



10.53106/199457952022011601007

Education, Training, and Assessments of Holistic Care

Shu-Hsing Cheng^{1,2,3}, Yu-Han Hsiao^{4,5}, Meng-Chih Lee^{1,4,6*}

¹Education and Research Team, Hospital and Social Welfare Organizations Administration Commission, Ministry of Health and Welfare, ²Department of Education and Research, Taoyuan General Hospital, Ministry of Health and Welfare, ³School of Public Health, Taipei Medical University, ⁴Department of Family Medicine, Taichung Hospital, Ministry of Health and Welfare, ⁵Department of Public Health, Chung Shan Medical University, ⁶Institute of Population Health Sciences, National Health Research Institutes

*Corresponding Author: Meng-Chih Lee

Email: mcl@taic.mohw.gov.tw

Abstract

Objective: Holistic care is an approach that involves consideration of the physical, emotional, social, and spiritual wellbeing of a patient. It involves multidisciplinary, interprofessional integrated teams with members who educate, cooperate with, and respect each other to offer one-stop fulfillment of patient needs. This article explains the core values and intentions of holistic care and the relevant education, training, and assessments.

Methods: By explaining the competencies of holistic care, this article argues that the promotion of holistic care necessitates multidimensional education, training, and competency-based assessments.

Results: To systematically promote holistic care, accompanied by appropriate and consistent assessment standards, health care providers must continue to learn about the main components of holistic care, including its required knowledge and competencies, professional medical care empathy and psychological support, the praxeology of healthcare seeking, family care, and end-of-life and hospice care.

Conclusion: This article discusses the core values of holistic care; how to promote holistic care; and how to implement education, training, and assessments in the field of holistic care and may therefore serve as a reference for holistic care training in medical settings.

Keywords: holistic care, medical education, training, assessment, competency-based milestones

全人照護及其教育訓練與評值

鄭舒倖^{1,2,3}、蕭宇涵^{4,5}、李孟智^{1,4,6*}

¹衛生福利部附屬醫療及社會福利機構管理會教學研究組、²衛生福利部桃園醫院教研部、³臺北醫學大學公共衛生學系、⁴衛生福利部臺中醫院家庭醫學科、⁵中山醫學大學公共衛生學系、⁶國家衛生研究院群體健康科學研究所

*通訊作者：李孟智

電子信箱：mcl@taic.mohw.gov.tw

所屬單位：衛生福利部臺中醫院家庭醫學科

聯絡地址：臺中市西區三民路一段199號

摘要

目的：全人照護是對病人身體、心理、社會層面及靈性全面照護的態度與行為，需要醫療院所投注多專業、跨領域且有效率又有品質的整合服務，才能滿足病人「一站式服務、一次購足」的需求。本文之目的在於詮釋全人照護之真諦、內涵、教育訓練與評值。

方法：藉由闡釋全人照護的素養與能力，強調推廣全人照護需要多面向的教育訓練加以養成，並發展以能力為基礎的評值方法。

結果：醫療人員需要終身持續學習有關全人照護的核心知識與技能、醫療專業照護、同理心與心理支持、就醫行為和家庭照護，以及生命關懷及和臨終照護，並佐以適合及一致性的評值標準，方能系統性的推廣全人照護。

結論：本文探討全人照護的真諦、如何推動全人照護及如何實施全人照護之教育訓練與評值，作為醫療院所推動全人照護之參考。

關鍵詞：全人照護、醫學教育、訓練、評值、核心能力里程碑