** chemotherapy for Stage 4 breast CA. She now **refuses** any further therapy. Pain has been an issue due to **poor compliance** with her pain regimen. She **complains** of anxiety and depression, but **denies** suicidal ideation.

Ms. Smith unfortunately has metastatic breast cancer. She does not want any more chemotherapy. She is in a lot of pain. She is afraid of becoming addicted to pain medicine. She has a 12 year old daughter, and feels anxious and sad about what will happen to her after she dies.

Patient-Centered Education: Cultivating the Art of Healing



Communication



Empathy & Compassion



Listening



“Of course I’m listening to your expression of spiritual suffering. Don’t you see me making eye contact, striking an open posture, leaning towards you and nodding empathetically?”



“Well, gentleman – who’s playing God today?”



Teaching in a Virtual World

Mitchell S et al



Slide courtesy Suzanne Mitchell MD

The Healer's Art Elective

- Developed @ UCSF by Rachel Remen MD
- Supports students in recognizing, valuing, and preserving human dimension of health care
- Discovery Model
- Restoring Balance, Grief & Loss, Service
- Reflection exercises in small groups
- Generous nonjudgmental listening

Hippocratic Oaths

“Allow me to listen fully to each person.

Give me the strength to see each patient as a person and not only their presenting complaints.

Help me to focus on each visit no matter how busy the day.

Remind me to lean on colleagues for support and be there for them as well.”

Student Evaluations

“Patients are people with stories and experiences to tell, and our role as physicians is to listen and help heal.”

“I need to nurture myself in order to nurture others.”

Medical Student Burnout

- 2006-07 Survey
- 4,287 students, 7 schools
- 49.6% burnout
- 11.2% suicidal thoughts
- Heavy workload
- Massive amount of information
- Long hours
- Responsibility for life & death
- Trauma
- Financial debt
- Personal life events



(Dyrbye et al, Ann Int Med 2008)

Self Care





Embodied Health

“This year was a really hard year for me... Having a place to come every week, a community, where I felt connected was wonderful.”

“By coming to not only learn about, but experience practices revolving around yoga and mind-body awareness, our abilities as providers to help our patients increases exponentially.”

Heather Mason, MPA – course developer

Final Comments

- Patient-centered education is essential for transforming health care
- Desired educational outcomes drive structure, process, & evaluation
- Embed new processes into existing structures
- Vertical integration



Thank You