

EACH

Newsletter January 2015

From Jonathan Silverman, the President

Greetings from a very sunny New Zealand where I am visiting my son and his family. I hope you found last month's newsletter informative and a helpful way of keeping you in touch with EACH and where we are heading. What I'd really like to do is encourage a real dialogue with our members on a regular basis. As I mentioned last time, there will be space reserved in the newsletter for news from members about their teaching and research activities and innovations so please send me news about things you'd like to share with your colleagues at jonathan.silverman@each.eu



Remember, feel free to contact others in the organisation of the association through the website at www.each.eu. If you go to the contact page, and use the drop-down menu called "nature of enquiry", you can make sure your question or enquiry gets to the right person. You can address things to me, to the research committee, to the teaching committee and to membership and general enquiries.

This month, rather than give you an overview of what's been going on throughout the organisation, I'd like to concentrate on just two or three things. First some exciting news about new benefits for members for 2015, and then some news from the chairs of rEACH and tEACH about what's going on in their worlds that they would like you to know about and possible future directions. And some brief news items from one or two steering committee members about developments in their countries.

New benefits for our members

This is the time of year when we're just about to contact you for your membership subscription for 2015. Some of you of course have already paid which is great. If you would like to renew your membership now, it's really easy: go to the membership area of the website and the automated process will lead you through the different membership rates and enable you to pay by either credit card or bank transfer.

Our members are of course essential to the association: you are our lifeblood. Everything we do is designed to provide support and resources for you as researchers and teachers, and all the work of the association is of course done voluntarily by members of the organisation. One of my key tasks is to continue the work that we already started to make the organisation more democratic and to enable more and more members to be actively involved in the association.

And we're really keen to grow our membership numbers. The more members we have, the more financial resources we have and the more we can do to push forward our agenda of promoting teaching and research in communication and provide resources for you our members. And as I mentioned last time, our new implementation committee, now neatly renamed prEACH, (the PR committee of EACH), has the prime purpose of advocating for the implementation of the lessons from research into everyday clinical practice. For this essential step in the jigsaw, we need EACH to be seen as the place where researchers and teachers throughout the world turn to as their natural home. EACH needs to be seen to represent the whole constituency of communication research and teaching.

In order to provide more reasons for you being a member of EACH and therefore hopefully to retain and increase our membership, we have negotiated a new exciting package of benefits with Elsevier who publish PEC. So as well as our existing benefits which include the following:

- *subscription to PEC with privileged online access directly through our website to PEC's monthly journal and its entire archive in PDF form*
- *reduced registration fees for EACH conferences*
- *opportunities for networking in research and training in communication in healthcare through tEACH, rEACH and the young EACH Facebook group*
- *privileged entrance to the developing members area of the website*
- *reduced membership fees for (PhD) student members*

we have now secured the following unique privileges from Elsevier for 2015

- *access to special supplementary content online available only to EACH members*
- *obtaining PEC on any mobile device*
- *when you submit a manuscript to PEC and identify yourself as an EACH member, you can take full advantage of the following privileges for EACH members:*
 - *fast tracking through the peer-review process*
 - *if your article is published in PEC, your article will receive special promotion online and in social media.*
 - *If you submit an article in 2015 and choose to publish it "open access," you will receive a \$1000 discount (33%) off the full article processing charge.*

We really hope this package of benefits will be attractive to you. So please can I encourage everybody to do two things. Firstly please renew your membership for 2015 either now or when SAS our management company contacts you shortly. But also could you please spread the word. Encourage all your colleagues to become members of EACH so that we can rightly be considered our community's natural home.

Now some brief reports from steering committee national representatives about progress in forming EACH networks in their countries

News from EACH Belgium:

As a result of a Belgian network session which we ran during the Amsterdam conference, we have launched an "EACH Belgium network". We now have a list of 42 people of which 21 have confirmed that they would like to be involved in the network. A first initiative for this network is that we are planning to organise a national symposium later this year.

Marc Van Nuland

National Representative, Belgium

Marc.VanNuland@med.kuleuven.be

News from EACH Poland:

The EACH Poland Network consists of 85 people, with 20 people being the most active. We are the first network of clinical communication teachers in Poland working on a skills-based approach. The network was created during a needs assessment visit on 14th&15th March 2014 in Bydgoszcz led by tEACH members. Its delivery was facilitated by Jonathan Silverman, Paul Kinnersley and Cadja Bachmann.

We will be a one year old soon! We have met three times so far and try to go to venues throughout Poland. On the 9th&10th October 2014 the network met in Bialystok. Before the meeting we held a first for Poland, a three day course for teachers of health professionals entitled Experiential Communication Skills Teaching in Health Professional Education "What to Teach and How to Teach". The course was facilitated by the tEACH representatives Marcy Rosenbaum, Evelyn van Weel-Baumgarten and Jonathan Silverman. In order to capitalise on our progress, we organized a third meeting early in the New Year on the 10th January in Warsaw. We decided it is worth allocating a second day of meetings for workshops. The next EACH Poland Network meeting will be held in April in Bydgoszcz which is geographically almost the centre of Poland. The 5th meeting due to the holiday season is planned by the sea in Sopot. We cordially invite all interested parties, especially those willing to lead workshops.

Anna Ratajska
National Representative, Poland
aniarat@wp.pl

Now here are some brief reports from tEACH and rEACH about selected aspects of their work

From Marcy Rosenbaum, chairperson of tEACH

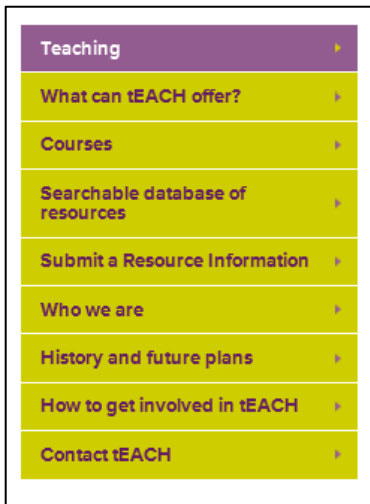


Hello. It is my pleasure as Chairperson of tEACH be able to talk to you about some of our activities that focus on providing support, resources and sharing of expertise for communication teachers, whether about teaching, curriculum development or assessment.
In the plane

What is the aim of tEACH and what have we developed?

The aim of tEACH is to be a primary source of help for communication teachers everywhere. tEACH is composed of more than 30 volunteer working members representing a variety of health care disciplines and more than 15 different countries. Since 2008, tEACH has developed and collected teaching, curriculum and assessment resources, formulated a series of train the trainer courses, and provided support to communication teachers throughout Europe and beyond. In addition to meeting twice yearly for face to face working meetings, members of tEACH have been extremely generous in devoting their time and creativity between meetings to trying to address the needs of communication teachers.





If you're interested in finding out more about tEACH, please go to the website at <http://www.each.eu/teaching/>

A database of teaching and assessment resources

One particular aspect of the work of tEACH that I would like to highlight for you is the collection of resources focused on teaching and assessment of communication skills currently available on the website. To date, tEACH has developed and collected resources from communication teachers from around the world on what to teach, how to teach and how to assess communication skills.

As Chair of tEACH I have had the opportunity to peruse the over 100 teaching tools publically available on the website and the breadth and depth of these materials is really impressive.

Our colleagues have submitted a wide range of materials that can help communication teachers, whether they are just beginning communication skills teaching or seeking to enhance and refine already existing communication curriculum in undergraduate and postgraduate teaching of learners in the health professions.

As just some examples, materials available include such things as detailed descriptions of

- simulated patient cases
- small group experiential teaching modules
- large group lecture notes for conveying basic and advanced clinical communication concepts
- comprehensive curriculum and facilitator guides for longitudinal undergraduate teaching
- a broad range of tools for assessing learners communication skills
- guidelines for effective experiential teaching methods including how to give feedback and effective facilitation
- evidence-based communication models summarizing the content of effective communication

All of these materials can be used for teaching a variety of disciplines/professions, levels of learners, topics and both basic and advanced communication skills. Tools are available not only in English but in several other European languages.

We strongly encourage you to take a little time and look through some of these high quality and useful resources. While we are still in the process of refining how the tools are displayed on the website, examples of tools on specific topics (e.g. gathering information, relationship building, etc.) can be found at <http://www.each.eu/teaching/can-teach-offer/teach/teach-resource-examples/>. All the resources we have collected thus far are also contained in an excellent searchable database which allows you to locate materials that particularly meet your interests and needs.

We need your help

As you will see, this collection of teaching and assessment tools is just the beginning of what has

Teaching

- What can tEACH offer?
- Courses
- Searchable database of resources
- Submit a Resource Information**
- Who we are
- History and future plans
- How to get involved in tEACH
- Contact tEACH

Submit a Resource Information

The current collection of teaching and assessment resources on the tEACH pages are just a beginning and we are grateful for those teachers who have provided the initial material. We hope you will donate your teaching resources to this website so that we can all continue to learn from each other.

Types of resources to submit

We encourage all teachers who undertake communication skills training and/or assessment in the health professions and have developed material they want to share to submit their material to tEACH. We welcome contributions in all European languages and from all health professional disciplines.

How to submit a resource

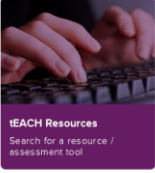
If you have a resource to submit, please fully complete the [submission form](#) following the [instructions for the complete information](#) needed.

Note: All resources accepted for the tEACH website will be available to anyone visiting the website. They will all be displayed in PDF format in order to protect the content.

Criteria for acceptance of resources

Each submitted resource is reviewed by 2 peer reviewers to make sure the resource and accompanying description conforms to our submission criteria. Reviewers of materials answer the following questions and provide any additional comments:

- Is the author-supplied information contained within the Teaching tool description form both accurate and complete?
- Does the author provide educational objectives which are both clear and relevant?
- Are the objectives appropriately linked to the Health Professions Core Communication Curriculum?
- Is the content of the submission sufficiently accurate, clear, and usable?
- If the author uses material from another original source, is that source appropriately referenced?
- If not an English tool, is it of such exceptional quality (originality and value) that tEACH should provide resources for translation into English?



the potential to become an extensive collection of important resources for communication teachers. We need your help in expanding this collection and encourage you to consider contributing materials you use in communication teaching that you have found useful. All submitted materials go through a peer review process and therefore can likely be noted as peer reviewed publications on your professional dossier.

Please take a look at the range of resources available and feel free to send us feedback regarding the current quality of resources, other tools that would be helpful to include and ways to improve how these resources are shared.

Through newsletters, PEC pages and the Website, we will keep you posted on tEACH activities and additional ways you can become involved in tEACH efforts.

Please feel free to contact me through the website contact form or at teach@each.eu

With best wishes

Marcy Rosenbaum



From Gerry Humphris from rEACH



Hello, I'm delighted to be able to have this opportunity to talk to about the progress we're making in rEACH and how we see the future developing for the committee

What is the aim of rEACH and what have we developed?

The rEACH committee aims to



represent the different professional disciplines and different countries contributing to EACH. All the rEACH committee have as a major interest the furtherance and support of research in the healthcare communication field. The committee meets twice a year in person or through teleconferences. To date rEACH's major activity has focused on the support of researchers, and in particular young researchers who are members of EACH. It has done this through arranging preconference workshops and summer schools. More recently rEACH has been given a responsibility to manage and facilitate the organisation of the Verona Network of Sequence Analysis and plans to support the establishment of further special interest groups.

Research	<h2 style="color: #800080;">rEACH Activities</h2> <p>To date rEACH's major activity has focused on the support of researchers, particularly young researchers, who are members of EACH. It had done this through arranging preconference workshops and summer schools. More recently rEACH has been given a responsibility to manage and facilitate the organisation of the Verona Network of Sequence Analysis and plans to support the establishment of further special interest groups.</p> <p>rEACH has 4 main WORK STREAMS to support and encourage EACH members involved in research:</p> <ul style="list-style-type: none"> • Workshop programme • Young researchers in EACH (yEACH) • European Union Partnership project funding • Special Interest Groups (SIGs)
The rEACH committee	
rEACH Activities	
Workshop programme	
European Union Partnership Initiative for promoting project funding	
Special Interest Groups (SIGs)	
Summerschool	
Aims and Objectives	
yEACH	
Verona coding system	
EU Projects	
Contact rEACH	

The aim of rEACH is to promote good quality communication research within EACH and to support the development of high quality researchers by

- promoting networking
- promoting quality of research
- promoting international research collaboration
- promoting the developments of new young researchers

Please visit us at the website on <http://www.each.eu/research/> for more information

Future directions

rEACH is working on putting together its Future Directions document which will form our philosophy and action plan for the next 2 years. Although not finalised, we are keen to involve more of our members and expand our activity which will include a downloadable starter pack for new Special Interest Groups (SIGs). This will not be an onerous form to complete but be a way for EACH members to enjoy the benefits of the new website. Our new web designers at our management company SAS are tremendous and we will be able to provide some space for new SIGs to present their contacts, interests, exchange materials and present activities. We think that one of the central roles of rEACH will be to foster the generation and support SIGs. There will be a simple procedure of application for potential new SIGs to apply and decisions will be made in a timely fashion. Look out for an announcement on the SIG Starter Pack soon.

The next Verona network meeting

The next Verona Network on Sequence Analysis meets on 13-14th February 2015 and the programme is being finalised. We are very thankful for Lidia del Piccolo for

Research	<h2 style="color: #800080;">Verona coding system</h2> <h3>VR-CoDES</h3> <p>Since 2003, researchers from different countries (Belgium, Germany, Italy, The Netherlands, Norway, Switzerland, United Kingdom and USA) meet in Verona to attend the annual invitational workshop of the 'Verona Network on Sequence Analysis, hosted by the University of Verona, and organized by Christa Zimmermann and her colleagues. The central aim of the workshop is to find a shared approach to the classification of patient expressions of emotional distress as a cue or concern and subsequent provider responses.</p> <p>The Verona Network produced a new system called VR-CoDES for coding patient's cues and concerns and Health provider's responses to these cues and concerns. If you would like to know more about the VR-CoDES please register here and you will find the two VR-CoDES coding manuals, together with Instructions on how to carry out the division into units of analysis and to calculate reliability indices, and a coding exercise book for rater training.</p> <p>More information about research looking at cues and concerns can also be found in the literature review written by Zimmermann et al. (2007).</p>
The rEACH committee	
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Verona coding system	
VR-CoDES	

helping to organise this 'traditional' gathering of researchers interested in emotional coding of healthcare interactions. The VR-CoDES scheme has been regularly downloaded from the EACH website and has generated continued interest and introduction into many research investigations globally. The meeting will give opportunity to discuss developments in the use of the scheme, and more generally share views and ideas about the statistical treatment of rich data that is gathered. A day will also be spent featuring the latest work by the Network on examining physiological factors in healthcare interaction.

Joint research proposals

Part of rEACH's role in the future is to assist members find other researcher in health care communication who wish to develop joint research proposals. The EU Horizon 2020 scheme is a huge opportunity for many in EACH to collaborate into developing new research applications. One such application has already been prepared and submitted (led by Hilde Eide) called COMCARE. The intention of rEACH is to help researchers find others as partners to collaborate in joint projects. A new set of calls are shortly to be advertised by the EU and this is crucial for EACH members to connect up to take advantage, we hope, of some excellent opportunities.

Please feel free to contact me through the website contact form

With best wishes

Gerry Humphris

Best wishes for 2015

Can I wish you all well over the next few months and look forward to communicating with you again in the near future

With very best wishes and thanks for all your support
Jonathan