

Summer Event



EACH
The Old George Brewery
Rollestone Street
Salisbury
SP1 1DX

01722 415154 | rachel@each.eu | www.each.eu

At Regent's University, London | 24th - 26th August 2015

Contents

Committee & Venue Floorplan	1
Teaching Workshops	2 – 3
Research Workshops	4 – 5
Programme Planner	6 – 7
Posters	8 – 9
EACH events	10
EACH Membership	11
pEACH rEACH tEACH	12



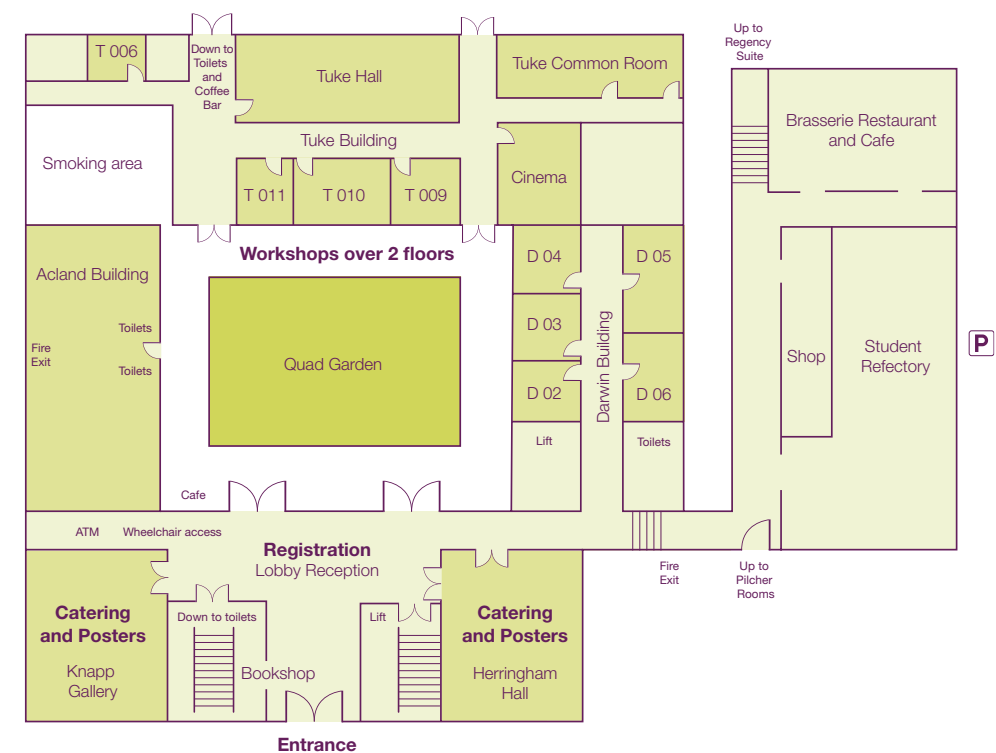
About EACH

The European Association for Communication in Healthcare is a worldwide charitable organisation with the overall aim of promoting effective evidence-based patient-centred healthcare communication between patients, relatives and healthcare practitioners. The association is meant for all who are active in communication research and teaching and for patients, practitioners and students with an interest in communication in healthcare.

Committee

Jonathan Silverman, EACH President | Evelyn van Weel-Baumgarten | Myriam Deveugele | Gerry Humphris (Chair of rEACH) | Marcy Rosenbaum (Chair of tEACH) | Sandra Winterburn | Fiona Grant, SAS Event Management

Venue floorplan



Jonathan Silverman,
President, EACH

Welcome to our Inaugural Summer Event

I'm so pleased to welcome you on behalf of the Summer Event planning committee to this wonderful new event. Back in November, this was just a twinkle in our collective eyes, a suggestion that maybe EACH could put on something with an entirely different flavour from our normal conference format that

would be really attractive to our membership and beyond. And just a few months later, here we are in the delightful surroundings of Regent's University with participants from all over the world as far afield as China, Chile and Sri Lanka.

The event is deliberately highly participatory and experiential, concentrating only on workshops and posters. The research and teaching workshops themselves are all of the highest quality with a fantastic range and we are so grateful for the workshop facilitators for providing their time, expertise and enthusiasm.

We as organisers want to make you feel at home so please come and talk to any members of the committee at any time. And I'm certain you will all meet delightful new people who will become your future colleagues and friends. But above all, enjoy the special atmosphere that prevails at all EACH events and which stems from the special nature of our wonderful communicating participants – you!

Teaching workshops

T1: Simulated Patients and Participant Role-play in Experiential Communication Teaching

The use of simulated patients and participant role-play are the commonest methods of providing the raw material for observation and feedback, the cornerstones of effective experiential communication teaching. What are the advantages and disadvantages of these 2 approaches? What are the challenges involved in training simulated patients and what are the challenges in setting up effective participant role-play? This workshop will be highly interactive, with live demonstrations with simulated patients to highlight some of the pitfalls and challenges of these methods, and small group work to both share approaches, generate solutions and experientially practice issues that arise.

T1 Facilitators:



Jonathan Silverman
University of Cambridge



Cadja Bachmann
Medical School Brandenburg

Simulated Patients:



Kim Taylor



Beverley Dean

T2: Workplace-based communication skills teaching and learning

While teaching communication skills during clinical training is important to reinforce previously learned skills as well as develop and refine more advanced skills relevant to the patient care context, clinical supervisors can find this task challenging to accomplish. Through experiential exercises, this workshop will explore "informal" clinical communication teaching opportunities such as role modelling, observation and responding to patient presentations as well as more formal one to one and small group approaches such as video review, role play and reflection using learners' immediate clinical experiences.

T2 Facilitators:



Noelle Junod Perron
University of Geneva



Marcy Rosenbaum
University of Iowa

T3: Methods for teaching cross-cultural communication

Cross-cultural communication requires specific skills and knowledge as well as an open and non-judgmental attitude. How do you teach this to students or healthcare professionals? In this workshop we will present various training methods and examples of good practice in (teaching of) communication with migrants and patients with low literacy. Participants will have the opportunity to practice a number of techniques using various interactive exercises and role play with simulated patients/actors. We will also discuss the opportunities and challenges in teaching cross-cultural communication.

T3 Facilitators:



Maria van den Muijsenbergh
Radboud University Medical Center



Evelyn van Weel-Baumgarten
Radboud University Medical Center

Simulated Patient:



Laila Bouakk

Teaching workshops

T4: Applying conversation analysis perspectives and methods to teaching End of Life Care

Conversation analysis offers an innovative approach to understanding verbal and non-verbal interactions between clinicians and patients. Using brand new material of real patients discussing care at the end of life, participants will be introduced to how this particular research approach can be used to teach communication skills through analyzing video encounters and providing feedback.

This workshop is particularly suited to those wishing to find out more about conversation analysis as an approach; those who want to enhance their use of recordings or 'trigger' tapes in their teaching practice and those wishing to discuss how to structure feedback.

T4 Facilitators:



Marco Pino,
Loughborough University



Sandra Winterburn
University of East Anglia

T5: Approaches to faculty development in communication skills teaching

Communication skills education requires teachers who are able to implement effective methods for experiential teaching. Through interactive exercises and reflection, this workshop will explore methods for designing learner-centered train the trainer workshops and programs as well as continually reinforcing effective teaching skills through peer review, appraisal and assessment of faculty.

T5 Facilitators:



Marcy Rosenbaum
University of Iowa



Jane Ege Molle
University of Aarhus

T6: How to teach about shared decision making: difficulties and solutions

Shared decision-making challenges our knowledge, our attitudes, and our communication skills. It is hard to get right in clinical practice and it is hard to teach. This interactive workshop will highlight core concepts and pitfalls in shared decision-making, as a step towards getting the teaching right. Participants will experience teaching approaches that can raise awareness of the separate tasks of shared decision-making, and be inspired to reflect on their own teaching practice in this field.

T6 Facilitators:



Pal Gulbrandsen
University of Oslo



Annegrethe Nielsen
University College of Northern Denmark

Research workshops

R1: Verona codes (VR-CoDES) training: practical issues and analysis approaches

The Verona Codes is a relatively new system that has been developed to assess emotional expression by patients and health provider responses within healthcare interactions. This workshop would provide an introduction on the system and enable delegates to get experience in its use. There will be an opportunity to discuss latest issues in the practice of coding and consider with delegate examples various ways to analyse the data acquired.

R1 Facilitators:



Gerry Humphris
University
of St Andrews



Yuefang Zhou
University
of St Andrews

R2: Qualitative clinical communication research: an introduction to fitting methods to the purpose

Qualitative methods are vitally important in ensuring the practical relevance and theoretical underpinning of clinical communication research. This workshop will introduce delegates to a critical perspective on: methodological diversity, pluralism and pragmatism in qualitative enquiry; judging and enhancing the quality of qualitative communication research; and integrating participant and observer perspectives.

R2 Facilitators:



Peter Salmon,
University
of Liverpool



Bridget Young
University
of Liverpool

R3: Mixed Methods Research for Studying Communication

This workshop will explore different ways in which qualitative and quantitative approaches can be used to mutually inform one another, and be integrated to yield more valuable insight into the nature of communication behaviour. Participants are invited to bring their own research ideas and materials for feedback from the group.

R3 Facilitators:



Mary Catherine Beach,
John Hopkins
School of
Medicine



Som Saha
Oregon Health &
Science University

Research workshops

R4: How to write a scientific article in communication research

Research results need to be retrievable for others, especially other researchers. Writing a scientific article is thus an essential aspect of doing research. This workshop will cover the principles of writing and discuss the common difficulties with workshop delegates, with particular reference to healthcare communication research. Participants will also elaborate their work in progress to advance their chances of an acceptable publication.

R4 Facilitators:



Hanneke
De Haes
University
of Amsterdam



Myriam
Deveugele
University
of Ghent

R5: Participatory Learning and Action research methods (PLA) – research methods to engage stakeholders and give them an equal voice

Many interventions are developed without the involvement of those for whom they are meant. PLA research methods enable all stakeholders involved in a research project to participate, learn and act in a co-operative and democratic manner to achieve agreed goals. In this workshop, participants will be introduced to these research methods and various PLA techniques. They will have the opportunity to practice PLA techniques such as flexible brainstorm, card sort and direct ranking in an interactive way and experience how PLA feels from different stakeholder perspectives.

R5 Facilitators:



Evelyn van
Weel-Baumgarten
Radboud
University
Medical Center



Maria van den
Muijsenbergh
Radboud
University
Medical Center

R6: Conducting medical education research related to communication in healthcare

This workshop will focus on medical education research about communication in healthcare. It, particularly, will get participants familiar with concepts such as context specificity, theoretical models, educational interventions, assessment and outcome measures. Participants will be stimulated to work interactively in small groups on the consecutive steps of research from formulating a research question to the final step of publication. This will result in an experiential learning of knowledge and skills as well as in an exchange of experience and expertise.

R6 Facilitators:



Robert Hulsman
University
of Amsterdam



Marc Van Nuland
University
of Leuven

Programme planner

Monday 24 August

- 18.00 – 19.30** Registration open (*Reception lobby*)
18.00 – 19.30 Welcome drinks reception (*Herringham Hall*)

Tuesday 25 August

- 08.00 – 09.00** Registration open (*Reception lobby*)
09.00 – 10.30 Morning workshops (*Tuke Building*)
10.30 – 11.00 Coffee break & poster viewing (*Herringham Hall & Knapp Gallery*)
11.00 – 12.30 Morning workshops continued (*Tuke Building*)
12.30 – 13.30 Lunch & poster viewing (*Herringham Hall & Knapp Gallery*)
13.30 – 15.00 Afternoon workshops (*Tuke Building*)
15.00 – 15.30 Coffee break & poster viewing (*Herringham Hall & Knapp Gallery*)
15.30 – 17.00 Afternoon workshops continued (*Tuke Building*)

Wednesday 26 August

- 09.00 – 10.30** Morning workshops (*Tuke Building*)
10.30 – 11.00 Coffee break & poster viewing (*Herringham Hall & Knapp Gallery*)
11.00 – 12.30 Morning workshops continued (*Tuke Building*)
12.30 – 13.30 Lunch & poster viewing (*Herringham Hall & Knapp Gallery*)
13.30 – 15.00 Afternoon workshops (*Tuke Building*)
15.00 – 15.30 Coffee break & poster viewing (*Herringham Hall & Knapp Gallery*)
15.30 – 17.00 Afternoon workshops continued (*Tuke Building*)

TUESDAY 25TH AUGUST		FACILITATORS	ROOM
Morning Teaching Workshops			
T1: Simulated Patients and Participant Role-play in Experiential Communication Teaching		Jonathan Silverman & Cadja Bachmann	T107
T2: Workplace-based communication skills teaching and learning		Noelle Junod Perron & Marcy Rosenbaum	T106
T3: Methods for teaching cross-cultural communication		Maria van den Muijsenbergh & Evelyn van Weel-Baumgarten	T010
Morning Research Workshops			
R1: Verona codes (VR-CoDES) training: practical issues and analysis approaches		Gerry Humphris & Yuefang Zhou	T105
R3: Mixed Methods Research for Studying Communication		Mary Catherine Beach & Som Saha	T011
R4: How to write a scientific article in communication research		Hanneke De Haes & Myriam Deveugele	T117
Afternoon Teaching Workshops			
T1: Simulated Patients and Participant Role-play in Experiential Communication Teaching		Jonathan Silverman & Cadja Bachmann	T107
T2: Workplace-based communication skills teaching and learning		Noelle Junod Perron & Marcy Rosenbaum	T106
T3: Methods for teaching cross-cultural communication		Maria van den Muijsenbergh & Evelyn van Weel-Baumgarten	T010
Afternoon Research Workshops			
R1: Verona codes (VR-CoDES) training: practical issues and analysis approaches		Gerry Humphris & Yuefang Zhou	T105
R2: Qualitative clinical communication research: an introduction to fitting methods to the purpose		Peter Salmon & Bridget Young	T117
R3: Mixed Methods Research for Studying Communication		Mary Catherine Beach & Som Saha	T011

WEDNESDAY 26TH AUGUST		FACILITATORS	ROOM
Morning Teaching Workshops			
T4: Applying conversation analysis perspectives and methods to teaching End of Life Care		Marco Pino & Sandra Winterburn	T010
T5: Approaches to faculty development in communication skills teaching		Marcy Rosenbaum & Jane Ege Moller	T106
T6: How to teach about shared decision making: difficulties and solutions		Pal Gulbrandsen & Annegrethe Nielsen	T107
Afternoon Research Workshops			
R2: Qualitative clinical communication research: an introduction to fitting methods to the purpose		Peter Salmon & Bridget Young	T117
R5: Participatory Learning and Action (PLA) research methods to engage all stakeholders and give them an equal voice		Evelyn van Weel-Baumgarten & Maria van den Muijsenbergh	T011
R6: Conducting medical education research related to communication in healthcare		Robert Hulsman & Marc Van Nuland	T105
Afternoon Teaching Workshops			
T4: Applying conversation analysis perspectives and methods to teaching End of Life Care		Marco Pino & Sandra Winterburn	T010
T5: Approaches to faculty development in communication skills teaching		Marcy Rosenbaum & Jane Ege Moller	T106
T6: How to teach about shared decision making: difficulties and solutions		Pal Gulbrandsen & Annegrethe Nielsen	T107
Afternoon Research Workshops			
R4: How to write a scientific article in communication research		Hanneke De Haes & Myriam Deveugele	T117
R5: Participatory Learning and Action (PLA) research methods to engage all stakeholders and give them an equal voice		Evelyn van Weel-Baumgarten & Maria van den Muijsenbergh	T011
R6: Conducting medical education research related to communication in healthcare		Robert Hulsman & Marc Van Nuland	T105

Posters

Lloyd Allen

A Model of supervision for communication skills trainers

Winnie Ang et al.

Skills to communicate with patients with major mental health problems: an undergraduate experiential training module

Sigrun Baier and Elaine Young

Going iPad! Transforming Teaching Material Used by Communication Skills Tutors

Elena Beleffi et al.

Cartoons for patient safety, a promising educational tool to promote proactive behaviours in the population

Kim Brandes et al.

Using video-testimonials to improve cancer patients' attitudes, perceived social norm and intention to express concerns

Paulina Bravo and Aixa Contreras

To tell or not to tell: the dilemma faced by teen mothers to disclose their pregnancy

Marianne Brouwers et al.

Measurement properties of instruments measuring patient centeredness in doctor-patient communications training: a systematic review

Sabrina Brugel et al.

Choosing treatment together in cancer at the end of life (CHOICE): a patient communication aid

Darryl Chutka

Assessing and Teaching Communication Skills

Sobral Dilermando and

Margarida Figueiredo-Braga
Family doctors' communication and computer use skills - Does a half day workshop make the difference?

Eva Doherty et al.

Do the communication skills of hospital doctors attending communication skills training improve or deteriorate over time?

Esther Du Pon et al.

Which facilitators and barriers do T2DM patients experience in communication with their practice nurse?

Mette Due-Christensen et al.

Dialogue meetings for persons with type 1 diabetes - an opportunity for sharing professional and experiential knowledge

Federico Fioretto

The CASE© method for conflict transformation

Fania Gärtner et al.

Shared decision making (SDM) with older cancer patients: development and evaluation of e-learning for oncologists

Nana Folmann Hempler and

Mira Maria Petersen

Supporting health promoting behaviours in people with newly-diagnosed type 2 diabetes through dialogue, reflection and motivation: development of a mobile application (app)

Merete Jorgensen et al.

Teaching consultation skills to medical students using e-learning

Orit Karnieli-Miller et al.

Enhancing breaking bad news skills through reflective narrative writing

Orit Karnieli-Miller et al.

Teaching and assessing humour and interpersonal communication skills

Sandra Lakke et al.

Differences in verbal and nonverbal behaviour of physical therapists with and without kinesiphobic beliefs

Xinchun Liu

The development of 'Five Habits Model' and its evaluation system on doctor-patient communication continuing education

Maggie Long

Helper perspectives on self-harm and help seeking

Dominique Manhaeve et al.

The 'Schoolstreet' an experiential student-centred approach

Anne Moorhead et al.

Communication of obesity messaging: communication of dietary and physical activity information among children, from the parents' perspectives

Anne Moorhead et al.

DisplayNote as a collaboration tool in enhancing communication among students

Olivier Nardi et al.

Health literacy and diabetes knowledge in a French therapeutic patient education program for patients with type 2 diabetes

Eleanor Nash

Enhancing student learning by combining PBL, Human Patient Simulation and Communication Skills

Minh Hao Nguyen et al.

Does tailoring the mode of information delivery enhance younger and older adults' recall of cancer-related information?

Annegrethe Nielsen

Sharing decisions on SDM skills teaching - a collaborative course development

Lorraine Noble et al.

Communicating with empathy: an e-learning package for caring staff in End of Life Care

Lorraine Noble et al.

Identifying features of an effective consultation in a weight loss intervention

Janneke Noordman et al.

Practice nurses mental health provide space to patients to talk about their cues and concerns

Regitze Anne Saurbrey

Pals et al.

Addressing lifestyle and type 2 diabetes in people with mental illness: development of a health education concept

Mutka Panda and Christopher

Cunningham

An innovative approach to improve empathy in residents and students

Alison Pilsworth

Influencing nurses communication style - through a two day interactive program

Alison Pilsworth

Are the skills learnt in communication training by Heart Failure Nurse Specialists applied in practice?

Andrea Schöpf et al.

A communication skills training for persons with rheumatic diseases - a participatory research project

Vibeke Stenov and Nana

Folmann Hempler

Person-centred methods in group-based diabetes education

Vibeke Sundling et al.

Optometrists and optometry students' person-centred communication skills: the COMHOME study

Isabel Taveira-Gomes et al.

Attachment styles, personality and psychological well-being - how do they contribute to medical student's empathic ability?

Inge Van Bruinessen

Consultation audio tapes; what if the patient takes initiative?

Sabien Verbeek and Jesse

Schrijvers

'Triggered by dementia' an experiential carousel

Peter Vermeir et al.

Communication in healthcare: a systematic review of the literature and practical recommendations

Peter Vermeir et al.

Evaluation of the communication between general practitioners and specialists: a qualitative and perceptive assessment

Leonie Visser et al.

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

Anke Woudstra

Knowledge, attitudes and beliefs regarding CRC and CRC screening among ethnic minority groups in the Netherlands

Paulina Zielinska et al.

Breaking bad news to cancer patients in Poland - physicians perspective

rEACH Summer School

We are delighted to run this year's Summer School in connection with the EACH Summer Event. The aim of the Summer School is to stimulate talented communication investigators in the early stages of their career to exchange ideas and discuss their current work and create an ongoing supportive network. This intensive Summer School provides the opportunity for delegates to present their work from a theoretical, methodological and practical perspective.

The Summer School students will be able to pick from the high-quality Summer Event workshops before embarking on an intense three day programme specific to their topics of research. Working in pairs, small groups and mini-plenaries, the Summer School aims to help and support the students with their current projects. Students are asked to identify and bring key issues and difficulties they wish to work on and are given a forum to debate these with the faculty and other participants to develop new ideas and perspectives.

Future Events

- | | |
|------------------------------|--|
| 25 – 28 October 2015 | 13th International Conference on Communication in Healthcare, New Orleans, Louisiana |
| 7 – 10 September 2016 | 14th International Conference on Communication in Healthcare, Heidelberg, Germany |

To keep up to date with future events please visit the website: www.each.eu/events

tEACH Courses

- | | |
|---------------------------|---|
| 10 – 11 March 2016 | Assessment in Communication Teaching, Landgoed Zonheuvel, Netherlands |
| 7 – 8 April 2016 | What to Teach in Communication Skills Teaching, Madingley Hall, Cambridge, UK |
| 11 – 12 April 2016 | How to Teach: Experiential Communication Skills Teaching, Madingley Hall, Cambridge, UK |

For more information please visit the website: www.each.eu/events/courses

EACH Membership

Whether you are a researcher, teacher, practitioner or patient, or indeed all four, EACH exists to offer you support and help about all matters concerning communication in healthcare. We would like you to consider EACH to be the place you turn to as your natural home and as the pressure group working to support all our healthcare communication endeavours.

Key membership benefits:

- Subscription to Patient Education and Counseling (PEC) with privileged online access directly through the EACH website
- Reduced registration fees for EACH conferences
- Opportunities for networking in research and training in communication in healthcare through tEACH, rEACH and the yEACH Facebook group
- Privileged access to the members area of the EACH website
- Access to special supplementary PEC content online available only to EACH members
- Access to PEC on any mobile device
- Special fast tracking through the peer-review process, when you submit a manuscript to PEC and identify yourself as an EACH member
- If published in PEC, the article will receive special promotion online and in social media
- If you submit an article to PEC in 2015 and choose to publish it 'open access', you will receive a \$1,000 discount (33%) off the full article processing charge

pEACH | rEACH | tEACH

There are three main sub-committees of EACH:

pEACH: Chaired by Sara Rubinelli, focuses on promoting best practice in healthcare communication at local and national levels. This new committee was established to extend the remit of EACH's activities to embrace advocacy, implementation and policy as a way to enable research and teaching to have a practical influence on healthcare.

rEACH: Chaired by Gerry Humphris (co-chair, Myriam Deveugele), focuses on providing intra- and international collaboration in research on patient provider communication. The main aim of rEACH is to promote good quality communication research within EACH and to support the development of high quality researchers.

tEACH: Chaired by Marcy Rosenbaum (co-chair, Cadja Bachmann), focuses on providing support, resources and sharing of expertise for communication teachers, whether about teaching, curriculum development or assessment. The aim of tEACH is to be a primary source of help for communication teachers everywhere.

Clinical Communication in Medicine

Edited by
Jo Brown
Lorraine Noble
Alexia Papageorgiou
Jane Kidd

WILEY Blackwell

This new and definite guide, endorsed and developed by the UK Council of Clinical Communication in Undergraduate Medical Education, brings together the theories, models and evidence that underpin effective healthcare communication, in one accessible volume.

Publishing January 2016
ISBN 9781118728246
240 pages | £34.99

20% OFF with
code **VBK75**
when ordering
at **wiley.com**

To see all
Wiley Medical Education titles,
please visit
www.wileymedicaleducation.com

WILEY