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Aalborg Universitet

Relational Coordination in the Operating Room

Tørring, Birgitte

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ICCH



New Orleans

International Conference on Communication in Healthcare

October 25-28, 2015



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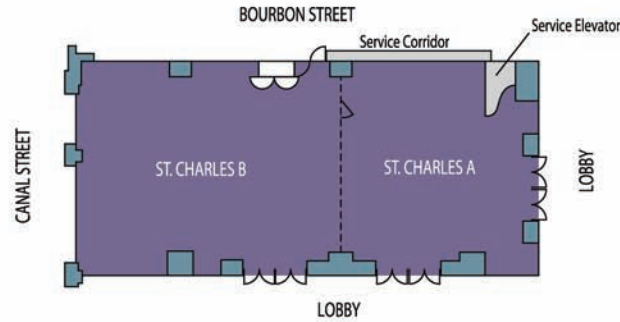


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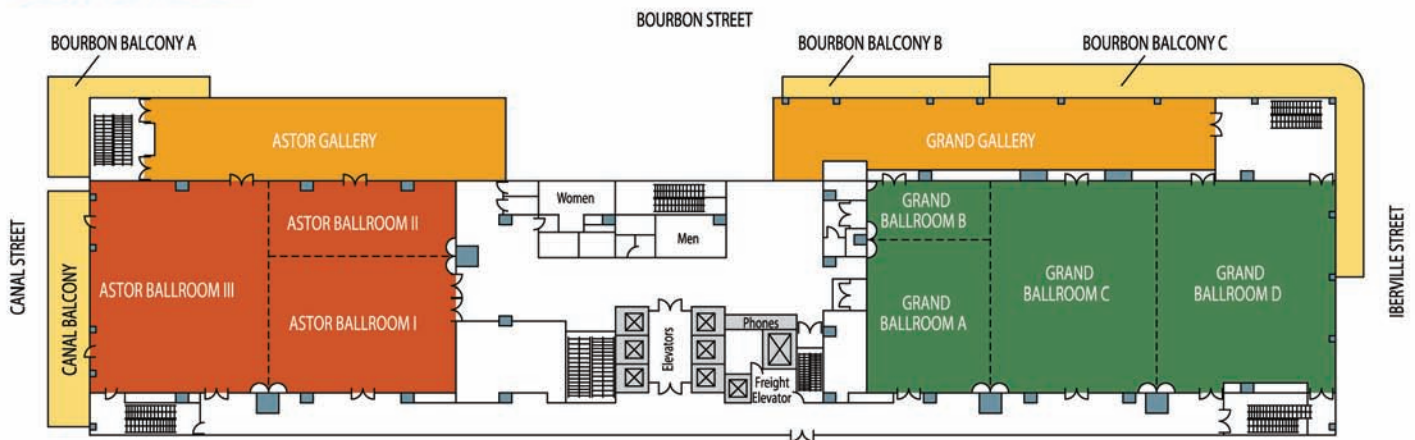


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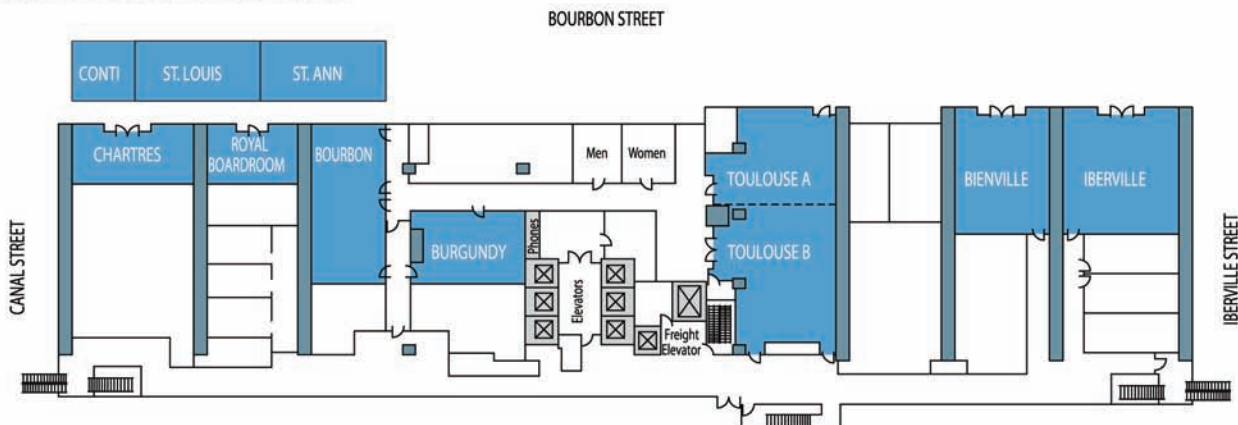
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Directions from Louis Armstrong New Orleans International Airport to the Crowne Plaza New Orleans French Quarter:

From airport, follow signs for I-10 East toward New Orleans. Merge onto I-10 East for 7.5 miles. Keep right and continue on I-10 East toward New Orleans/Business District for 3.5 miles. Keep right to take I-10 East toward Slidell for 0.5 miles. Take exit 234B on the left toward Superdome and continue 1.1 miles. Turn left on Camp Street and continue 0.3 miles. Turn left onto Canal St. and continue 0.1 miles and 739 Canal Street will be located on the right.

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Experience New Orleans



Tuesday, October 27th | 6:30-9:30pm

Dinner & Paddlewheeler Cruise: Step on board and cruise into the night with fellow ICCH attendees where the sleepless activity of America’s busiest port buzzes. The sounds of lively jazz will fill the air as you enjoy a lavish Creole buffet. The dinner and cruise will be held Tuesday evening, October 27th. Boarding will begin at 6:30 pm and the dinner and cruise will be held 7:30-9:30pm. If you did not purchase tickets in advance, you will not be able to board the boat.

Welcome to New Orleans!

Dear ICCH attendees,

Welcome to historic New Orleans, the birthplace of jazz, where fun, food and football spice up New Orleans' cultural gumbo. Prepare to be captivated by the Big Easy's ethnic blend, its music, its architecture, its joie de vivre, and its resilience.

New Orleans' spirit of resilience has never been more apparent than now during the 10th anniversary of its rebuilding from Hurricane Katrina's devastation. As you stroll through the French Quarter, savor legendary Creole and Cajun cuisine and tap your feet to "When the Saints Go Marchin' In", you are celebrating the comeback of this treasured place called New Orleans.

The uniqueness of New Orleans and its music serve also as a metaphor for our 2015 International Conference on Communication in Healthcare. ICCH, like our host city, is spirited, multicultural and resilient. This year expect compelling "front line" health communication melodies with lots of variation and improvisation in the best tradition of New Orleans jazz, all designed to create a conference with a polyphonic sound and feel.

For this year's conference, we had over 600 abstract submissions - our largest number of submissions ever! We have an outstanding lineup of keynote speakers, abstracts, workshops and symposia. We also hope that you will take advantage of our "Meet the Leader/Professor", Pairing with Colleagues, and Interest Group sessions. This year we also added several new sessions to highlight the importance of patient and stakeholder engagement. We also hope many of you will be able to join us Tuesday evening for live jazz music and a creole buffet dinner on the Creole Queen Paddlewheeler cruise on the Mississippi River.

Thank you for coming. Enjoy our conference and laissez les bons temps rouler—let the good times roll—in New Orleans.

Russell Rothman, MD, MPP
Co-Chair



Terry C. Davis, PhD
Co-chair



INTERNATIONAL CONFERENCE ON COMMUNICATION IN HEALTHCARE (ICCH)

2015 DAILY SCHEDULE

SATURDAY, OCTOBER 24

9:00am-6:00pm Pre-Course - tEACH
Bienville

SUNDAY, OCTOBER 25

2:00pm-7:00pm Registration
Second Floor Foyer

8:00am-3:00pm Pre-Course - tEACH
Bienville

10:00am-4:00pm Pre-Course -
Toulouse B Communication
Measurement

Noon - 3:00pm Mount Posters for Poster
Astor Ballroom III Session 1

1:00pm-4:00pm Pre-Course -
Bourbon Grantsmanship Workshop

1:00pm-4:00pm Preconference
Toulouse A Symposium in French

2:30pm - 4:00pm Pairing with Colleagues
Astor Ballroom I

4:00pm-5:30pm Reception and Poster
Astor Ballroom III Session 1

5:30pm - 7:00pm General Session &
Grand Ballroom Welcome to Attendees
• Plenary Session:
Gregory Makoul, PhD,
MS; Founder and
CEO, PatientWisdom;
Executive-in-
Residence, AVIA;
Founding Director,
Connecticut Institute
for Primary Care
Innovation; Professor
of Medicine, UConn
School of Medicine

MONDAY, OCTOBER 26

8:00am-4:00pm Registration
Second Floor Foyer

8:00am-9:00am Breakfast
Grand Ballroom

9:00am-10:30am General Session
Grand Ballroom
• Plenary Session:
Evelyn van Weel -
Baumgarten, MD, PhD;
EACH President Elect
& Associate Professor
at Radboud University
Medical Center

10:30am-10:45am Morning Break
Grand Ballroom Gallery

10:45am-12:15pm Parallel Session 1
*(see pages 19-20 for
presentation rooms)*

12:15pm-1:30pm Lunch
Grand Ballroom

12:15pm-1:30pm Pairing with Colleagues
Astor Ballroom I

1:30pm-3:00pm Parallel Session 2
*(see pages 21-22 for
presentation rooms)*

3:00pm-3:30pm Afternoon Break
*Grand Ballroom Foyer
Mezzanine Level Foyer*

3:00pm-3:30pm Mount Posters for Poster
Astor Ballroom III Session 2

3:30pm-5:00pm Parallel Session 3
*(see pages 23-24 for
presentation rooms)*

5:00pm-6:30pm Reception and Poster
Astor Ballroom III Session 2

TUESDAY, OCTOBER 27

7:30am-4:30pm <i>Second Floor Foyer</i>	Registration
7:30am-8:15am <i>Grand Ballroom</i>	Breakfast
8:30am-10:30am <i>Grand Ballroom</i>	General Session <ul style="list-style-type: none"> • Payer Award • News and Notes • Plenary Session: Dean Schillinger, MD; UCSF Professor of Medicine in Residence, Chief of Division of General Internal Medicine, & Director of Health Communication Program
10:00am-10:30am <i>Grand Ballroom Gallery</i>	Morning Break
10:30am-Noon	Parallel Session 4 <i>(see pages 30-31 for presentation rooms)</i>
Noon-1:30pm <i>Grand Ballroom</i>	Lunch
12:15pm-1:30pm	Interest Groups <i>(see page 32 for locations)</i>
1:45pm-3:15pm	Parallel Session 5 <i>(see pages 33-34 for presentation rooms)</i>
3:15pm-3:30pm <i>Grand Ballroom Foyer</i> <i>Mezzanine Level Foyer</i>	Afternoon Break
3:30pm-5:00pm	Parallel Session 6 <i>(see pages 35-36 for presentation rooms)</i>
5:15pm-6:00pm <i>Grand Ballroom</i>	AACH Member Meeting
6:30pm-9:30pm	Conference Dinner & Paddlewheeler Cruise <i>(Please note: Tickets for this offsite event must be purchased in advance of ICCH) Meet in hotel lobby at 6:15pm to walk to the paddlewheeler</i>

WEDNESDAY, OCTOBER 28

7:30am-1:00pm <i>Second Floor Foyer</i>	Registration
7:30am-8:15am <i>Grand Ballroom</i>	Breakfast
8:30am-10:00am <i>Grand Ballroom</i>	General Session <ul style="list-style-type: none"> • Engel Award • Plenary Session: Martha Hayward; Lead for Public and Patient Engagement at the Institute for Healthcare Improvement (IHI)
10:00am-10:30am <i>Grand Ballroom Gallery</i>	Morning Break
10:30am-Noon	Parallel Session 7 <i>(see pages 38-39 for presentation rooms)</i>
Noon-1:00pm <i>Grand Ballroom Gallery</i>	Box Lunch
Noon-1:00pm	"Meet the Leader/Professor" Sessions <i>(see pages 40-42 for locations)</i>
1:15pm-2:45pm	Parallel Session 8 <i>(see pages 43-44 for presentation rooms)</i>
3:00pm-3:30pm <i>Grand Ballroom</i>	Closing Session - What Have We Learned and Where Do We Go from Here?

PLANNING COMMITTEE:

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Co-Chair: Russell Rothman, MD, MPP

Mary Catherine Beach, MD, MPH	Somnath Saha, MD, MPH	Ellen Smets, PhD
Myriam Deveugele, PhD	Lee Sanders, MD, MPH	Richard Street, PhD
Sara Rubinelli, PhD	Dean Schillinger, MD	Michael Wolf, MA, MPH, PhD

SCIENTIFIC COMMITTEE:

Co-Chair: Kenzie Cameron, PhD, MPH
Co-Chair: Sunil Kripalani, MD, MSc, SFHM
Workshop Chair: Marcy Rosenbaum, PhD

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 Debra Roter, DrPH
 Dean Schillinger, MD
 Bob Smith, MD, MS
 Richard Street, PhD
 James Tulsy, MD

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CONFERENCE SUPPORTERS



The Beryl Institute is the global community of practice dedicated to improving the patient experience through collaboration and shared knowledge. The Beryl Institute defines the patient experience as the sum of all interactions, shaped by an organization's culture, that influence patient perceptions across the continuum of care.



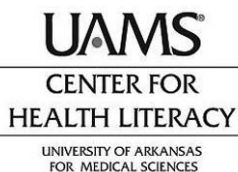
Created by The American Academy on Communication in Healthcare (AACH) and Drexel University College of Medicine and launched in 2005, DocCom is an online learning resource to teach communication skills for healthcare providers, residents and medical students. This interactive multi-media resource offers 42 multimedia-rich interactive modules including skills checklists, 400+ videos, evidenced-based recommendations, real-clinician video demonstrations, annotated interactive videos, assignments, assessment questions, grading matrix, resources, faculty syllabi and curriculum guides.



The Institute for Healthcare Advancement (IHA) is a not-for-profit 501 (c) 3 private operating foundation dedicated to innovating and advancing healthcare solutions for populations across the healthcare continuum. IHA's mission of "empowering people to better health" is demonstrated by providing education, training tools, outreach and social services through the book series "What To Do for Health", providing funding for a Family Resource Center, conducting research, producing the Annual Continuing Education Health Literacy Conference, and Health Literacy Rewrite and Redesign Services.



As part of the National Institutes of Health, the library offers free access to reliable databases and health information resources such as:
MedlinePlus provides information about diseases and conditions for all ages.
NIHSeniorHealth features basic health and wellness information for older adults.
Outreach Resources and Activities population specific web-based resources.



The UAMS Center for Health Literacy is a unique service-oriented organization that conducts research and integrates evidence and best practices in our service delivery to our customers in health and healthcare. We make health information simple.



At Press Ganey, our mission is to help you deliver high-quality, efficient care and improve the patient experience. We do this by capturing the voice of the patient through innovative techniques and then our advanced analytics and expert advisors implement improvements to clinical, operational, financial and experiential outcomes. We also bring together your key metrics in a single, integrated view of performance to enable alignment and accountability across your organization. This gives you the confidence to make changes, based on proven best practices, to achieve operational excellence.

PRE-COURSES

TEACH: THE 'CURRICULUM DEVELOPMENT IN COMMUNICATION SKILLS TEACHING' COURSE

Saturday, October 24, 2015; 9:00 am - 6:00 pm

Sunday, October 25, 2015; 8:00 am - 3:00 pm

Bienville, Second Floor Mezzanine

This course is directed towards teachers of health professionals (for example medical students, nurses, physiotherapists, doctors) who wish to develop a new curriculum or extend an existing curriculum. We are aware that different institutions in different countries will have varying resources in terms of available teachers, simulated patients and technology, and take this into account in helping you. Please note, this course is not about facilitation skills or learning experiential communication skills teaching. The course will be highly interactive and participant centered and will enable individual participants to formulate concrete plans for the future.

The focus is on how to develop a curriculum suitable to the healthcare setting within which the participant operates. The course looks at what to include in the curriculum and how to deliver, and evaluate the curriculum. The course combines large group interactive sessions presenting theory and concrete steps in developing curricula with small group sessions where participants work on their individual curriculum development needs.

Designation Statement:

The UAMS College of Medicine designates this live activity for a maximum of 14 *AMA PRA Category 1 Credits*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

As a result of this workshop, participants will be able to:

- apply educational theory to designing communication skills curricula
- understand how to ensure learners master an increasing range of skills and retain them over time
- select and organize the core content of the communication curriculum tailor content to their learners' needs
- select appropriate teaching methods for each component of the curriculum
- integrate communication with other clinical skills and the rest of the learners' program
- evaluate the curriculum

Course Facilitators:

Jonathan Silverman is a former Associate Clinical Dean at the School of Clinical Medicine, University of Cambridge, UK and current President of the European Association for Communication in Healthcare. He has been Director of Communication Studies for the undergraduate curriculum in Cambridge since 1999, which now involves over 700 half day small group sessions per year. He is best known as one of the authors of the Calgary-Cambridge Guides to the Medical Interview, including two companion books, "Teaching and Learning Communication Skills in Medicine" and "Skills for Communicating with Patients" which provide a framework for describing the medical interview and incorporate a comprehensive set of skills referenced to the current evidence. The guides are used in 70% of UK schools as well as around the world. He has conducted communication skills teaching seminars throughout the UK, in Europe and North America.

Marcy Rosenbaum is Professor of Family Medicine and Faculty Development Consultant in the Office of Consultation and Research in Medical Education at the University of Iowa Carver College of Medicine, US, and Chair of tEACH, the Teaching Committee of the European Association for Communication in Healthcare. She has been actively involved in research and teaching related to clinician-patient communication and medical education for over 20 years and has facilitated communication skills workshops in Europe and the U.S. She also directs several comprehensive faculty development programs at the University of Iowa and is one of the primary faculty members for the UI Masters in Medical Education Degree Program.

Evelyn van Weel-Baumgarten is Associate Professor of Primary and Community Care at the Radboud University Medical Center in Nijmegen, Netherlands and current President-Elect of the European Association for Communication in Healthcare. She has been a general practitioner for over 30 years and has combined clinical work with teaching and research in communication and in Mental Health. She became involved in developing and teaching of communication skills in 1987 and is currently the coordinator of the clinical communication skills program at the medical school. The current Nijmegen curriculum contains a longitudinal integrated program in clinical communication. She has facilitated communication skills workshops in Europe, Japan and Australia.

COMMUNICATION MEASUREMENT

Sunday, October 25, 2015; 10:00 am - 4:00 pm
Toulouse B, Second Floor Mezzanine

This short course will focus on communication measurement with emphasis on how to select the best measures for different types of research questions and hypotheses. The course will be divided into four parts - (1) overview of how one's research questions make implicit assumptions about the nature of communication and this should guide choice of measures; (2) the advantages and disadvantages of using behavioral measures of communication, with a specific application to how to code active patient participation and the types of research such a measure would be appropriate; (3) the advantages and disadvantages of using perceptual measures of communication (e.g., self-report), with attention to how to make informed choices about what self-report measure to use and who should complete them (e.g., a participant in the interaction or an observer); and (4) present a set of measures assessing patients' communicative experiences with health care that can be used for surveillance and quality improvement purposes.

Designation Statement:

The UAMS College of Medicine designates this live activity for a maximum of 4.75 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Course Facilitators:

Richard L. Street, Jr. PhD, is Professor of Communication at Texas A&M University, and Director, Health Communication and Decision-Making Program in the Houston Center for Quality of Care, Baylor College of Medicine. His research focuses on clinician-patient communication, pathways linking communication to improved health outcomes, and strategies for increasing patient involvement in care. He has published over 120 articles and book chapters, as well as a number of books, monographs, and special issues of various journals. In 2003, he was named Outstanding Health Communication Scholar by the International Communication Association. In 2008, he received the L. Donohew Health Communication Scholar Award from the University of Kentucky. In 2010, he was awarded Texas A&M Association of Former Students Distinguished Achievement in Research Award. In 2012, he was awarded the George L. Engel award by the American Academy on Communication in Healthcare.

Gregory Makoul, PhD, MS, is internationally recognized for research on physician-patient communication and shared decision making as well as a radical common sense, patient-centered approach to health care innovation. He is Founder and CEO of PatientWisdom (patientwisdom.com), Executive-in-Residence at AVIA Health Innovation, Founding Director of the Connecticut Institute for Primary Care Innovation, and Professor of Medicine at the UConn School of Medicine. Dr. Makoul is a widely published and productive scholar. In 2003, he received the Lynn Payer Award from the American Academy on Communication in Healthcare (AACH), and chaired the AACH Board from 2008-2011. He was recently named a Learning Health System Research Pioneer by the Association of American Medical Colleges. The tools he developed for teaching and assessing communication skills - as well as his award-winning series of patient narrative videos - are used worldwide.

Edward Krupat, PhD, is the Director of the Center for Evaluation at Harvard Medical School and Associate Professor of Psychology in the Dept. of Psychiatry at the Beth Israel Deaconess Medical Center. He holds a PhD in Social Psychology from the University of Michigan, and has taught previously at Rutgers University, Boston College, and the Massachusetts College of Pharmacy and Health Sciences (MCPHS). Dr. Krupat's interests revolve around the assessment of outcomes in medical education, and research and teaching concerning the doctor-patient relationship. He has designed and directed the evaluation of several innovative programs to improve clinical teaching and medical student learning outcomes at Harvard Medical School, and is particularly interested in the facilitation and assessment of critical thinking and diagnostic reasoning. Current projects involve identification of predictors of success at HMS, evaluation of innovations in small group learning, following the career paths of HMS graduates, and assessing (and improving) the medical school learning environment. Dr. Krupat is also involved in research and educational projects focusing on communications between physicians and patients. He has developed the Patient-Practitioner Orientation Scale, an instrument used internationally to assess the beliefs of students, practitioners, and patients about the role of information, power, and relationships in clinical care. In addition, he is one of the developers of the Four Habits Model, which describes the elements of patient-centered care, and developed the Four Habits Coding Scheme to measure patient-centeredness in the behavior of physicians.

GRANTSMANSHIP WORKSHOP: WRITING SUCCESSFUL GRANT PROPOSALS IN COMMUNICATION SCIENCE

Sunday, October 25, 2015; 1:00 pm - 4:00 pm
Bourbon, Second Floor Mezzanine

Investigators, particularly early-career scientists planning to submit a National Institutes of Health (NIH) grant proposal, are invited to participate in this interactive workshop. This hands-on mentoring opportunity is led by an experienced NIH program director and two Principal Investigators with extensive NIH funding experience.

Designation Statement:

The UAMS College of Medicine designates this live activity for a maximum of 2.75 *AMA PRA Category 1 Credits*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

This workshop will:

- Describe the NIH grant funding and review processes.
- Highlight funding mechanisms and review panels most relevant to health communication researchers.
- Share challenges and rewards in grant-writing process.

- Offer tips for successful proposal writing.
- Discuss the new NIH investigator biosketch format and implications on submission.
- Provide an overview of current scientific priorities and research portfolio in health communication at the NIH.
- Offer “mock review” opportunities for research aims/proposals under development. We will have break-out sessions to allow for peer-critiquing exercises. Workshop participants are encouraged to bring their “Specific Aims” Page to this interactive workshop.

Course Facilitators:

Lee Ellington is an Associate Professor, Huntsman Cancer Institute Investigator and a licensed clinical psychologist at the University of Utah College of Nursing. She has over 15 years of experience as a PI or Co-I on 10 NIH and ACS projects on interpersonal health communication. Her work has addressed provider-patient/family communication in a range of health care contexts and among diverse groups of health care providers, including family practice, genetic counseling, poison control, and hospice home care. Most of her recent research has been with cancer patients and their families. She has extensive experience in collecting and analyzing longitudinal, observational clinical health communication data. She is currently the Project Leader on an on a NCI Program Project Grant (PPG; PI Mooney). In this multi-site PPG, her team studies the longitudinal communication content and processes between hospice nurses and family caregivers of cancer patients. An integral part of this and her previous research is the influence of interpersonal and psychological factors on patient/caregiver presentation of health information, health care provider response and attitudes, and outcomes of wellbeing and health behaviors.

Susan Eggly received her Ph.D. in communication studies at Wayne State University. She is an Associate Professor in the Department of Oncology at Wayne State University and a Scientist in the Population Studies and Disparities Program at the Karmanos Cancer Institute. Her research focuses on clinician-patient communication and patient outcomes in a variety of medical contexts, including cancer, primary care, end-of-life, and pediatrics. She has ongoing, NIH-funded research in the areas of clinical communication and outcomes related to clinical trials, health disparities, decision-making, pain, health disparities, and parental bereavement.

Wen-Ying Sylvia Chou is a Program Director in the Health Communication and Informatics Research Branch of the National Cancer Institute (NCI). Her recent research areas include technologies and social media for health, patient-provider communication, and palliative care communication. Originally trained as a sociolinguist, she has extensive experience conducting mixed methods research on patient-provider interactions and illness narratives. Many of her publications have examined the role of the changing communication landscape in health care and public health/cancer control practice. Dr. Chou is leading a number of trans-NIH initiatives in promoting innovative behavioral science research and social media, including the use of participative online interactions as surveillance tools to aid in the understanding of health behaviors and attitudes, and developing social media-based interventions for health promotion. As a Program Director, Dr. Chou supervises a large NIH-funded portfolio on health literacy, patient-centered communication, health disparities, and Web 2.0 technologies. She completed a post-doctoral fellowship through National Cancer Institute’s Cancer Prevention Fellowship Program; she holds a MS and PhD in Linguistics from Georgetown University, and a Master of Public Health from the Interdisciplinary MPH program at UC Berkeley.

PRECONFERENCE SYMPOSIUM IN FRENCH

Sunday, October 25, 2015; 1:00 pm - 4:00 pm
Toulouse A, Second Floor Mezzanine

French speaking members of EACH/regroupement francophone de la EACH - Dear francophone or francophile ICCH 2015 in New Orleans participants/Chers collègues francophones et francophiles présents à ICCH 2015 à la Nouvelle Orléans.

A group of French speaking members of EACH is organizing a French language pre-conference symposium on Sunday, October 25, 2015 from 13:00 to 16:00. This is a unique opportunity for presenters to present their work in French to a francophone and francophile audience and to network with French speaking colleagues.

Le regroupement francophone de la EACH vous offre la possibilité de présenter votre travail en français, à un public francophone, à l'occasion du symposium pré-conférence de la EACH qu'il organise le dimanche 25 octobre 2015 de 13h00 à 16h00. Il s'agit d'une occasion unique de réseautage pour les participants francophones à la conférence ICCH.

Organizer:

Olivier Nardi, MD, MPH, PhD

France National Representative Association for Communication in Healthcare

PAIRING WITH COLLEAGUES PROGRAM

Sunday, October 25th | 2:30 pm - 4:00 pm
Monday, October 26th | 12:15 pm - 1:30 pm
Astor Ballroom I, Second Floor

The Pairing with Colleagues program allows less experienced colleagues to have an opportunity for dedicated time to discuss their teaching, research and/or career development issues with more experienced persons in the field during annual ICCH meetings. This program has been offered to conference attendees since the ICCH meeting in Charleston in 2007 and each year approximately 100 pairs have met to share their questions, expertise and insights.

Many thanks to the 2015 Pairing with Colleagues Committee:

Marcy Rosenbaum
Thanakorn Jirasevijinda
Orit Karnieli-Miller
Jonathan Silverman
Johanna Sommer

Web Support:

Daniel Johnsen

POSTER SESSION 1

Sunday, October 25th | 4:00 pm - 5:30 pm
Astor Ballroom III, Second Floor

Poster Session 1 - Sunday, October 25, 2015

Diversity and Cross-cultural Communication

1 - *Cultural differences in media usage and motivations for health information-seeking prior to the medical encounter: perspectives of Dutch and Turkish-Dutch patients* (Sanne Schinkel)

2 - *Doulas as cultural brokers: Exploring the doula's role in improving patient-provider communication for Medicaid-enrolled pregnant women* (Rachel Hardeman)

3 - *Establishing communication skills training in a post-comunistic country* (Aldona Katarzyna Jankowska)

4 - *Problematizing discourse of communication in Speech-Language Therapy* (Urisha Naidoo)

Health Literacy and Numeracy

5 - *Associations of health literacy, ethnicity, communication quality and beliefs about medicines in rheumatoid arthritis* (Jennifer Barton)

6 - *Cancer Health Literacy, Culture and Language Barriers among Immigrant Latinos in Louisiana* (Margarita Echeverri)

7 - *Examination of the integrated model of health literacy in women with breast cancer* (Gong-Hong Lin)

8 - *Factorial validity of the European Health Literacy Survey Questionnaire in women with breast cancer* (Yi-Jing Huang)

9 - *Has lay-friendliness improved? A comparative analysis of EU patient information leaflets from 2000-2012* (Karen Korning Zethsen)

10 - *Health literacy and diabetes knowledge in a French therapeutic patient education program for patients with type 2 diabetes* (Olivier Nardi)

Implementation Science and Knowledge Translation in Health Communication

11 - *Psychometric Properties of the Communication Skills Attitudes Scale (CSAS) among Portuguese undergraduate students in Allied Health Sciences* (Irene Carvalho)

Other Communication-related Topics

12 - *An evidence-based online content to inform the public on cancer risks linked to exposure to environmental factors* (Julien Carretier)

13 - *Anxiety is Related to Patient Self-Efficacy and Treatment Adherence in Type II Diabetes: A Pilot Study* (Raymond Ownby)

14 - *Central aspects of telephone advice nursing as experienced by elderly callers* (Inger Holmström)

15 - *Comparing the perceptions of attending and trainees on physician attributes and feedback in a multicultural academic medical institute in* (Amal Khidir)

16 - *Early introduction of clinical reasoning has no negative impact on medical and physician assistant student performance on communication skills* (Marcy Rosenbaum)

17 - *Is analogue patients' recall of cancer related information associated with their arousal (psychophysiological as well as emotional) as provoked by bad news?* (Ellen Smets)

18 - *Older Patients' and Providers' Perspectives on Asthma Management: A Qualitative Investigation* (Rachel O'Conor)

19 - *Patient Medical Education Training: A Pilot Test of the AGENDA Curriculum* (Christa Arnold, Melanie Hagen)

20 - *Physician liking, patient affect, patient-centeredness, and gender differences* (Pål Gulbrandsen)

21 - *Prognosis Discussion in End of Life Care: The Role of Physician Burnout, Relational Attachment and Gender* (Cezanne Elias)

22 - *Quality of support from hospital to home: role of readiness ratings by patient and nurse* (Andrea Wallace)

23 - *Recognizing Subtleties of Messages Connected to Patient Care: A Qualitative Analysis of Family Medicine Residents' Reflections about Communication* (Ashley Duggan)

24 - *Teach the teachers: An e-learning course for professionals working with pupils with NF1* (Christoffer Hals, Livø Nyhus)

25 - *What patient communications do inpatient oncology nurses perceive as cues to emotional distress?* (Kathy Johnson)

Patient Education and Health Behavior Change

26 - *Coherent and transparent patient pathway - an intervention study* (Regner Birkelund)

27 - *Evidence-based Health Education in Asthma - No short-term Effects on Health-related Quality of Life and Satisfaction with Programme but Higher Patient Perceived Trainer Skills* (Eva Bitzer)

28 - *Health Information Seeking Behavior among Adults in the United States-Does Having a Cancer Diagnosis Matter?* (Nosayaba Osazuwa-Peters)

29 - *Innovation: How to Increase Training in Mental Health Pilot and Feasibility Testing of an Integrative Chinese* (Robert Smith)

30 - *Pilot and Feasibility Testing of an Integrative Chinese Medicine/Biomedicine Diet for Chinese Americans with Type 2 Diabetes* (Evelyn Ho)

31 - *Psychological factors influencing medications' adherence in patients suffering from anxiety disorders: the role of mental health literacy, health locus of control, self-efficacy and clinical insight* (Elisa Galimberti)

Risk Communication and Medical Decision-making

32 - *Communication about late effects during routine follow-up consultations between paediatric oncologists and adolescents: A video-based, observational study* (Anneli Mellblom)

33 - *How do general practitioners conceptualise advance care planning in their practice? A qualitative study* (Koen Pardon)

34 - *Patient needs and doctor support in patient's accepting treatment risks* (Sawako Okamoto)

35 - *Tanning stories: A narrative Examination of indoor tanning* (Vicki Crooks)

36 - *Testing large-scale disclosure language and communication methods through an experimental online vignette survey* (Elizabeth Maguire)

37 - *Turning Chance into Choice: BRCA-positive Patients' Uncertain Health Experiences influence on Decision-Making in Clinical Encounters* (Marleah Dean)

38 - *"You have to be sure before someone cuts on your baby:" Parent perspectives on decision-making and communication for adenotonsillectomy in children who snore* (Emily Boss)

Shared Decision-making and Patient/Family Engagement

39 - *A data-driven critique on the future of electronic health records in the UK* (Sagar Jilka)

40 - *Can All Doctors Be Like This? Seven Stories of Communication Transformation by Physicians Rated Highest By Their Patients* (Tom Janisse)

41 - *Connecting provider communication and delivery expectations: A qualitative study of mothers' prenatal care and delivery experiences* (Christy Ledford)

42 - *Health literacy in pregnant women and their intention to use a patient decision aid in the context of prenatal screening for Trisomy 21* (Agathe Delanoe)

43 - *Language use in married couples during diabetes medical appointments* (Mary Marshall)

45 - *Patient enablement in medical consultations: an analysis of a mixed methods study through a philosophical lens* (Teresa Pawlikowska)

46 - *Patients' perspectives on antenatal group consultations: Identifying communicative strengths and weaknesses* (Antoinette Fage-Butler, Matilde Nisbeth Jensen)

Teaching and Evaluating Clinical Communication Skills

47 - *Assessing Veteran-Centered Communication Skills: Validation of a Military Focused Standardized Patient Checklist* (Monica Lypson)

48 - *Based on a True Story: An Assessment of Re-Enacted Clinical Interactions for Training Physicians to Discuss Clinical Trials with Patients and Families* (Susan Eggly)

49 - *Development and evaluation of a "Four-Habits"-based communication skills trainings for General Practitioners* (Simone Steinhausen)

50 - *Direct Observation and Coaching of Physician Communication within Patient Interactions: How Satisfied Are Providers Following the Process?* (Peggy Greco)

51 - *Evaluating Physician-Patient Communication at an Internal Medicine Outpatient Clinic* (Tejal Shelat)

52 - *Evaluation Approaches to a Newly Implemented Physician-Patient Communication Course* (Minna Saslaw)

53 - *Evaluation of medical interview training with simulated patients (SPs) by graduates of Nippon Medical School (NMS)* (Ryoko Aso)

54 - *Learner Ratings and Evaluation of the Educating Nurses about Reproductive Health Issues in Cancer Health Care (ENRICH) Curriculum* (Meghan Bowman)

55 - *Lessons learnt. Low patient power in a randomized controlled trial on the effectiveness of training medical specialists in communication with patients with unexplained symptoms* (Anne Weiland)

56 - *Online Nursing Education and SBAR Handoff Reporting: An Innovative Learning Activity* (Catie Chung)

57 - *Provider responses to patient emotional cues and SEGUE framework performance: a comparative study using VR-CoDES* (Margarida Figueiredo-Braga)

58 - *Tell Me a Story: Narrative Medicine in a General Medicine Practice* (Daniel Becker)

59 - *The communicative experience in the context of the clinical practices of medical students* (Claudia Villegas)

60 - *The Long-Term Impact of Experiential Communication and Relational Training on Radiology Fellows* (Elaine Meyer)

Team and Inter-professional Communication

61 - *Communication in healthcare: a systematic review of the literature and practical recommendations* (Peter Vermeir)

62 - *Enhancing Learner Teams and Best Practices for Interprofessional Care: The Power of Multifaceted Simulation Experiences* (EISHimaa Basha)

63 - *Escalation of Unresolved Conflict to Immobilizing Conflict Cycles in Hospital Communication: Expanding Structural Divergence Theory* (Anne Nicotera)

64 - *From Curriculum to Application to Practice: Building Evaluation Bridges in a Longitudinal Interprofessional Program*
(Kirsten Broadfoot)

65 - *GPs' participation in multidisciplinary team meetings in oncology: Interview study in Belgium* (Fien Mertens)

Technology and Social Media

66 - *A digital application that helps cancer-stricken kids to learn of and cope with their condition* (Andrea Corradini)

67 - *A path to empowerment? Patients' recording clinical encounters* (Glyn Elwyn)

68 - *Discutons Santé-Let's Discuss Health. Implementing referral to a website to help chronic disease patients and their primary care providers engage in productive interactions* (Marie-Thérèse Lussier)

69 - *Improving communication in video counseling sessions through interactive role-play* (Kari Hagen)

70 - *Online debates on pediatric vaccinations: Exploring the arguments and sources of information on Italian forums through content analysis* (Marta Fadda)

71 - *Using Mobile Technology to Address Adolescent Depression Education*
(Vinay Parekh, Anne Ruble)

Underserved Populations and Health Disparities

72 - *Communication Practices in Requests for Organ Donation: A Comparison of Hispanic's and Non-Hispanic's Experience*
(Michael Adair-Kriz)

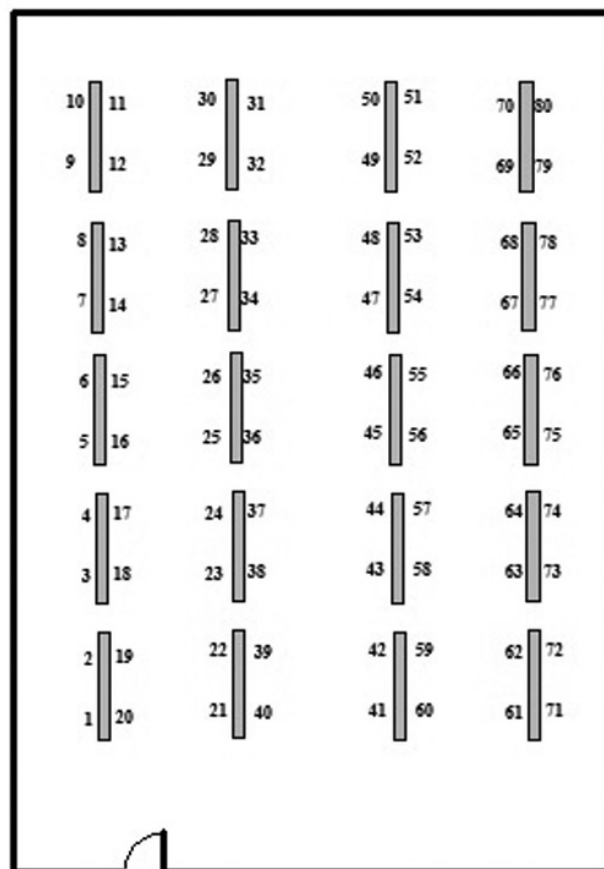
73 - *Factors Associated with Suboptimal Medication Beliefs Among Patients with Diabetes* (Natalie Coppa)

74 - *Health Literacy Workshop for Seniors: Adapting HeLP MN Seniors for South Florida*
(Ileana Herrin)

75 - *HOOTEA: Healthier Obstetrical Outcomes through Enrichment Activities*
(Beth Damitz, Sandra Olsen)

76 - *Scalable, Technology-Enabled Behavioral Health Services that Cross the Barriers of Stigma, Time and Distance, and Cost*
(Kim Norman, Christine Garcia)

Poster Session Diagram
Astor Ballroom III



**PLENARY SESSION 1:
"ILLNESS AS AN EDITOR: REVISE AND RESUBMIT"**

Sunday, October 25th | 5:30 pm - 7:00 pm

Grand Ballroom, Second Floor

People's sense of health and illness influence communication, medical care, public health programs, policy, training, and research. Rather than conceiving of illness as a battle, it may be more productive to think about illness as an editor. An editor might ask patients to change the style of their stories, to modify passages, or to cut entire sections. In this context, physicians and other health professionals often become co-authors. How do we know if they are adept at working with patients to understand the original vision and deal with revisions? And how can educators and researchers help develop a common vocabulary and coherent approach to understanding the impact of efforts to create meaningful stories?



Gregory Makoul, PhD, MS

Gregory Makoul is internationally recognized for research on physician-patient communication and shared decision making as well as a radical common sense, patient-centered approach to health care innovation. He is Founder and CEO of PatientWisdom (patientwisdom.com), Executive-in-Residence at AVIA Health Innovation, Founding Director of the Connecticut Institute for Primary Care Innovation, and Professor of Medicine at the UConn School of Medicine. Dr. Makoul is a widely published and productive scholar. In 2003, he received the Lynn Payer Award from the American Academy on Communication in Healthcare (AACH), and chaired the AACH

Board from 2008-2011. He was recently named a Learning Health System Research Pioneer by the Association of American Medical Colleges. The tools he developed for teaching and assessing communication skills - as well as his award-winning series of patient narrative videos - are used worldwide.

**PLENARY SESSION 2:
"IS LINKING RESEARCH, TEACHING AND PRACTICE IN COMMUNICATION IN
HEALTH CARE THE WAY FORWARD?"**

*Monday, October 26th | 9:00 am - 10:30 am
Grand Ballroom, Second Floor*

Even though research shows that good, person centered communication has a positive impact on health outcomes and well-being of patients, and that it can be taught and learnt, communication in the reality of every-day practice is often not as good as it could be.

This presentation will give an overview of research and teaching of clinical communication skills as well as of transfer to clinical practice. It will offer a reflection on opportunities for collaboration and linking between the often segregated fields of research, teaching and clinical practice. Building collaborations between stakeholders involved in the context of healthcare, and co-creating of new ways of working together might be a way forward in helping to improve communication in and every-day practice.



Evelyn van Weel - Baumgarten, MD, PhD

Evelyn van Weel-Baumgarten has been a general practitioner for over 30 years and has combined clinical work with teaching and research at the Department of Primary and Community Care at the Radboud University Medical Center in Nijmegen, the Netherlands. She became involved in developing and teaching of communication skills in 1987 and is currently the coordinator of the clinical communication skills program at the medical school. The current Nijmegen curriculum contains a longitudinal integrated program in clinical communication. She started research in 1995 and defended a thesis on the long term follow-up of depression in primary care, acquiring a PhD in 2000. She has written peer reviewed papers, book chapters, training manuals and programs for various health care professionals on depression, problem solving treatment, and a variety of communication skills related topics. Her current research focuses on the improvement of communication of health care professionals as well as of patients. She is the current President-Elect of EACH. She is an active member of the teaching committee tEACH and belongs to the train the trainer group.

PARALLEL SESSION 1:

Monday, October 26th | 10:45 am - 12:15 pm

Workshops

“Express Rather than Impress”: Discussing Research, Career, and Networking Challenges in a Peer-group of Early Career Researchers (Tabor Flickinger) BOURBON, Second Floor Mezzanine

Lessons in Communication and Teamwork: Can we build a Meaningful, Longitudinal Interprofessional Experience for Health Professionals? (Mrinalini Kulkarni, Holli Sadler) ST. ANN, Second Floor Mezzanine

Minimally Invasive Pedagogy: A novel technology-based approach to teaching Shared Decision Making in Medical Schools (Dawn Carey, Glyn Elwyn, Manish Mishra, Nan Cochran) ST. LOUIS, Second Floor Mezzanine

Symposia

Transforming Customers into Patients: Research on Pharmacist-Initiated Patient Engagement from Canada and USA (Lisa Guirguis, Betty Chewning, Matthew Witry, Carol Hermansen-Kobulnicky) TOULOUSE A, Second Floor Mezzanine

An Overview of Conflicting Health Information and Its Implications for Medical Decision Making (Delesha Carpenter, Rebekah Nagler, Katri Hämeen-Anttila, Paul Han) BURGUNDY, Second Floor Mezzanine

Oral Abstract Sessions

Session 1A - ORAL
Chronic Conditions (1)
Astor Ballroom I, Second Floor

- 1. Addressing Food Insecurity and Dietary Modification Challenges in Underserved Populations Diagnosed with Type 2 Diabetes (Maria Thomson)*
- 2. Beyond experienced anamnesis - Review dialogues as a chance to extend perspectives in long-term-care of patients with chronic conditions (Ottomar Bahrs)*

3. Persistence of diabetes control is related to the interaction of gist understanding of risk and collaborative goal-setting (Aanand Naik)

4. Doing great! Discourse perspective of evaluative talk in chronic disease consultations (Susan Barone)

5. AIDS and Intercourse: Using Language to Understand Sexual Culture in Malawi (Yael Danovitch)

Session 1B - ORAL
Medical Resident Education
Astor Ballroom II, Second Floor

- 1. Graduate Medical Education: Most Common Feedback Themes In Internal Medicine Residency Training, Lessons From Resident Audio-recording Project (Muralidhar Papireddy, Susan Hingle)*
- 2. Teaching Effective Communication in Family Meetings (Jaya Raj)*
- 3. Someone needs to call the family... why (or why not) the resident? (Rachel Ombres)*
- 4. Training Housestaff to Open Interviews with Patient-Centered Strategies: Housestaff Perception and Effects on Patient Experiences in Clinic (David Hwang)*
- 5. Patient Education and Medicine Residents - is it a “FIT”? (Abhishek Seth)*

Session 1C - ORAL
Colorectal Cancer
Iberville, Second Floor Mezzanine

- 1. Development of Colorectal Cancer Screening Patient Education Materials and Methods in Rural Community Clinics (Laurie Anne Ferguson)*
- 2. Facilitators and Barriers to Colorectal Cancer Screening among a Racially and Ethnically Diverse Population (Crystal Doan)*

3. *Health Literacy Patient Education and Outreach to Overcome Disparities in CRC Screening* (Jill Hancock)

4. *Communication strategies associated with greater spousal influence in colorectal cancer risk prevention discussions* (Maija Reblin)

5. *Identifying Sociocultural Barriers to Colorectal Cancer Screening Adherence Among Appalachian Kentuckians* (Elisia Cohen)

Session 1D - ORAL

**Team and Inter-professional Communication
(2)**

Bienville, Second Floor Mezzanine

1. *The GO Project: An Innovative and Integrative Approach to Improving Provider Communication and Teamwork* (Peggy Greco)

2. *Communication between general practitioners and specialists: a qualitative and perceptive assessment* (Peter Vermeir)

3. *Developing an Interprofessional Education (IPE) Patient-Centered Communications Skills Checklist: The Work of an Interprofessional Faculty Development Team* (Monica Lypson)

4. *Engaging Patients in Evaluation of Provider Communication and Teamwork: A Model for Brief Interview of Patients and Their Families Immediately Following Directly Observed Medical Encounter* (Peggy Greco)

5. *Navigating Communication and Relational Challenges of Everyday Patient Care - An Innovative, Longitudinal Approach to Interprofessional Education Promoting Patient/Family Engagement and Teamwork* (Elaine Meyer)

Session 1E - ORAL

Teaching and Evaluating Communication Skills (students)

Toulouse B, Second Floor Mezzanine

1. *Authentic Communication Assessment of Student Clinicians: Patients Teaching Students* (Dieter Schönwetter)

2. *Enhancing Interpersonal Communication Skills and Humor early on in Medical School: A Mixed Method Intervention Study* (Orit Karnieli-Miller)

3. *The Effectiveness of a Communication Intervention in the Major Clinical Year* (Kirby Pruis)

4. *Adapting Patient-Provider Communication when Patients Have Communication Disorders* (Michael Burns)

5. *The Patient Support Corps: Training Medical Students in Patient-Centered Communication* (Asha Leichtman)

PARALLEL SESSION 2:

Monday, October 26th | 1:30 pm - 3:00 pm

Workshops

The language of dementia: Applying sociolinguistic methods to issues in assessing and treating cognitive impairment
(Ashley Hesson, Heike Pichler)
BOURBON, Second Floor Mezzanine

Patients as Peer Mentors: Training Patients to Tell Their Story (Jennifer St. Clair Russell)
ST. ANN, Second Floor Mezzanine

Teaching Doctors to Communicate With Patients in Emotional Distress: The Expanded Four Habits Model
(Arnstein Finset, Tonje Lundebj)

ST. LOUIS, Second Floor Mezzanine

Symposia

Acknowledging scared decision making - the elephant in the consulting room (Pål Gulbrandsen, Glyn Elwyn, Paul Han, Mary Catherine Beach, Emily Boss, Eirik Ofstad)
TOULOUSE A, Second Floor Mezzanine

Patient-Centered Communication, the Evidence Base, and Shared Decision Making in Perinatal Care (Elizabeth Soliday, Rachel Thompson, Gabrielle Stevens, Anna Strahm, Ashleigh Armanasco)
BURGUNDY, Second Floor Mezzanine

Oral Abstract Sessions

Session 2A - ORAL
Top 10 Oral Abstracts (1)
Astor Ballroom I, Second Floor

- 1. An Evaluation of Primary Care Strategies to Communicate Medication Risks* (Laura Curtis)
- 2. The impact of a stories based educational DVD on patients' intentions to change hypertension management behaviors: A randomized control trial* (Barbara Bokhour)
- 3. Participatory design of an e-health communication intervention to support young people with long-term illnesses transitioning to adult healthcare services* (Imelda Coyne)

4. Talking about the hard stuff: Short-term outcomes of a multi-center RCT of oncologist, patient, and caregiver interventions to improve communication in advanced cancer (Ronald Epstein)

5. Do Knowledge Gains Translate into Behavior Change? Pairing Physician-Directed and Point-of-Care Patient Education Strategies to Increase Colorectal Cancer Knowledge and Screening Completion (Kenzie Cameron)

Session 2B - ORAL
Medication Management (1)
Astor Ballroom II, Second Floor

- 1. Are you taking one everyday?: Using Face Theory to understand how Pharmacists and Patient talk about Talking Medications* (Lisa Guirguis)
- 2. Consumer Confusion between Prescription Drug Warnings and Side Effects* (Douglas Rupert)
- 3. Family Members' Experiences of Medication Communication in a Pediatric Hospital* (Carlye Weiner)
- 4. Medicines packages leaflets and their legibility according to patients' socio-demographics* (Afonso Cavaco)
- 5. Ophthalmologist-patient communication and glaucoma medication adherence* (Betsy Sleath)

Session 2C - ORAL
Cancer Care (1)
Iberville, Second Floor

- 1. Communicating about living with cancer in Dutch walk-in homes* (Adriaan Visser)
- 2. Considering patient values and preferences enhances patient involvement in rectal cancer treatment decision making* (Arwen Pieterse)

3. *Discussion of Complementary and Alternative Medicine (CAM) in routine cancer care visits (Debra Roter)*

4. *Multiple cancer risk reduction after BRCA1/2 genetic test disclosure: what about cigarette smoking? (Claire Julian-Reynier)*

5. *Using a Question Prompt List to Increase Patient Active Participation in Racially Discordant Cancer Interactions (Susan Eggly)*

**Session 2D - ORAL
Discourse Analysis
Bienville, Second Floor Mezzanine**

1. *Triadic interaction in the dental encounter: dynamic alliances between the dentist, the dental nurse, and the reluctant patient (Aengus Kelly)*

2. *'Moderation is key': the problems of assumed shared understandings of lay terms (Susan Barone, Adam Steffanick)*

3. *Conversational closings in the human-computer interface in doctors' consultations (Abdesalam Soudi)*

4. *Understanding Patient-Physician communication and turn-taking patterns with directional microphone arrays (Richard Street)*

**Session 2E - ORAL
Qualitative Research
Toulouse B, Second Floor Mezzanine**

1. *A Qualitative Exploration of Muslim Women's Perspectives In Access to Health Care in the United States (Kiran Choudhry)*

2. *Exploring the role of health literacy in the evaluation of the quality of online health information: Insights from a qualitative study (Nicola Diviani)*

3. *Opening the door for communication: A descriptive study of chaplain documentation in the intensive care unit (Brittany Lee)*

4. *Use and effect of digital audio recordings in four different outpatient clinics (Maiken Wolderslund)*

5. *The Racialization of Disease: a qualitative and quantitative study of race and ethnicity in bio medical research (Francine Small)*

PARALLEL SESSION 3:

Monday, October 26th | 3:30 pm - 5:00 pm

Workshops

Navigating, evaluating and remediating professionalism lapses in multicultural health care context (Amal Khidir)
BOURBON, Second Floor Mezzanine

Emotions in Standardized Patient (SP) Encounters - Opportunities and Dangers (Elizabeth Kachur, Shakaib Rehman, Felise Milan, Monica Harris, Robert Lane, Elizabete Loureiro) ST. ANN, Second Floor Mezzanine

Jazz and the Art of Medicine: Finding and Using Space in Medical Conversations (Paul Haidet) ST. LOUIS, Second Floor Mezzanine

Symposia

An interdisciplinary, interprofessional, international approach to assessing providers' communication behaviors in clinical simulations (Suzanne Campbell, Michael Pagano, Eileen R. O'Shea)
TOULOUSE A, Second Floor Mezzanine

Non-verbal communication in clinical encounters: state of the art and future directions (Marij Hillen, Paul Han, Arnstein Finset, Lauren Hamel, Rita Gorawara-Bhat)
BURGUNDY, Second Floor Mezzanine

Oral Abstract Sessions

Session 3A - ORAL RESEARCH IN PROGRESS Astor Ballroom I, Second Floor

1. *Analysis of adherence notes from a service-oriented community pharmacy (Matthew Witry)*
2. *Implementing CollaboRATE in primary care: an interim analysis (Paul Barr, Rachel Thompson, Rachel Forcino, Elissa Ozanne, Glyn Elwyn)*
3. *What's Your Status? Improving Physician and Patient Comfort with Code Status (Sarah Rhoads, Amos Charles)*

Session 3B - ORAL Vaccination Astor Ballroom II, Second Floor

1. *Assessing Seniors' Normative Beliefs and Sharing of Health Information about the Pneumococcal Vaccination (Crystal Doan)*
2. *Attitudes of parents toward their sons receiving HPV vaccine (Karishma Chatterjee)*
3. *Direct versus qualified HPV vaccine recommendations: How providers' communication style might influence their recommendation (L. Aubree Shay)*
4. *Towards the development of a psychological empowerment scale in the context of the MMR vaccination decision making. Results from a focus group study (Marta Fadda)*
5. *Active Parental Communication during Parent-Provider Discussions about HPV Vaccination (Emily Marks)*

Session 3C - ORAL Palliative and End-of-life Care (2) Iberville, Second Floor Mezzanine

1. *A comparison of the quality and content of communication in requests for adult and pediatric organ donation (Heather Traino)*
2. *Facilitating effective shared decision-making with surrogates of dying patients to manage or avoid potential conflicts (Amy Tan)*
3. *Relationships Between Personal Attitudes About Death and Communication with Dying Patients: How Do Oncologists Grapple with Mortality? (Rachel Rodenbach)*
4. *Geographic variation in the communication process and outcomes of requests for solid organ donation (Heather Traino)*

Session 3D - ORAL
Internet and Mobile Technology (2)
Bienville, Second Floor Mezzanine

1. *Getting the Questions Right: The Use of Social Media Conversations to Inform a Clinical Research Information Tool* (Yulia Strekalova)
2. *Patients' Perceptions of Electronic System Messaging With Physicians* (Neil Farber)
3. *Text Messaging Program to Improve Medical Follow Up for Patients Receiving Sexual Assault Exams* (Richard Bogue, Nancy Downing)
4. *Use of mobile phone to promote governance and equity within the health system: Experience of rural health district in Burkina Faso* (Maurice Ye)
5. *Construction and Validation of the E-SEGUE, a tool to assess communication in the computerized setting* (Shmuel Reis)

Session 3E - ORAL
Medication Management (2)
Toulouse B, Second Floor Mezzanine

1. *Optimization of Complicated Drug Regimens in Community Pharmacy Patients* (Sonal Ghura)
2. *Pathways linking health literacy, beliefs, and cognition with medication adherence among older asthmatics* (Alex Federman)
3. *Patient adoption of an Internet based diabetes medication tool to improve adherence: a pilot study* (Scott Davis)
4. *Which questions elicit accurate disclosure of non-adherence when talking to patients?* (Wynne Callon)

POSTER SESSION 2:

Monday, October 26th | 5:00 pm - 6:30 pm
Astor Ballroom III, Second Floor

Communication in Quality and Safety

1 - *Communication in healthcare: a systematic review of the literature and practical recommendations* (Peter Vermeir)

2 - *Communication of the diagnostic of bipolar disorder: patients' experiences and preferences* (Irene Carvalho)

3 - *Do providers and caregivers accurately judge patient pain? Results from two meta-analyses* (Danielle Blanch-Hartigan)

4 - *Innovation in Communication* (Gerry Finkelston, Marie Decker)

5 - *Innovative Teaching Strategies to Optimize Safety in Healthcare Delivery by the Novice Nurse* (M'Lyn Spinks)

6 - *Storytelling with Everyday-stories - to work with culture and values for better patient experience* (Anna Stromblad)

7 - *Strengthen the hand over process* (Ambreen Memon)

8 - *The more the merrier? - Is there a relationship between the frequency of communication and relational coordination in intensive care units?* (Sandra Klingenhaeger)

Community-based Research

9 - *A Design-Thinking Approach to Developing An Educational Sickle Cell Trait Website* (Lisa Shook)

Diversity and Cross-cultural Communication

11 - *Patient's Perceptions Regarding Communication Skills of their Physicians and Influence on Trust, Satisfaction, and Adherence: A Comparison of IMG and USMG Physicians* (Parul Jain)

12 - *The role of concordance and patient participation on communication outcomes in intercultural GP settings* (Sanne Schinkel)

Health Literacy and Numeracy

13 - *Providing a framework for basic health information online* (Rachel Berg)

Humanities, Ethics, and Professionalism

14 - *A Guiding Framework to Maximize the Power of the Arts in Health Sciences Education: A Systematic Review and Synthesis of the Literature* (Paul Haidet)

15 - *Attention without Intention: Implications for Communication from Family Medicine Residents' Implicit Reflections* (Ashley Duggan)

16 - *Developing and Evaluating a Dynamic Clinical Ethics Curriculum for Medical Providers in Training* (Kathryn MacMillan, Raphael Lizcano)

17 - *Enhance client satisfaction and trust by implementation of service excellence in employees* (Imran Mawani)

18 - *Speaking truth to power in medicine: Negotiating empathy, advocacy, and agency in professional hierarchies* (Kristen Broadfoot)

19 - *Running an introductory experiential course on mindfulness in a UK medical school: lessons learned* (Amy Spatz)

20 - *Putting the Charter to Work: Enhancing Healthcare Relationships Through Core Values* (Elizabeth Rider, William T. Branch, H. Esterbrook Longmaid, Suzanne Kurtz)

21 - *What Encourages or Imposes Barriers to Humanism in Young Faculty Members* (Mary Ann Gilligan, William T. Branch, Elizabeth Rider)

Implementation Science and Knowledge Translation in Health Communication

22 - *The International Research Centre for Communication in Healthcare (IRCCH): a multicultural approach to communicate for compassionate healthcare, and mobilize values to practices* (Elizabeth Rider)

23 - *Interprofessional Global Collaboration for Compassionate Healthcare: Mobilizing Values to Action* (Elizabeth Rider)

24 - *Effective Use of Technology to Manage Patient Nutrition - The Six Sigma Approach* (Irfan Valliani)

25 - *Effects of Fear and Perceived Message Sensation Value of Visual Warnings on Cigarette Packages on Smoking* (Minhao Dai)

26 - *Translating new lung cancer screening guidelines into practice: The experience of one community hospital* (Christy JW Ledford)

Other Communication-related Topics

27 - *Can a Communication Skills Training Reduce the Burnout Level of Hospital Office Staff?* (Özlem Sürel)

28 - *Empathy in Physiotherapists - the role of gender and sociodemographic factors* (Margarida Figueiredo-Braga)

29 - *Feasibility of implementing and studying an intervention to improve communication and decision making in the PICU* (Tricia Fragen)

30 - *Healthcare provider (HCP) independent information services: How users of the Cancer Information Service (CIS) of the German Cancer Research Center appraise and process the information provided* (Andrea Gaisser)

31 - *Recognition and Management of Geriatric Depression: Online, interactive modules for medical students* (Patrick Hemming)

Patient Education and Health Behavior Change

32 - *Don't Tell People Smoking is Bad, Show Them: Persuasive Message Features in the Tips From Former Smokers Campaign* (Christine Skubisz)

33 - *Empowering Latino cancer patients on the reality of cancer pain and debunking cultural myths via an interactive pain education program* (Lina Mayorga)

34 - *Lexical and Content Analysis of Outpatient After Visit Summaries* (Alex Federman)

35 - *Measuring medications' adherence in anxiety disorders: patients' vs. psychiatrists' perspective* (Elisa Galimberti)

36 - *Patient-Provider Breastfeeding Discussions in Pregnancy: Is it Happening?* (Jill Demirci)

37 - *Self-management of complex chronic diseases. A systematic and critical review in the field of spinal cord injury* (Sara Rubinelli)

38 - *Standardized Communication in the role of Post-Discharge Outreach* (Ahmed Mohiuddin)

Research Methodology

39 - *A novel coding system to characterize patient-clinician negotiation about opioids and chronic pain* (Stephen Henry)

40 - *Patient Engagement in the Development of Measures to Assess Patient-Centered Communication in Cancer Care* (Katherine Treiman)

41 - *Patient Satisfaction with a Patient-Centered Interaction - An Efficient Questionnaire* (Robert Smith)

Risk Communication and Medical Decision-making

42 - *Communicating Risk about Hereditary Breast and Ovarian Cancer: A Conceptual Model for Understanding BRCA-positive Patients' Health Experiences* (Marleah Dean)

43 - *eCWs Care Coordination Medical Record and Addressing Care Opportunities* (Nicholas Bernard)

Shared Decision-making and Patient/Family Engagement

44 - *Adapting a French language decision aid in PSA screening: a transcultural study in France and Switzerland* (Julien Carretier)

45 - *Lack of an association between patient recall of treatment decisions, and patient activation and self-report of communication quality* (M. Barton Laws)

46 - *'Nothing about me without me': an interpretative review of Patient Accessible Electronic Health Records* (Sagar Jilka)

47 - *Proposal to participate in a drug trial and involvement in decision-making* (Julien Mancini)

48 - *Supporting shared decision making using an Option Grid for osteoarthritis of the knee: a stepped wedge trial* (Glyn Elwyn)

49 - *The Challenge of Shared Decision Making in Pediatric Visits: Speaking Practices* (Charlene Pope)

50 - *The role of health values in decisions about cancer screening* (Jennifer Arney)

51 - *Using Option Grids: steps towards shared decision making for neonatal circumcision* (Glyn Elwyn)

Teaching and Evaluating Clinical Communication Skills

52 - *A multisite randomized comparison of interactive virtual human simulation (MPathic-VR) and standard multimedia for teaching advanced communication skills among second-year medical students* (Daniel Becker, Frederick Kron)

53 - *An Iberoamerican, Spain and Portugal consensus on learning objectives for a Core Communication Curriculum in undergraduate medical education* (Roger Ruiz-Moral)

54 - *Behaviorally Anchored Communication Skills Checklist for Medical Student OSCE Demonstrates Reliability Utilizing Generalizability Theory Analysis* (Felise Milan)

55 - *Better communication can lead to better perceptions of providers: Evidence from VA primary care* (P. Adam Kelly)

56 - *Examining Patient-Centeredness in Electronic Communication: An Analysis of Provider-Patient Secure Messages* (Timothy Hogan)

57 - *Faculty Development for Active Communication Skills Facilitators through Booster Courses* (Carma Bylund)

58 - *How communication skills are modeled and reinforced during early clinical experiences: Analysis of Medical and PA Student reflections* (Anthony Brenneman)

59 - *Partnering with patients and families to develop and evaluate a simulation-based program for training residents on 'information sharing' and 'caring' aspects of patient-centered communication* (Hanan Aboumatar)

60 - *Persona non grata? A mixed-method study of medical students' responses and reactions to patient emotion* (Knut Ørnes)

61 - *Student factors that contribute to changes in patient-centered attitudes over 4 years of medical school* (Rachel Hardeman)

62 - *Talking about Chemsex - a collaboration between medical school and hospital* (Jo Brown)

63 - *The relationship between clinical experience, communication skills improvement and communication self-efficacy among practicing oncology nurses* (Carma Bylund, Smita Banerjee)

64 - *The use of narrative writing to teach breaking bad news skills and protocol* (Orit Karnieli-Miller)

65 - *Using Examinees' Observable Behaviors versus Raters' Subjective Evaluations to Assess Communication Skills* (Anne Kochersberger)

Team and Inter-professional Communication

66 - *Improvement of Inter-professional Communication and Team-based Care With Implementation of Huddles: A Quality Improvement Study* (Kimberly Grueneisen)

67 - *Perspectives of Effective Pediatric Discharge Communication* (Victoria Wilkins)

68 - *Standardized Patient Simulation to promote interprofessional collaborative practice in evaluating older adults with dementia* (Nancy Morris)

Technology and Social Media

69 - *Improving Google's health searches with medical illustrations* (Isobel Solaqua)

70 - *Integrating Health-related Consumer Data into Engagement Metrics Designed for Health Communication Targeting and Tailoring* (Melissa Maravic)

71 - *Smartphone-facilitated N-of-1 Trials to Increase Patient Engagement and Shared Decision-Making in Chronic Pain* (Maria Marois)

Underserved Populations and Health Disparities

72 - *Language concordance, interpreter use, and communication quality for Latino diabetes patients during primary care encounters* (Richard White)

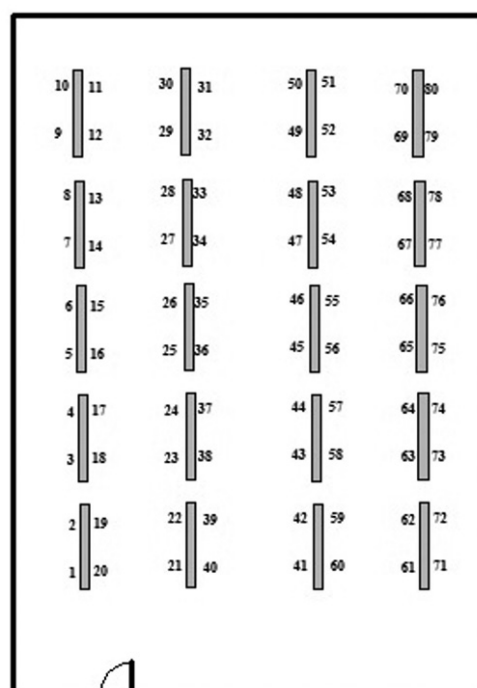
73 - *LGBTQ emerging adults' current and past experiences with healthcare providers regarding sexuality communication: A qualitative interview study* (Lindsay Fuzzell)

74 - *Mental health in focus: A one-on-one precepting approach to teaching mental/behavioral health assessment in primary care* (Patrick Hemming)

75 - *Silence is not golden: Avoidance of speaking, not stuttering severity, among adults who stutter is associated with decreased patient-centeredness during medical visits* (Hector Perez)

76 - *Wordless intervention for epilepsy in learning disabilities (WIELD): A randomized controlled feasibility trial* (Marie-Anne Durand)

Poster Session Diagram
Astor Ballroom III



**PLENARY SESSION 3:
HARNESSING YOUTH VOICES TO CHANGE THE DIABETES CONVERSATION
THE BIGGER PICTURE: A PUBLIC HEALTH LITERACY COUNTER-MARKETING
CAMPAIGN**

*Tuesday, October 27th | 8:30 am - 10:00 am
Grand Ballroom, Second Floor*

Type 2 Diabetes is spiking in teens and young adults who come from minority or low-income backgrounds. This presentation will provide a concrete example of a counter-marketing communication campaign to prevent Type 2 Diabetes in young people of color. Featuring the authentic voices of young poets, The Bigger Picture campaign uses spoken word to enhance the public *health literacy of youth*, activate them to confront the unhealthy social and environmental conditions they faced on a daily basis, and motivate efforts to change social norms. The Bigger Picture has received numerous public health awards from organizations such as APHA and the Latino Coalition for a Healthy California; has won film awards for short film categories; and was featured in the recent Michael Pollan film, *In Defense of Food*. Dr. Schillinger will review the rationale for the campaign, describe program elements, present a handful of video PSA poems, and describe preliminary evaluation results, as well as dissemination and policy impacts. The audience will have an opportunity to describe their visceral and intellectual responses to the PSAs.



Dean Schillinger, MD

Dean Schillinger, M.D. is Professor of Medicine in Residence at the University of California San Francisco, and Chief of the UCSF Division of General Internal Medicine at San Francisco General Hospital (SFGH). He is a practicing primary care physician at SFGH, an urban public hospital, where he sees patients, teaches in the primary care residency program, and conducts research. Dr. Schillinger served as Chief of the Diabetes Prevention and Control Program for the California Department of Public Health from 2008-2013. Dr. Schillinger carries out research related to healthcare for vulnerable populations, and is an internationally

recognized expert in health communication science. His work focuses on literacy, health communication, and chronic disease prevention and management. He has been honored with the 2003 Institute for Healthcare Advancement Research Award; the 2008 Research Award in Safety and Quality from the National Patient Safety Foundation; the 2009 Engel Award in Health Communication Research; the 2010 Outstanding Bay Area Clinical Research Mentor; and authored a 2012 commissioned IOM paper on the attributes of Health Literate Healthcare Organizations. Dr. Schillinger is the founding director of the UCSF Center for Vulnerable Populations, whose mission is to carry out innovative research to prevent and treat chronic disease in populations for whom social conditions often conspire to both promote chronic disease and make its management more challenging. Dr. Schillinger currently directs the CVP Health Communications Program. He is the co-founder of TheBiggerPicture.org, a social marketing diabetes prevention campaign to empower minority youth to change the conversation about diabetes and become agents of positive social change. In 2013 he received the Everett M Rogers Award from the American Public Health Association in recognition of his lifelong contributions to advancing the study and practice of public health communication.

PARALLEL SESSION 4:

Tuesday, October 27th | 10:30 am - 12:00 pm

Workshops

Engaging Adult, Youth, and Professional Stakeholders in Patient-Centered Outcomes Research: An Iterative Process (Betty Chewing, Nicky Britten, Katie Glass, Gwen Jacobsohn, Kathryn Murphy, Gay Thomas, Betty Kaiser) **BOURBON, Second Floor Mezzanine**

Writing the Clinician's Tale: Sharing Stories and Publishing Your Narratives (Elizabeth Rider, William Branch, Shmuel Reis) **ST. ANN, Second Floor Mezzanine**

Strategies to Make Informed Consent Truly Informed (Connie Arnold, Terry Davis) **ST. LOUIS, Second Floor Mezzanine**

Symposia

Advanced Cancer Caregivers: Implications of Communication (Lee Ellington, Hoda Badr, Cleveland Shields, Michael Hoerger, Richard Kravitz, Ronald Epstein, Alexandra Terrill) **TOULOUSE A, Second Floor Mezzanine**

Caring for patients with overweight and obesity: weight bias and consequences for communication (Katie Washington Cole, Sean Phelan, Kimberly Gudzone, Debra Roter) **BURGUNDY, Second Floor Mezzanine**

Oral Abstract Sessions

Session 4A- ORAL RESEARCH IN PROGRESS
Astor Ballroom I, Second Floor

1. *Young Parents' Use of Online Review Information* (Fabia Rothenfluh)
2. *Patients' Perceptions of Challenges in Patient-Centered Care* (Lidia Little)
3. *Determining an optimal format of engaging women of low socioeconomic status diagnosed with early stage breast cancer in decision making* (Shama Alam)

Session 4B- ORAL Potpourri (2)
Astor Ballroom II, Second Floor

1. *Advice From Pregnant Women Who Use Substances on Strategies to Increase Patient Comfort during First Obstetric Visits* (Treston Clark LaRue)
2. *Experience and Feasibility of Using an App in an Ecological Momentary Assessment of Early Breastfeeding* (Jill Demirci)
3. *Exploring Relationship of Cognitive Complexity, Person-Centeredness, and Satisfaction in Patient-Provider Communication through EMR Systems Using Structural Equation Modeling* (Minhao Dai)
4. *"It's not pain there, it's inside there": Physicians' and patients' use of body-oriented gestures in primary care consultations* (Jennifer Gerwing)
5. *More attention, less imitation?* (Marie Postma-Nilsenova)

Session 4C- ORAL Nursing
Iberville, Second Floor Mezzanine

1. *Exploring Close Nurse Friendship Communication: An Analysis of Artifacts and Storytelling* (Jennifer Ptacek)
2. *It's fundamental: Teaching communication skills foundational to nursing practice* (Anita Thompson Heisterman)
3. *On Being Present, Not Perfect: Facilitating Undergraduate Nursing Student Learning From a TEDTalk with Reflective Writing* (Elaine Meyer)
4. *Perceptions of relevance and sufficiency of information: a qualitative multiple-case study of information exchange between inpatients and nurses in acute general ward settings.* (Vivianne Crispin)

5. *Existential issues and concerns of elderly during home care visits*
(Inger Holmström, Annelie Sundler)

Session 4D- ORAL
Medical Student Education
Bienville, Second Floor Mezzanine

1. *An innovative integrated communications curriculum, and assessment and remediation framework for medical students* (Amy Tan)
2. *Creative Art and Medical Student Development* (Anne Kittendorf)
3. *Patterns of emotional interaction between medical students and simulated patients in OSCE consultations* (Gerry Humphris)
4. *Using a standardized communication model: Characteristics of effective medical interviews identified by senior medical students before and after a change in interviewing curriculum.* (Heather Schopper)
5. *What Can We Learn About the Hidden Curriculum by Examining Comics Produced by 4th-Year Medical Students?* (Michael Green)

Session 4E- ORAL
Patient-centered Communication
Toulouse B, Second Floor Mezzanine

1. *A Content Analysis of Patient Voice in Patient-Centered Communication* (Simone Brennan)
2. *A Criterion Standard Research Rating Method for a Patient-Centered Interaction* (Robert Smith)
3. *Moving from Patient-Centered Care to Patient-Partnered Innovation with Pain Management* (Mary Kay Wisniewski)
4. *Promising Practices for Achieving Patient-centered Hospital Care: A National Study of High Performing United States Hospitals* (Hanan Aboumatar)
5. *Striking the Balance: A Case Study in Exemplary Patient-Centered Communication* (Gemmae Fix)

INTEREST GROUPS

Tuesday, October 27th | 12:15 pm - 1:30 pm

*Fear knot: exploring the complexities of using scare tactics in clinical encounters (Matthew Wynia)
Iberville, Second Floor Mezzanine*

*Pain Speed Networking (Mollie Ruben)
Toulouse B, Second Floor Mezzanine*

*Proposing a Special Interest Group on Medically Unexplained Physical Symptoms (MUPS) (Anne Weiland)
Bienville, Second Floor Mezzanine*

*Communication Training for Patients (Melanie Hagen)
Bourbon, Second Floor Mezzanine*

*The Future of Health Literacy? (Andrew Pleasant)
Toulouse A, Second Floor Mezzanine*

*Communication Assessment Tool: International CAT Study (Gregory Makoul)
Astor Ballroom I, Second Floor*

*Communication Skill Teaching and Assessment in Surgery and Other Procedure-Based Specialties
(Kathleen Kieran)
Astor Ballroom II, Second Floor*

*How do DocCom Online Resources Improve Communication Skills Learning for Students and
Residents to Enhance the Patient Experience? (Bill Clark, Barbara Lewis)
Astor Ballroom III, Second Floor*

PARALLEL SESSION 5:

Tuesday, October 27th | 1:45 pm- 3:15 pm

Workshops

Speaking in Plain Language (Phyllis Mancini)
ST. ANN, Second Floor Mezzanine

The Introduction of the Electronic Health Record (EHR) into the Consultation: Implications for Healthcare Education (Sally Quilligan, Mandy Williams)
ST. LOUIS, Second Floor Mezzanine

Plain Talk: Distilled Practices for Challenging Moments in Inter-Professional Teams (Nicole A. Steckler) Astor Ballroom III, Second Floor

Symposia

International advances in communication about complementary and integrative medicine in patient care (Christopher Koenig, Sonya Pritzker, Ellen de Regt, Mayke op 't Hoog, Adriaan Visser, Daniel Dohan, Evelyn Ho)
BURGUNDY, Second Floor Mezzanine

Empathy in healthcare update: How we lose empathy and how can we relearn to connect? (Felise Milan, Shmuel Reis, Kathryn Pollack, Nancy McNaughton) BOURBON, Second Floor Mezzanine

Oral Abstract Sessions

Session 5A - ORAL
Top 10 Oral Abstracts (2)
Astor Ballroom I, Second Floor

1. *Eloquent silence: a musical analysis when words fail* (Josef Bartels)
2. *It's Not Monopoly Money Anymore* (Karen Shaffer-Platt)
3. *Patient and Oncologist Discussions of Cancer Treatment Costs During Clinic Visits* (Lauren Hamel)
4. *The devil is in the details: Interpreting "I don't know" in Mini Mental Status Exams* (Ashley Hesson, Heike Pichler)

5. *The Power of Patient Questions: a Secret Shopper Study* (Karishma Desai, Joanne Peters)

Session 5B - ORAL
Provider-patient Communication
Astor Ballroom II, Second Floor

1. *Communication Barriers in LGBTQI Patient-Provider Experiences* (Gwendolyn Quinn)
2. *Promoting the communicative health literacy of people with intellectual disabilities: a review* (Deborah Chinn)
3. *Improving YNHH hospitalist communication with patients* (Olukemi Akande)
4. *The effects of providers' empathy and expectations on patients' post-operative pain; an RCT performed in daily clinical care* (Liesbeth van Vliet)
5. *When do patients conceal information from their physician?* (Antoinette Schoenthaler)

Session 5C - ORAL
Potpourri (1)
Iberville, Second Floor Mezzanine

1. *"I don't care about marijuana" - Obstetric Providers' Responses to Pregnant Patient Disclosures of Marijuana Use* (Cynthia Holland)
2. *The Taming of the Shrew? A systematic review of debiasing interventions in the context of medical and health-related judgment and decision-making* (Ramona Ludolph)
3. *Translating CollaboRATE: a Spanish version for use in the United States* (Rachel Forcino)
4. *Obstetric Providers' Attitudes and Counseling Strategies Regarding Perinatal Marijuana Use* (Michelle Nkumsah)
5. *The availability, quality, and impact of decision aids for medical versus surgical methods of early abortion: A systematic review and environmental scan* (Kyla Donnelly)

Session 5D - ORAL

**Teaching and Evaluating Communication Skills
Bienville, Second Floor Mezzanine**

1. *A faculty development program on Clinical Communication in a Portuguese Medical School: impact on teaching and clinical practice*
(Maria Amelia Ferreira, Elizabete Loureiro)
2. *Communication training that works- a large scale communication intervention for all staff members* (Jette Ammentorp)
3. *Teaching Healthcare Professionals about Health Literacy: Convergence of Three Curriculum Studies* (Cliff Coleman)
4. *Addressing family non-disclosure and conflict using family meetings* (Carma Bylund)
5. *Communication of complex information and risk in Genomic Medicine: A post-graduate teaching innovation* (Katherine Joekes)

Session 5E - ORAL

**Pediatric and Adolescent Medicine
Toulouse B, Second Floor Mezzanine**

1. *Child/teen attitudes about ADHD communication with their providers and medication adherence* (Betsy Sleath)
2. *Health information seeking, provider communication and health literacy for adolescents* (Jill Hancock)
3. *Stop, Look, Listen: Fostering Intra- and Interprofessional Collaboration in Child Abuse Recognition and Reporting* (Lucy Bruell)

4. *Talking About Weight: How Perceptions of Provider-Parent Communication and Relationships Predict Child Weight-Related Outcomes* (Gwen Costa Jacobsohn)

5. *Developing a framework for involving adolescents in shared treatment decision-making in healthcare* (Imelda Coyne)

Session 5F - ORAL

**Decision Aids and Decision Making
Toulouse A, Second Floor Mezzanine**

1. *On a learning curve: Interviews with clinicians using the knee osteoarthritis Option Grid to support shared decision making* (Glyn Elwyn)

2. *Decision Aids Support Patient Participation and Shared Decision Making in Clinical Care – first results from the mPOWR Study (Moving Patient Outcomes toward Wellness and Recovery)* (Alya Reeve)

3. *Designing a Toolkit to Support the Implementation of Information Sharing Technologies in Primary Care Settings* (Timothy Hogan)

4. *Primary Care Physicians' Perceptions of Shared Decision Making for Cancer Screening* (Jennifer Elston-Lafata)

5. *Patient Participation In Treatment Decision-Making For Localized Prostate Cancer: results from a randomized clinical trial* (Lixin Song)

PARALLEL SESSION 6:

Tuesday, October 27th | 3:30 pm- 5:00 pm

Workshops

The Neuroscience of Anger and the Angry Patient Encounter (Monica Broome, Shakib Rehman, Rob Lane, Elizabete Loureiro) BOURBON, Second Floor Mezzanine

Medical Improvisation: A dynamic method for teaching clinical communication skills (Belinda Fu, Amy Windover) ST. ANN, Second Floor Mezzanine

The Listening Awareness Clinic: Skills to Strengthen the Physician/Patient Relationship (Joan Lowery) ST. LOUIS, Second Floor Mezzanine

Caring conversations to promote relationship centred practice (Belinda Dewar) Astor Ballroom III, Second Floor

Symposia

Using interdisciplinary research to inform interpreter-mediated consultation training (Shuangyu Li, Jennfer Gerwing, Phillippe Humble, Antoon Cox, Peter Pype, Demi Krystallidou, Angela Rowlands) BURGUNDY, Second Floor Mezzanine

Oral Abstract Sessions

**Session 6A - ORAL
Health Literacy
Astor Ballroom I, Second Floor**

1. Functional Health Literacy in Immigrants - A Comparative Analysis of three Immigrant Groups in Switzerland (Sarah Mantwill)

2. Patient characteristics associated with electronic health literacy (e-health literacy) (Kathryn Goggins)

3. The Role of Health Literacy in Explaining Health Disparities - A Systematic Review (Sarah Mantwill)

4. Developing a collaborative partnership between researchers, community organizations, and persons with low health literacy to improve relationship-centered care (Christine Loignon)

5. Health education in traumatic spinal cord injury: challenges of building health literacy overnight (Claudia Zanini)

**Session 6B - ORAL
Simulation and Technology
Astor Ballroom II, Second Floor**

1. Taming unstructured data: Analyzing empathy skills in virtual clinical training (Janice Krieger)

2. Learners' Preference for Simulation Location in Program to Enhance Communication and Relational Skills (PERCS) Workshops (Elaine Meyer)

3. Nonverbal Communication in Virtual, Clinical Weight Management Discussions; Influences of Racial Concordance, Incidental Emotion and Causal Attributions (Susan Persky)

4. A Two-Way Path Toward Effective Clinical Communication in the Pediatric Intensive Care Unit: A Simulation-Based Bootcamp (Timothy Cornell)

5. Re-aiming in Midstream: How RE-AIM framework can redirect health tailoring technology intervention for success with skilled nursing facility (SNF) patients (Natalie Hampton)

**Session 6C - ORAL
Mental Health
Iberville, Second Floor Mezzanine**

1. Asking for Help: Factors Influencing Disclosure of Depression Symptoms among Women (Elizabeth Jacobs)

2. Communication dilemmas parents face in talking about depression with Chinese international students (Lan Jin)

3. *Competing priorities in depression care: a US national survey* (Paul Barr)
4. *Health Literacy Mediates the Relation between Health Conditions, Depression, and Quality of Life via Control Beliefs* (Raymond Ownby)
5. *Helping mothers expect the unexpected in childbirth: How prenatal communication can improve treatment of postpartum depression* (Christy J.W. Ledford)

Session 6D - ORAL
Patient Education and Health Behavior
Bienville, Second Floor Mezzanine

1. *Increasing Utilization of Self Management Support Groups in the PCMH* (Theresa Lengerich)
2. *Adherence to screening and diagnostic tests - a systematic review of the role of health professional 's communication* (Margarida Figueredo-Braga)
3. *Consistent Patient Education: Meeting the Challenge of Integration within a Large Academic Medical Center* (Connie Feiler)
4. *Measuring Behavioral Signs of Physician Professionalism: The Professionalism Assessment Tool* (Wendy Miller, Gregory Makoul)
5. *Using Value Scores as an Incentive and Means to Finding Patients Lost to Follow-up* (Ahmed Mohiuddin)

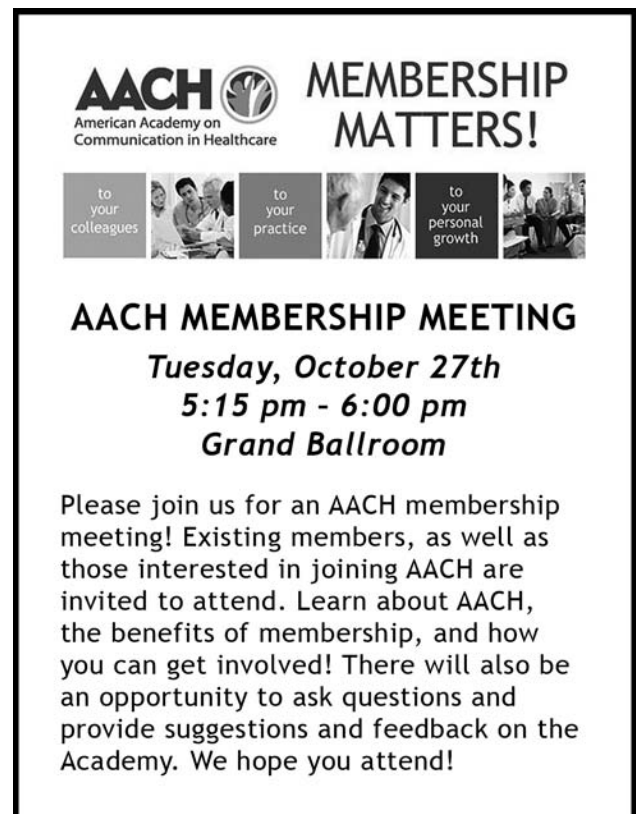
Session 6E - ORAL
Internet and Mobile Technology (1)
Toulouse B, Second Floor Mezzanine

1. *A Smartphone-based Online Support Group for People Living with HIV* (Tabor Flickinger)
2. *Content of Patient-Provider Secure Messages at Two Veterans Affairs Medical Centers* (Stephanie Shimada)
3. *Evaluating the effectiveness of plain language integration in a cancer clinical trials website/app* (Paula Schultz)

4. *Does This Mean It Works?: Learning about Skin Cancer Research on Social Media* (Yulia A. Strekalova)
5. *Can we stop people's flying blind on the web? Investigating the role of cognitive biases during consumers' online health information search via a general search engine* (Ramona Ludolph)

Session 6F - ORAL
Cross-cultural Communication
Toulouse A, Second Floor Mezzanine

1. *It is all about the language? -communication barriers in collaboration between international doctors and colleagues* (Erik Skjeggstad)
2. *Accountability and trust in intercultural and Swedish medical consultations* (Nataliya Berbyuk Lindstrom)
3. *Peer Language Navigators (PLNs): Bridging Gaps in Understanding and Services in Multicultural Anchorage Alaska* (Rhonda Johnson)



AACH American Academy on Communication in Healthcare

MEMBERSHIP MATTERS!

to your colleagues | to your practice | to your personal growth

AACH MEMBERSHIP MEETING
Tuesday, October 27th
5:15 pm - 6:00 pm
Grand Ballroom

Please join us for an AACH membership meeting! Existing members, as well as those interested in joining AACH are invited to attend. Learn about AACH, the benefits of membership, and how you can get involved! There will also be an opportunity to ask questions and provide suggestions and feedback on the Academy. We hope you attend!

PLENARY SESSION 4: "WHAT WE'VE GOT HERE IS FAILURE TO COMMUNICATE!" (COOL HAND LUKE)

Wednesday, October 28th | 8:30 am - 10:00 am
Grand Ballroom, Second Floor

The number one reaction we hear from providers when talking about better communication is, "it takes too much time". From patients and families we hear, "Why can't they just speak to me in a language I can understand?"

In our work with health systems around the world we know that communication is a key to better outcomes, efficiency, patient engagement and joy in work. As systems address issues of health equity it is becoming increasingly more vital to focus on patient experience and patient centeredness.

In this session Martha will share some innovative ways she and her colleagues at the Institute for Healthcare are making a difference in the way people are communicating with patients and families.



Martha Hayward

Martha Donovan Hayward joined the Institute for Healthcare Improvement (IHI) in March 2011 as the Lead for Public and Patient Engagement. The focus of her work at IHI is to bring patients and families into the design of all work at IHI to accelerate improvement of health care delivery. A cancer survivor herself, she is a founding board member of the nonprofit Women's Health Exchange and served on the Patient and Family Advisory Council of Dana-Farber Cancer Institute in Boston. Prior to joining the health care world Martha enjoyed a 20 year career of communications, marketing and fundraising in the areas of health, politics, and education.

In her role at IHI, she speaks and teaches programs including Patient Safety Officer Training, Executive Development, Strategic Partners and Patient Experience Seminars. Martha has offered keynote addresses on the subjects of Patient and Family Centered Care, Patient Engagement, and End of Life Care to local, regional and national audiences.

PARALLEL SESSION 7:

Wednesday, October 28th | 10:30 am- 12:00 pm

Workshops

The Missing Voice in Healthcare: Effective Communication with the Teenage Patient (Caralyn Perlee, Erin Lauinger) **BALLROOM A, Second Floor Mezzanine**

Using Vulnerability to Become a More Effective Leader (Timothy Gilligan, Calvin Chou, Kara Myers) **ST. ANN, Second Floor Mezzanine**

Managing evidence on communication in healthcare: An introduction to Realist Reviews (Fien Mertens, Peter Pype, Myriam Deveugele, Elizabete Loureiro) **BALLROOM B, Second Floor Mezzanine**

Symposia

Translation and Cultural Adaptation of the Communication Assessment Tool: Experience in 4 Countries (Gregory Makoul, Enrica Menditto, Daniela Scala, Afonso Cavaco, Irene Carvalho, Michael Schriver, Vincent Cubaka) **BURGUNDY, Second Floor Mezzanine**

Oral Abstract Sessions

**Session 7A - ORAL
Patient Safety
Astor Ballroom I, Second Floor**

1. *A conceptual model for engaging parents in patient safety within the Neonatal Intensive Care Unit* (Madelene Ottosen)

2. *Improving Patient Safety: Changing Culture Through Disclosure Communication Training* (Carey Candrian, Erica Liesmaki, Shelly Dierking)

3. *Communication to care* (Belinda Dewar)

4. *Paediatric Early Warning Systems - a common language, open communication and situational awareness - a systematic review to support development of National Clinical Guideline* (Veronica Lambert)

5. *Parent Medication Dosing Errors: Role of Medication Beliefs* (Lee Sanders)

**Session 7B - ORAL
Emergency Medicine
Astor Ballroom II, Second Floor**

1. *A multidisciplinary exploration of misunderstanding in ad hoc interpreter mediated Emergency Department consultations* (Antoon Cox, Shuangyu Li)

2. *A Responsibility to Reach Everyone: The Impact of Language Barriers on Emergency Medical Services* (Noah Cooperstein, Kelly Meehan-Coussee)

3. *Associations between health literacy/ numeracy and mortality in emergency department patients* (Candace McNaughton)

4. *Implementation of an Interprofessional Simulation Training & Experiential Program (InSTEP) and its Impact on Sepsis Management in the Pediatric Emergency Department* (Julie Albright Gottfried)

5. *When Electronic Medical Records (EMRs) Go Bad: Lessons Learned from a Botched EMR Installation in a For-Profit Community Hospital's Emergency Department* (Barbara Cook Overton)

**Session 7C - ORAL
Patient and Family Engagement
Iberville, Second Floor Mezzanine**

1. *Developing a Roadmap for Patient and Family Engagement in Healthcare Practice and Research* (Pam Dardess, Ushma Patel)

2. *Measuring organizational readiness for patient engagement (MORE): an international online Delphi consensus study* (Marie-Anne Durand)

3. *The lived stigma experiences of families living with epilepsy: Implications for familial engagement in dialogue surrounding the condition* (Ailbhe Benson)

4. *The (side) effects of patient empowerment on medication adherence: a systematic review* (Lilla Nafradi)

5. *Communicative processes in medical decision making and patient recall in specialty care: physician centered communication predominates* (M. Barton Laws)

Session 7D - ORAL
Palliative and End-of-life Care (1)
Bienville, Second Floor Mezzanine

1. *What are the barriers for medical oncologists to initiate a palliative care discussion to their incurable patients? A qualitative interview study in Flanders, Belgium.* (Melissa Horlait)

2. *Relationship between computer-associated conversational silences and expression of emotion in end-of-life oncology discussions between the doctor, patient, and computer* (Josef Bartels)

3. *Can We Improve the Function of Advance Care Planning Documents Through Technology? What the Literature of Ethics, Law, and Communication Tells Us* (Jennifer Freytag)

4. *The Incorporation of a Real Life Inter-Professional, Palliative Care-Ethics Experience into a Required Critical Care Acting Internship* (Gino Farina)

5. *Goal Communication in Palliative Care Decision-Making Consultations* (Robert Gramling)

Session 7E - ORAL
Cancer Care (2)
Toulouse B, Second Floor Mezzanine

1. *Perspectives of patients and physicians on communication during adjuvant hormonal therapy* (Douglas Post)

2. *Communication Training with Oncology Trainees: Results of a 4-year study* (Carma Bylund)

3. *The influence of patient treatment goal and oncologist patient communication on patient decision conflict* (Mary Step)

4. *Are late effects following childhood cancer treatment reflected in emotional concerns expressed during follow-up consultations with adolescent survivors and pediatric oncologists? A video-based observational study* (Anneli Mellblom)

5. *Confirming Oncologist Communication Predicts Patient Participation in Early Stage Advanced Cancer Encounters* (Mary Step)

Session 7F - ORAL
Emotional Expression and Support
Toulouse A, Second Floor Mezzanine

1. *Emotional Experiences among Siblings of Children with rare Disorders* (Francine Haukeland)

2. *Do multimorbidity and deprivation influence patients' emotional expressions and doctors' responses in primary care consultations? - An exploratory study using multilevel analysis* (Yuefang Zhou)

3. *Interprofessional Clinicians' Strategies for Managing Emotions during Difficult Healthcare Conversations* (Elaine Meyer)

4. *Do support groups act supportive? Emotional dialogue in support groups for siblings of children with rare disorders* (Torun Marie Vatne)

5. *Two Approaches to the Analysis of Health Providers' Response to Patients' Emotional Concerns* (Emine Kale)

MEET THE LEADER/PROFESSOR

Wednesday, October 28, 2015 | 12:00 pm - 1:00 pm

The “Meet the Leader/Professor” program showcases leaders in the field within AACH and EACH. This lunch session gives meeting attendees small-group time with these experts to promote dialogue on high-priority topics, hear their vision for the future, ask questions and learn from their experience. It’s a great opportunity to grab your lunch and spend an hour going in-depth on topics of interest in healthcare communication.

Sessions will take place on Wednesday, October 28, during the lunch hour of Noon - 1 pm. Grab a lunch and pick the room of your choice to “Meet the Leader/Professor”.

Below are our “Meet the Leader/Professor” presenters and their topic of interest:

PCORI FUNDING & HEALTH DISPARITIES RESEARCH

Astor Ballroom I, Second Floor



Romana Hasnain-Wynia, MS, PHD

Dr. Hasnain-Wynia is the Director of the Addressing Disparities Program at the Patient-Centered Outcomes Research Institute (PCORI). PCORI is a nonprofit, nongovernmental organization located in Washington, DC, which was authorized by Congress in the Patient Protection and Affordable Care Act of 2010 to lead the nation as its comparative effectiveness research institute. In this role, she provides leadership and sets strategic direction for funding comparative effectiveness research focused on reducing disparities and advancing equity in health and healthcare. Prior to joining PCORI, Dr. Hasnain-Wynia was the director, Center for Healthcare Equity and Associate Professor at Northwestern University, Feinberg School of Medicine. She also held an appointment as an Associate Professor at Northwestern’s School of Education and Social Policy and served as the associate director of Northwestern’s AHRQ Funded T-32 post-doctoral training program in health services and outcomes research. She has been the principal investigator for a number of national studies focusing on advancing equity for underserved populations. Her work has been published in leading journals such as the New England Journal of Medicine, Health Affairs, and Health Services Research. She has served on expert panels and committees for organizations such as the Joint Commission, the Brookings Institution, the National Quality Forum, the Agency for Healthcare Research and Quality and the Institute of Medicine. She is on the editorial boards of Health Affairs and Health Services Research.

PUBLISHING IN PEC *Astor Ballroom III, Second Floor*



Arnstein Finset, PhD

Dr Finset is Professor of Medical Psychology and head of the Communication in Healthcare Research Group at the Department of Behavioral Science in Medicine, University of Oslo, Norway. Dr. Finset is a clinical psychologist by training. Since the mid-1990-ies his primary area of research has been clinical communication research, and he has together with his collaborators published extensively in the field. He has long teaching experience in communication skills training for medical students, physicians and other health personnel. He is a former President of EACH and currently Editor-in-Chief of Patient Education and Counseling.

WHAT DOES IT MEAN TO AUTHENTICALLY ENGAGE WITH PATIENTS AND FAMILIES?

Astor Ballroom II, Second Floor



Martha Hayward

Martha Donovan Hayward joined the Institute for Healthcare Improvement (IHI) in March 2011 as the Lead for Public and Patient Engagement. The focus of her work at IHI is to bring patients and families into the design of all work at IHI to accelerate improvement of health care delivery. A cancer survivor herself, she is a founding board member of the nonprofit Women's Health Exchange and served on the Patient and Family Advisory Council of Dana-Farber Cancer Institute in Boston. Prior to joining the health care world Martha enjoyed a 20 year career communications, marketing and fundraising in the areas of health, politics, and education. In her role at IHI, she speaks and teaches programs including Patient Safety Officer Training, Executive Development, Strategic Partners and Patient Experience Seminars. Martha has offered keynote addresses on the subjects of Patient and Family Centered Care, Patient Engagement, and End of Life Care to local, regional and national audiences.



Barbara Lewis, MBA

Barbara Lewis began her career as a journalist writing for many national publications from The Wall Street Journal to Physicians Management. Recently, she's written for Modern Healthcare and the BMJ. She segued into a marketing and communications career for over two decades before founding Joan's Family Bill of Rights, based on her experience with healthcare providers in an ICU with her grievously ill sister. Since 2013, Barbara has been researching the activities and effectiveness of Patient & Family Advisory Councils and building the business case for why organizations should listen to the patient. Barbara is the co-chair of The Beryl Institute's Global Patient & Family Advisory Council and a member of Kaiser Permanente's Regional Member Advisory Council. She was the lay representative on the IRB at Orthopaedic Hospital for seven years before it merged with UCLA Health. Barbara received her MBA from UCLA Anderson where

she has taught communication courses and currently lectures on primary research. In 2014, Barbara was named the Managing Editor of DocCom, succeeding Bill Clark MD, the first Managing Editor at DocCom, which was founded by AACH and Drexel University College of Medicine in 2005.

HEALTH LITERACY

Ballroom B, Second Floor Mezzanine



Lee Sanders, MD, MPH

Dr. Lee Sanders is a general pediatrician and Associate Professor of Pediatrics at the Stanford University, where he is Chief of the Division of General Pediatrics. He holds a joint appointment in the Center for Health Policy, where he is a co-director of the Center for Policy, Outcomes and Prevention (CPOP). An author of numerous peer-reviewed articles addressing child health disparities, Dr. Sanders is a nationally recognized scholar in the fields of health literacy and child chronic-illness care.

Dr. Sanders was named a Robert Wood Johnson Foundation Generalist Physician Faculty Scholar for his leadership on the role of maternal health literacy and English-language proficiency in addressing child health disparities. Aiming to make the US health system more navigable for the one in 4 families with limited health literacy, he has served as an advisor to the Institute of Medicine, the Centers for Disease Control and Prevention, the Food and Drug Administration, the American Academy of Pediatrics, the Academic Pediatric Association, and the American Cancer Society. Dr. Sanders leads a multi-disciplinary CPOP research team that provides analytic guidance to national and state policies affecting children with complex chronic illness - with a focus on the special health-system requirements that arise from the unique epidemiology, care-use patterns, and health-care costs for this population. He leads another CPOP/PCOR-based research team that applies family-centered approaches to new technologies that aim to improve care coordination for children with medical complexity. Dr. Sanders is also principal investigator on two NIH-funded studies that address health literacy in the pediatric context: one aims to assess the efficacy of a low-literacy, early-childhood intervention designed to prevent early childhood obesity; the other aims to provide the FDA with guidance on improved labeling of pediatric liquid medication. Research settings for this work include state and regional health departments, primary-care and subspecialty-care clinics, community-health centers, WIC offices, federally subsidized child-care centers, and family advocacy centers. Dr. Sanders received a BA in History and Science from Harvard University, an MD from Stanford University, and a MPH from the University of California, Berkeley. Between 2006 and 2011, Dr. Sanders served as Medical Director of Children's Medical Services South Florida, a Florida state agency that coordinates care for more than 10,000 low-income children with special health care needs. He was also Medical Director for Reach Out and Read Florida, a pediatric-clinic-based program that provides books and early-literacy promotion to more than 200,000 underserved children. At the University of Miami, Dr. Sanders directed the Jay Weiss Center for Social Medicine and Health Equity, which fosters a scholarly community committed to addressing global health inequities through community-based participatory research. At Stanford University, Dr. Sanders served as co-medical director of the Family Advocacy Program, which provides free legal assistance to help address social determinants of child health. Fluent in Spanish, Dr. Sanders is co-director of the Complex Primary Care Clinic at Stanford Children's Health, which provides multi-disciplinary team care for children with complex chronic conditions. Dr. Sanders is also the father of two daughters, aged 11 and 14 years, who make sure he practices talking less and listening more.

PARALLEL SESSION 8:

Wednesday, October 28th | 1:15 pm- 2:45 pm

Workshops

Teaching and using an evidence-based method for patient-centered interviewing (Auguste Fortin, Robert Smith, Brenda Lepisto, Ashley Hesson, Francesca Dwamena)
BALLROOM A, Second Floor Mezzanine

Health Literacy: Enabling effective interprofessional communication with patients and families for safe, quality care (Farrah Schwartz) **ST. ANN, Second Floor Mezzanine**

Physical examination - a communication skill needing new emphasis (Elizabeth Loureiro, Monica Broome, Shakaib Rehman, Rob Lane, Elizabeth Kachur)
BALLROOM B, Second Floor Mezzanine

Symposia

Medical visit communication with patients who have cognitive impairment: challenges, communication patterns and effective interventions (Debra Roter, Orit Karnieli-Miller, Yue Guan, Lori Erby, Jennifer Wolff)
TOULOUSE A, Second Floor Mezzanine

Taking Quality and Safety to New Heights: Crew Resource Management, Just Culture and the Sim Lab (Anne Pederson, Nellann Nipper, Joanne Sorensen) **BURGUNDY, Second Floor Mezzanine**

Oral Abstract Sessions

**Session 8A - ORAL
 Limited English Proficiency
 Astor Ballroom I, Second Floor**

- 1. Patient-centredness in interpreter mediated consultations—an interdisciplinary investigation of responsibility distribution (Demi Krystallidou, Shuangyu Li)*
- 2. Lack of medical interpreters during clinical interactions: Privacy and disclosure dilemmas (Shirley Acquah)*

- 3. Standardizing the Way Clinicians Report their Non-English Language Proficiency Levels (Lisa Diamond)*
- 4. Training interpreter-minded doctors and doctor-minded interpreters: (Peter Pype, Demi Krystallidou)*
- 5. Association of Health Literacy and English Proficiency with Medication Beliefs (Lee Sanders)*

**Session 8B - ORAL
 Breast Cancer
 Astor Ballroom II, Second Floor**

- 1. A community-based participatory approach to developing a Picture Option Grid for women of low socioeconomic status diagnosed with early stage breast cancer (Shama Alam)*
- 2. What factors affect interest in receiving genome sequencing results among young breast cancer patients? (Kimberly Kaphingst)*
- 3. Information needs and preferences regarding the dissemination method for care-relevant information from breast cancer patients in the course of the disease. What role does the patients' health literacy play? (Sarah Halbach)*
- 4. Impact of family member presence on decision discussions in metastatic breast cancer oncology visits. (Andrea Russell)*
- 5. The Perceived Persuasiveness of Arguments Supporting the Age-Thresholds for Breast Cancer Screening: Studying the Impact of Micro-Cultural Differences among Young Swiss Women (Nanon Labrie)*

**Session 8C - ORAL
 Professionalism and Humanism
 Iberville, Second Floor Mezzanine**

- 1. A randomized trial of online expressive writing for stress management in post-radiation cancer survivors using psychoneuroimmunology based outcome measures (Richard Brown)*

2. *Breathing New Life Into an Old Tradition: Teaching professionalism at the bedside* (Peter Lichstein)

3. *Transforming Learning Environments: A Faculty Education Fellowship in Medical Humanism and Professionalism* (William T. Branch, Elizabeth Rider)

4. *How do Swedish and foreign doctors show empathy to their patients?* (Nataliya Berbyuk Lindstrom)

**Session 8D - ORAL
Chronic Conditions (2)
Bienville, Second Floor Mezzanine**

1. *Innovative Program to Identify and Address Barriers to Self-management Among Older Adults with Asthma* (Alex Federman)

2. *Reconstructing normality following the diagnosis of a childhood chronic disease: Does "rare" make a difference?* (Eva Germeni)

3. *Engaging Patients and Families in the Development of a Transitional Care Intervention to Facilitate Coping with Chronic Obstructive Pulmonary Disease* (Hanan Aboumatar, Thomas Lynch)

4. *Using a Virtual Environment and Video Conferencing to Promote Inter-professional Practice for Care of Elders with Chronic Conditions* (Deborah O'Rourke)

5. *Feeling Under-Informed: Parental Challenges when Communicating about Epilepsy* (Stephanie O'Toole)

**Session 8E - ORAL
Team and Inter-professional
Communication (1)
Toulouse B, Second Floor Mezzanine**

1. *Improving Learning Outcomes with Collaborative Team Based Learning* (Rebecca Bouteried)

2. *Pedagogy in Practice: A "How to" Guide to Interprofessional Relational and Communication Training.* (Elaine Meyer)

3. *Relational Coordination in the Operating Room - Different ways of communication and coordination in the interdisciplinary teamwork.* (Birgitte Tørring)

4. *Conflict Management by Physician and Nurse Practitioner Trainees* (Calvin Chou)

CONTINUING MEDICAL EDUCATION

Course Objectives:

Upon completion of this activity, participants will be able to:

- Discuss innovative concepts and strategies for teaching and evaluating clinical communication skills
- Identify and demonstrate key communication skills that lead to effective patient-centered care
- Discuss the latest research and research methods around improving and evaluating healthcare communication

Accreditation Statement:

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of the University of Arkansas for Medical Sciences (UAMS) College of Medicine and the American Academy on Communication in Healthcare. The UAMS College of Medicine is accredited by the ACCME to provide continuing medical education for physicians.

Designation Statement:

The UAMS College of Medicine designates this live activity for a maximum of 20.50 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Disclosure Policy:

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- deadline for abstract submission: January 18th, 2016

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