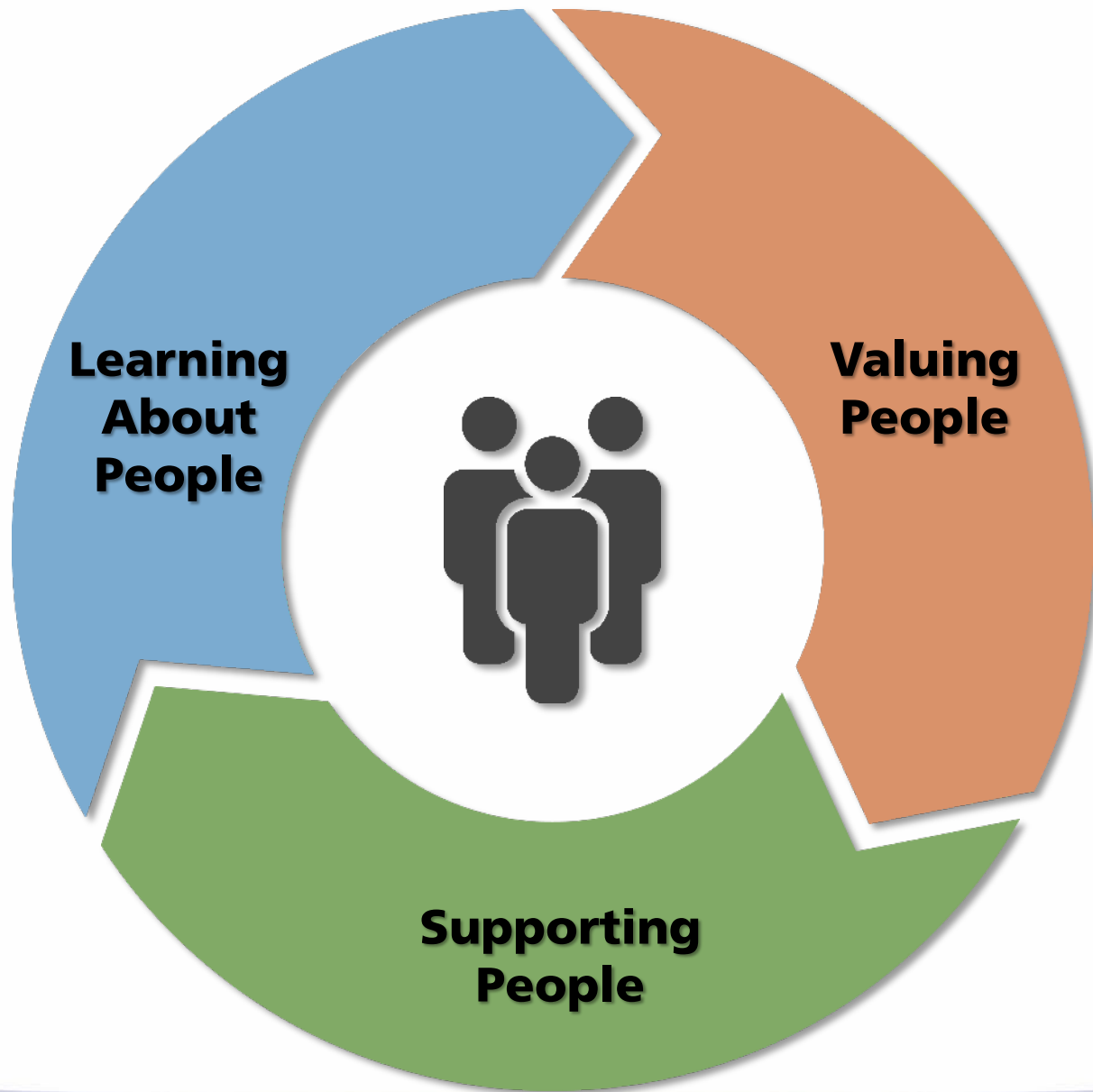


Module 2: Person-Centered Care

Page 9

Lesson 1: Introduction to Person-Centered Care



Learning Objectives

- Distinguish between behaviors that are more / less person-centered
- Communicate the value of person-centered care



Person-Centered Philosophy

As you learn each concept, ask yourself...

- Do I think this concept has value?
- Do I already apply this concept in my daily life?
- How can I apply this concept to my everyday caregiving practice?
- Do I believe that applying this concept to my caregiving will have a meaningful impact?



Learning about People

- Why is it important to get to know the people you care for?
- How can you get to know a client?
- What should you try to learn about a client?





A More Whole Introduction

Imagine that you go to work for an Adult Family Home. Which introduction would you prefer from your new supervisor? Does one better represent the concept of honoring the whole person?

Option A: *Listen up people: We have a new staff member here. He doesn't have any caregiving experience and will need a lot of help from you. Please show him what to do. And please make sure he isn't left alone with any of our dementia clients... he has not completed the required specialty training.*

Option B: *Hi everyone. Help me welcome Miguel, our newest care team member! Could one of you help support and mentor Miguel while he becomes familiar with our home? He seems eager to learn and has some excellent person-centered care skills to share. He is also bi-lingual which will be a great help. We are happy to have you, Miguel!*



Recognizing and Respecting Worldviews, Perspectives, and Attitudes



- Clients may have different religious beliefs, political views, or values than you.
- Remember your professional responsibility is to be tolerant and respectful.



Important TO / Important FOR

Important TO	Important FOR
<ul style="list-style-type: none">• Something you value• Make you happy• Satisfy you	<ul style="list-style-type: none">• Keep you safe• Keep you healthy
<ul style="list-style-type: none">• Spending Time with friends• Going shopping	<ul style="list-style-type: none">• Exercising• Paying bills



Important TO me	Important FOR me
<ul style="list-style-type: none">• <i>Example: I like to stay up late and sleep until noon.</i>	<ul style="list-style-type: none">• <i>I have several medications that I need to take daily to stay healthy.</i>

What do you do to balance what is important **TO** you and what is important **FOR** you?

- *Example: Take my medicine on a schedule that allows me to wake up when I want.*



Learning to Communicate Effectively

Example

You have just started supporting Mark. Mark communicates non-verbally. He uses facial expressions and behavior to communicate his feelings, emotions, and desires. One morning you are assisting Mark to put on his clothes. In the middle of the task, Mark pushes your hands away and stops looking at you.

How could you find out what Mark is communicating?



Valuing People

What does it mean
to value someone?





Showing Respect and Dignity

Consider the two situations below. Which caregiver is being more respectful?

Caregiver A enters the client's room and politely tells them it is time for a bath.

Caregiver B knocks on the client's door, waits for permission to enter, greets them politely, and offers choices on when to bathe.



Person-First Language

Restate each statement in person-first language

1. Bill is disabled.
2. I'm glad the disabled have so many services.
3. Joan struggles with cerebral palsy.
4. Even normal people use the automatic doors.
5. Sal is a dementia patient.



Recognizing the Dignity of Risk

- When balancing Important TO and Important FOR, what should you do when the client makes a risky choice?





Celebrating Cultural Identity, Diversity, and Individuality

- DO learn about a person's culture and identity.
- DON'T make assumptions about a person based on where they were born, what they look like, or what languages they speak.





Supporting People

- The client is the expert in their needs and how best to care for them.
- You are an expert in providing care.





Promoting Choice, Direction, and Control

Example

Mrs. Cortez likes to dress for supper and is particular about her appearance. The blouse she would like to wear is wrinkled and she would like you to iron it. But she is already running very late. Which is a more person-centered approach?

Choice A: Let her know there is not enough time and ask her to please select another blouse.

Choice B: Offer to iron her blouse but suggest that it might make her very late to supper.



Promoting Self-Determination, Self-Direction, Autonomy, and Independence

Think About It

Consider the difference between buttoning a client's shirt for them and helping to steady their hands so they can fasten the buttons themselves.

Some clients will need more support than others. Make sure you know how much and what kind of support the client prefers.



Exercising Power With Rather than Power Over

Power Over → Fixing problems for the client.

Power With → Support the client's autonomy and independence by asking them if they would like assistance, how much, and what kind.





Building Healthy Relationships

Building healthy relationships is...

- being transparent,
- trustworthy,
- respectful, and
- solving problems in a constructive way.

Building healthy relationships is **NOT**...

- doing whatever the client wants when they want it no matter what, or
- becoming the client's best friend.





Facilitating Teamwork

- Get to know the client's care team
- Consider each person's role and responsibilities
- Help the team to interact
- Fulfil your role as observer and reporter of the client's condition





Tailoring your Care

- “Tailoring your care” means to adjust how you provide care to the unique needs and preferences of each individual.
- Learn about the client’s preferences.
- Pay attention to the effect of your support.
- Report any changes to the care team.





Advocating for the Person

- “Advocacy” means to speak up or take action for someone else.
- You might advocate for the client or support them advocating for themselves.

What are some situations when you might advocate for a client?



Checkpoint

Discuss your answers to the checkpoint questions at the end of Module 2, Lesson 1.

Lesson 2: Honoring Differences



Discomfort and Keeping an Open Mind

- See discomfort as a potential teacher. Embrace the awkward. Take risks. Choose brave engagement.
- Speak your truth but hear others as well.
- RESPECT: always show respect for each other.
- Seek understanding, not agreement. People do not change their minds easily. Listening to each other is a good goal.
- Expect and accept non-closure. The issues presented here do not have easy answers. Having the discussion is valuable in and of itself.
- Be ok with what you don't know. Be comfortable with asking questions.
- Be comfortable with silence. It takes some longer to process what they have heard or seen.
- Practice empathy. Put yourself in the other person's place and assume they are doing their best.
- Remember self-care. These discussions may trigger strong emotions, especially for people who have experienced discrimination and oppression in their lives.

Learning Objectives

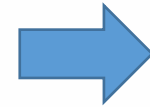
- Understand how to provide culturally appropriate care
- Describe how cultural background, lifestyle practices and traditions can impact care
- Use methods to determine and ensure that these are respected and considered when providing care





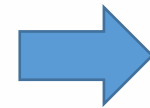
Culturally Appropriate Care

The client's identity influences their preferences.



Get to know the client as an individual.

The caregiver's identity influences how they provide care.



Reflect on your own identity and individuality.



Getting to Know a Client

How might a client's culture, life experience and religious beliefs influence their choices and preferences in care?

Consider topics like food, clothing, communication and touch.

Self-Reflection



How do aspects of your individuality affect your beliefs, behavior, values, and attitudes?





What is the biggest challenge in trying to provide culturally appropriate care?

How might a caregiver overcome that challenge?

1. Think individually for 1 minute.
2. Work in pairs to share ideas for 2 minutes.
3. Work in groups of 4 to share ideas for 4 minutes.
4. Each group of 4 shares with the class one thing that stood out in your conversation.

- Bias is natural.
- Everyone has bias.
- Bias can be conscious (explicit) or unconscious (implicit).
- Bias has negative effects on people.
- We can learn to reduce bias.







Role-Playing

Work in groups of 2 or 3.

Create a short play about a what a caregiver can do when they see bullying or discrimination.

Write a short script and act it out for the class.



Checkpoint

Discuss your answers to the checkpoint questions at the end of Module 2, Lesson 2.