



## **EACH Forum on Healthcare Communication**

**16-18 September 2019 | Leiden, the Netherlands**



**network**  
with delegates  
from across  
the world

**aimed at** new  
and experienced  
teachers, researchers  
and practitioners

**interactive**  
workshops

**expert**  
facilitators

**welcome drinks**  
and reception

**discussions**  
of the latest  
developments  
in teaching,  
research, policy  
and practice

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## Welcome to EACH:

### International Association for Communication in Healthcare.

We are 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, teaching and policy-making and for patients, practitioners and students with an interest in communication in healthcare.

EACH exists to offer you support and help about all matters concerning communication in healthcare. We would like you to consider EACH to be both the place where you turn to as your natural home and also the pressure group working to support all of our healthcare communication endeavours. Please maintain your membership or consider becoming a member now. There are many benefits for you as an individual as you will see on the membership page of our website, but also, in order to provide help for the wider community, EACH needs to represent the whole constituency of communication research, teaching and policy-making and to be your advocates in the wider world. So, your membership is vital for our work.

Please visit [www.each.eu](http://www.each.eu) to learn more!

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## Planning Committee

<b>Arwen Pieterse</b>	Co-Chair of the Planning Committee and Chair of the EACH Research Committee: <b>rEACH</b>
<b>Alexia Papageorgiou</b>	Co-Chair of the Planning Committee and representative of <b>rEACH</b>
<b>Sara Rubinelli</b>	EACH President and representative of the EACH Policy and Practice Committee: <b>pEACH</b>
<b>Sandra Winterburn</b>	Co-Chair of the EACH Teaching Committee: <b>tEACH</b>
<b>Jane Ege Moeller</b>	Representative of <b>tEACH</b>
<b>Lode Verreyen</b>	Chair of the <b>EACH</b> Networking Committee
<b>Kasey Boehmer</b>	Representative of the EACH Early Career Committee: <b>yEACH</b>
<b>Nicola Diviani</b>	National Representative of Switzerland
<b>Julia Amann</b>	Chair of the <b>rEACH</b> Summer School
<b>Keta Hunt</b>	SAS Event Management

### Welcome to the EACH Forum on Healthcare communication

We are thrilled to welcome you on behalf of the EACH Forum planning committee to this delightful event. This is the third event of its kind that EACH has offered. It will give you an entirely different flavour from our normal conference format. The previous two summer events held at Regents University, London, UK in 2015 and 2017 proved to be a great success and we hope to replicate the collaborative atmosphere and opportunities for learning during this particular event.

This year, we are looking forward to welcoming you in Leiden, with its rich history and vibrant city centre.

As before, the event will be deliberately highly participatory and experiential, concentrating almost entirely on workshops and posters. The research, teaching and policy and practice workshops themselves are all of the highest quality with a fantastic range of topics. We are so grateful for the workshop facilitators for providing their time, expertise and enthusiasm.

In 2017 we introduced a short plenary at the beginning of the event to both welcome everybody and set the stage. This time we have included a plenary at the start of each of the two days, allowing us to kick-off the day together, while learning from experts. New to the Leiden event are the poster pitches which allow presenters to share their work with us further, highlighting key aspects of work for the future. We have included again an informal dinner event in the conference package for everyone to attend and enjoy.

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



**Arwen Pieterse**  
Chair, EACH and Co-chair of the planning  
committee of the EACH Forum



**Alexia Papageorgiou**  
Co-chair of the planning committee  
of the EACH Forum

### Equity, Communication and Health Behaviour: A New Paradigm for Healthcare Communication *Dr Renata Schiavo*

**Tuesday 17 September 2019**

TIME: 0845 – 0915 | LOCATION: Aalmarktzaal



Dr Renata Schiavo, PhD, MA, CCL, is a global health, public health, healthcare, health equity, health communication, and social innovation specialist with 20+ years of experience.

Renata has made major contributions to advancing the public's health. She is the author of the internationally acclaimed book, *Health Communication: From Theory to Practice*, now in its second edition, as well as 35+ publications and 130+ scientific presentations. Dr Schiavo is a Senior Lecturer, Columbia University Mailman School of Public Health; Founding President, Board of Directors, Health Equity Initiative; and Principal, Strategic Communication Resources, among other affiliations.

She writes and speaks on topics at the intersection of health equity, global health, medicine, healthcare, health and risk communication, health systems, social and behavioral change communication (SBCC), community engagement, multisectoral partnerships, social innovation, and international development.

As a researcher, advocate and practitioner, Renata is interested in community- and system-driven multisectoral models, partnerships, and interventions to address health, equity, social, and communication issues. She has experience in 20+ health/healthcare, medical, and human rights areas, and has worked in multiple settings, such as the United States and several countries in Europe, Latin America, Central Asia, and Africa.

### Can we shift care consumption with eHealth? The GP@Home natural experiment *Dr Tobias Bonten*

**Wednesday 18 September 2019**

TIME: 0845 – 0915 | LOCATION: Aalmarktzaal



Dr Tobias Bonten is a General Practitioner-Epidemiologist and Assistant Professor of Public Health and Primary Care at the Leiden University Medical Center. He is a core-team member of the National eHealth Living Lab ([www.nell.eu](http://www.nell.eu)) and conducting research into methodology and implementation of eHealth solutions. Recently, he evaluated the effects of the website GP@Home ([Thuisarts.nl](http://Thuisarts.nl)) on care consumption in the Netherlands using big-data techniques.

## Monday 16 September 2019

1800 – 1930 **WELCOME DRINKS RECEPTION**, Entree Foyer, Stadsgehoorzaal Leiden

## Tuesday 17 September 2019

0845 – 0915 **PLENARY 1, Equity, Communication and Health Behaviour: A New Paradigm for Healthcare Communication**  
Aalmarktzaal Theatre (first floor)  
*Dr Renata Schiavo*

0930 – 1100 **MORNING WORKSHOPS 1-6**

1100 – 1130 COFFEE BREAK, Breezaal (first floor)

1130 – 1300 **MORNING WORKSHOPS** continued

1300 – 1400 LUNCH with **POSTER VIEWING**, Breezaal (first floor)

1400 – 1445 **POSTER PRESENTERS' ORAL PITCHES**

1500 – 1630 **AFTERNOON WORKSHOPS 7-12**

1630 – 1700 COFFEE BREAK, Breezaal (first floor)

1700 – 1830 **AFTERNOON WORKSHOPS** continued

1930 DINNER, Catharina Foyer (ground floor), Stadsgehoorzaal Leiden

## Wednesday 18 September 2019

0845 – 0915 **PLENARY 2, Can we shift care consumption with eHealth? The GP@Home natural experiment**  
Aalmarktzaal Theatre (first floor)  
*Dr Tobias Bonten*

0930 – 1030 **POSTER PRESENTERS' ORAL PITCHES**

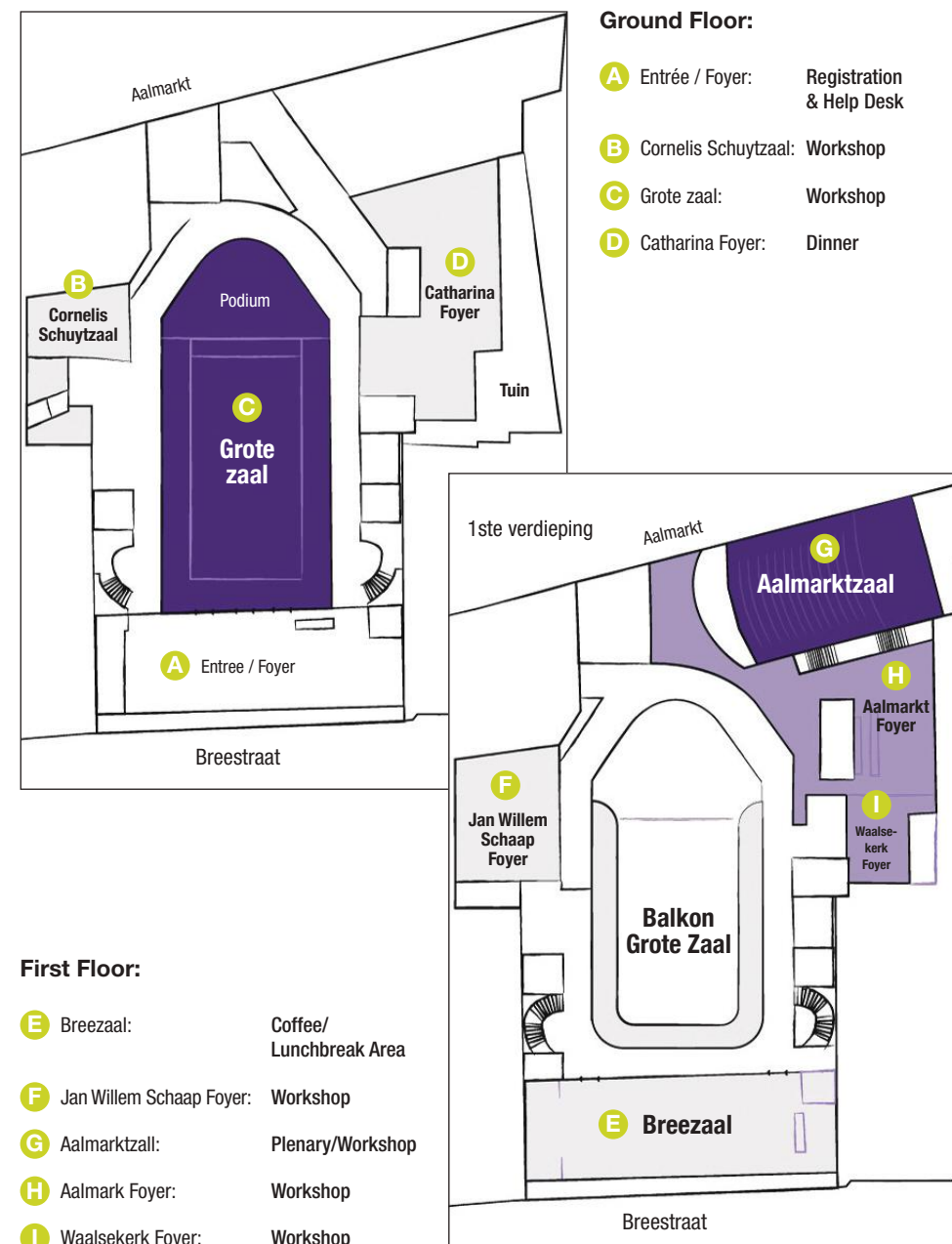
1030 – 1100 COFFEE BREAK with **POSTER VIEWING**, Breezaal (first floor)

1100 – 1230 **MORNING WORKSHOPS 13-18**

1230 – 1400 LUNCH, Breezaal (first floor)

1400 – 1530 **AFTERNOON WORKSHOPS**

1530 – 1600 **INTERACTIVE CLOSING FEEDBACK SESSION** with refreshments  
Chaired by Sandra Winterburn and Marcy Rosenbaum



# Workshop Planner

WORKSHOP	FACILITATORS	ROOM
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## Tuesday 17 September AM workshops 1-6

1:	<b>Close Encounters with the sick: A method for facilitating human connection</b>	Professor Edvin Schei & Dr Knut Eirik Eliaseen, University of Bergen	B
2:	<b>Breaking bad news: exploring the benefit of triangulating between different tools and methods</b>	Dr Orit Karnieli-Miller, Tel Aviv University & Professor Richard Frankel, Indiana University School of Medicine	C
3:	<b>Coaching to help clinicians improve their communication</b>	Professor Kathryn Pollak, Duke Cancer Institute	I
4:	<b>Behavior Change in Patients and Ourselves: Enhancing Teaching of Motivational Interviewing Skills*</b>	Paul Grossberg, University of Wisconsin	F
5:	<b>Create as you speak: Improving doctor-patient communication by using 'Abracadabra' cards*</b>	Adi Ivzori Erel, Merav Sudarsky & Irit Gill Levi, The Ruth and Bruce Rappaport Faculty of Medicine	G
6:	<b>The (Forgotten) Art of Receiving Feedback on Communication Skills*</b>	Jane Ege Moeller, Aarhus University & Sandra Winterburn, University of East Anglia	H

## Tuesday 17 September PM workshops 7-10

7:	<b>Awareness of choice of data material and observation system in health communication research</b>	Linda Hafskjold & Vibeke Sundling, University of South-Eastern Norway	F
8:	<b>Capacity Coaching: A New Strategy for Coaching Patients with Multimorbidity*</b>	Kasey Boehmer & Nicole Guerton, Mayo Clinic	G
9:	<b>Building Bridges: an experiential training in diversity sensitivity*</b>	Winny Ang, Katrien Bombeke & Liesbeth Verpooten, University of Antwerp	H
10:	<b>Using observation and feedback in teaching communication with real patients in the clinical setting*</b>	Marcy Rosenbaum, University of Iowa & Jonathan Silverman, Deakin University School of Medicine	C

WORKSHOP	FACILITATORS	ROOM
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## Tuesday 17 September PM workshops 11-12

11:	<b>Minimally Disruptive Medicine: Moving healthcare delivery from the 'Status Quo' to the 'Way forward'*</b>	Abd Moain Abu Dabrh & Adam I. Perlman, Mayo Clinic	B
12:	<b>Toolkit or template: Using curiosity to aid questions and visual aids in the consultation</b>	Helen Adcock & Michelle Fromage, University of East Anglia	I

## Wednesday 18 September AM workshops 13-18

13:	<b>Close Encounters with the sick: A method for facilitating human connection</b>	Professor Edvin Schei & Dr Knut Eirik Eliaseen, University of Bergen	B
14:	<b>Breaking bad news: exploring the benefit of triangulating between different tools and methods</b>	Dr Orit Karnieli-Miller, Tel Aviv University & Professor Richard Frankel, Indiana University School of Medicine	C
15:	<b>Coaching to help clinicians improve their communication</b>	Professor Kathryn Pollak, Duke Cancer Institute	I
16:	<b>Placebo-effects of communication: towards an integrated research field</b>	Liesbeth van Vliet, Prof. Dr. Andrea Evers & Dr Kaya Peerdeman, Leiden University	F
18:	<b>Knowledge translation in health communication: Linking research, policy and practice</b>	Sara Rubinelli & Nicola Diviani, University of Lucerne	H

In order to accommodate different healthcare professionals, we included workshops of particular interest also to clinicians on Tuesday. These sessions are indicated (\*).



## 1 & 13: Close Encounters with the sick: A method for facilitating human connection (TEACHING Workshop)



### LEAD FACILITATOR:

**Edvin Shei**  
University of Bergen



### CO-FACILITATOR:

**Knut Eirik Eliaseen**  
University of Bergen

Effective consultations in health care require well-rehearsed communication skills. Yet the therapeutic potential of clinical communication can be fully realized only if health personnel are able to move beyond skills, rules and models, and connect with the help-seeking person as a caring co-human. Medical education should therefore provide a rich understanding of what sickness does to persons, highlight the healing power of relationships, and stimulate clinicians' courage to engage with the existential challenges of patient-centered medicine.

PASKON ('patient contact') is a teaching method where groups of novice medical students get to know people with serious health problems. Having to enter the intimacy sphere of a vulnerable stranger is an orchestrated rite of passage that breeds unease, surprise, excitement, and a fledgling sense of what it takes to be a helper for sick people.

The underlying worldview of the workshop is that the relationship with the other person – the 'patient' – is always emotionally significant for the helper. Denying this fact is common in the medical culture, and may lead to cynicism, poor quality of care, and burnout in students and clinicians who feel vulnerable and insecure when faced with suffering and helplessness.

This interactive workshop will analyze the rationale for working with relationships, emotion and self-awareness in medical education, before guiding participants through a simulated session of PASKON.

## 2 & 14: Breaking bad news: exploring the benefit of triangulating between different tools and methods (RESEARCH Workshop)



### LEAD FACILITATOR:

**Orit Karnieli-Miller**  
Senior Lecturer at Tel Aviv University



### CO-FACILITATOR:

**Richard Frankel**  
Professor of Medicine and Geriatrics at  
Indiana University School of Medicine

Studying and teaching about complex and sensitive conversations such as breaking bad news (BBN) encounters are essential to advance the theory and practice of communication in healthcare. To understand and explore these encounters researchers need different research methods and tools. These will allow us to learn about different participants' experiences and needs as well as best practices. In this hands-on workshop, participants will be given a brief definition of BBN encounters followed by analysis exercises that will illustrate the advantages and shortcomings of exploring BBN encounters using observations, interviews, and narratives.

### Learning objectives:

- Enhance knowledge about the characters of BBN encounters
- Identify the advantages and shortcomings of various research tools (observations, interviews, and narratives) that have been used to study BBN
- Learn the benefits of triangulating among tools and methods
- Choose the best method/tool to answer one's research question

Teaching methods will include personal and group analysis of BBN encounters and experiences.

## 3 & 15: Coaching to help clinicians improve their communication (POLICY AND PRACTICE Workshop)



### FACILITATOR:

**Kathryn Pollak**  
Professor in Population Health Sciences at the Duke Cancer Institute

Teaching communication to clinicians can be challenging. Teaching clinicians requires feedback and practice. Many approaches to teaching communication do not fit clinicians' busy schedules. Communication coaching might be suitable and shows promise for improving patient satisfaction, clinician skills and clinician burnout. In this workshop, we will discuss the elements of communication coaching, what makes an effective coach and practice giving feedback.

### Learning objectives:

- Discuss structure of communication coaching
- Learn how to give feedback to clinicians
- Discuss qualities that make an effective communication coach

### Teaching methods:

- Experiential (role-plays in small groups)
- Small group and plenary discussion

## 4: Behavior Change in Patients and Ourselves: Enhancing Teaching of Motivational Interviewing Skills\*



### FACILITATOR:

**Paul Grossberg**  
University of Wisconsin School of Medicine and Public Health

Despite extensive evidence that Motivational interviewing (MI) effects patient behaviour change, clinicians often have difficulty implementing MI in everyday practice. MI principles guide us to help patients voice their own behaviour change plans rather than telling them what to do. Similarly, teaching clinicians MI skills effectively entails clinicians themselves formulating their own best interviewing strategies instead of being told what works. This workshop will help clinicians/educators create flexible teaching/communication strategies, moving their trainees from "I already know MI" to developing and practicing innovative, personalized MI strategies over time. Goals are enhanced skills, improved patient/clinician satisfaction, and positive health outcomes.

### Learning Objectives:

1. Describe experiential ways to teach and improve motivational interviewing skills, using role-plays, simulations, graphics, music, and individualized communication techniques.
2. Congruent with your own interviewing style, formulate two specific strategies you will use to enhance proficiency in teaching/practicing motivational interviewing skills in your everyday healthcare work.

## 5: Create as you speak: Improving doctor-patient communication by using 'Abracadabra' cards\*



### FACILITATORS:

Adi Ivzori Erel, Merav Sudarsky, Irit Gill Levi  
The Ruth and Bruce Rappaport Faculty of Medicine

Cognitive behavioural therapy (CBT) has been extensively researched and found useful for a range of problems. Family physicians who participated in brief CBT courses, reported that using elements of CBT in their practices had increased satisfaction with their medical intervention and psychotherapeutic approaches. Abracadabra cards are an innovative yet simple method that can effectively enhance the use of behavioural cognitive elements and as a result improve physicians' ability to communicate effectively with their patients. This workshop focuses on experiential learning of highly interactive and participant-centred cognitive behavioural strategies and communication skills.

In the workshop the participants will;

- Improve their abilities to use open questions in medical encounters.
- Identify automatic thoughts and cognitive distortions.
- Acquire psycho-educational tools by using the Abracadabra cards.
- Practice motivational interviewing strategies.
- Be able to reflect on what they gain from the workshop by using 'ABC' model of emotional cognitive behavioral reflection.

Teaching methods will include role-play, video, small group work and self-experience exercise.

## 6: The (Forgotten) Art of Receiving Feedback on Communication Skills\*



### FACILITATORS:

Jane Ege Moeller  
Aarhus University



Sandra Winterburn  
University of East Anglia

In communication skills training as well as medical education in general, evidence shows that feedback is a key factor for effective learning. Numerous publications formulate models and principles for giving feedback. The act of receiving feedback, however, seems to receive less attention.

By the end of this workshop, participants will:

1. Advance their knowledge about factors that influence the reception of feedback,
2. Reflect on own reactions and responses in receiving feedback,
3. Use techniques for exploring learner reactions and supporting learners in receiving feedback,
4. Discuss implications for giving feedback on communication skills

The workshop will be highly interactive. It will include reflections based on video examples, written vignettes and own experiences, role-plays and short theoretical inputs. The workshop will end with tips for receiving feedback, personal reflection for own practice and take home message.

## 7: Awareness of choice of data material and observation system in health communication research



### FACILITATORS:

Linda Hafskjold, Vibeke Sundling  
University of South-Eastern Norway

Systematical observation of healthcare providers' communication with patients in real life provide understanding of features essential for person-centred communication in specific health contexts. Further, the knowledge obtain by systematic observations can provide foundation for normative and prescriptive exploration of concepts underpinning person-centred communication theory, such as supportive communication and decisions-making. This workshop will give participants knowledge of two different methods of data collection (audio- and video recording) and identification of communication features; health care provider responses to patients' worries (by VR-CoDES) and clinically relevant decisions (by DICTUM). The participants identify and assess usability of audio- and video recordings and applicability of two different observational systems, and develop awareness of choice of data material and observation system in health communication research by short didactic sessions, interactive and experiential learning sessions, reflection and discussions.

## 8: Capacity Coaching: A New Strategy for Coaching Patients with Multimorbidity\*



### FACILITATOR:

Kasey Boehmer et al.  
Mayo Clinic

Patients with chronic illness have unique healthcare and healthcare communication needs. Specifically, these patients accumulate healthcare work that they must do in order to self-manage. They must use their capacity to accommodate healthcare work, which competes with using their capacity for other life tasks (e.g., employment, caregiving, etc.). When demands exceed patients' capacity, they become overwhelmed, resulting in negative consequences on their ability to access and use healthcare and health outcomes. In healthcare, we often communicate our concern for worsening patient outcomes and seek to intensify treatment to compensate. However, if we have missed the workload-capacity imbalance as the underlying problem, our communication and clinical approach may miss the mark. Capacity Coaching seeks to identify workload-capacity balance and remedy it through coaching conversations with patients and their healthcare teams. This workshop will introduce participants to the practice and provide interactive sessions on Capacity Coaching skills in clinical practice or research.

## 9: Building Bridges: an experiential training in diversity sensitivity\*



### FACILITATORS:

Winnie Ang, Liesbeth Verpooten, Prof. Dr. Katrien Bombeke  
University of Antwerp

Dealing with a diverse population is one of the most compelling topics of this era. Throughout the University of Antwerp Medical School's curriculum, an integrative diversity training program is set up, including a communication skills training that is attitude-based and experiential using three (visual) metaphors to raise awareness of one's own premises and assumptions. We set up a qualitative study to explore the impact of this training on awareness/attitudes towards diversity. The results clearly show the importance of the use of the metaphors and the power of the experiential approach.

In this interactive workshop, we will demonstrate first of all the content of the training by learning to interpret the three different metaphors and extrapolate these to your unique caregiver-patient interactions. Secondly, we demonstrate the specific educational tools we use to apply these to your own clinical or teaching practice.

## 10: Using observation and feedback in teaching communication with real patients in the clinical setting\*



### FACILITATORS:

Marcy Rosenbaum  
University of Iowa



Jonathan Silverman  
Deakin University School of Medicine

Learning from formal communication skills teaching sessions can be easily undone unless efforts are made to help learners transfer these skills to the clinical workplace by taking communication teaching into the wards and clinics. However, direct observation and feedback on learners' communication with patients rarely occurs in the clinical setting. The purpose of this highly interactive workshop is to explore why and how observing learners' interactions with real patients and providing feedback is key to enhancing learners' communication skills. Through the use of case studies of actual learner-patient encounters and discussion and practice among workshop participants, this workshop will examine the limitations of learner case presentations and self-assessments for assessing clinical communication skills; the benefits and challenges of observing learners in their real interactions with patients; strategies for observing learners with patients in the clinical setting; and effective methods of providing feedback after observing learners with real patients.

## 11: Minimally Disruptive Medicine: Moving healthcare delivery from the 'Status Quo' to the 'Way forward'\*



### FACILITATORS:

Abd Moain Abu Dabrh, Adam I. Perlman  
Mayo Clinic

Patients with chronic conditions or multimorbidity often become overwhelmed with their healthcare due to increased workload (demands) and diminished capacity (ability) (i.e. the work of being a patient). Also, clinicians may experience burnout due to potentially un-matching healthcare system structure to support clinicians' capacity to care for these patients.

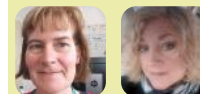
Minimally Disruptive Medicine (MDM) is a model-of-care focused on delivering evidence-based, clinician-guided healthcare while considering patients' goals and preferences through shared decision making approaches with the least possible healthcare footprint. Implementing MDM principles as part of patient-clinician communication early on in the educational and training phases will support building a culture of empathetic, thoughtful, and careful healthcare.

In this interactive and integrative workshop, we will;

1. define the concept and constructs of MDM;
2. provide MDM tools and approaches from real-world MDM experiences and research examples;
3. identify and formulate potential MDM-pertinent proposals; and
4. discuss these proposals.

All-levels welcome.

## 12: Toolkit or template: Using curiosity to aid questions and visual aids in the consultation



### FACILITATORS:

Helen Adcock, Michelle Fromage  
University of East Anglia

Have you ever thought that your experiential teaching or your students' performance have become formulaic? Have you wondered how you can encourage authentic curiosity and organic communication skills in your students?

Would you like to explore more innovative approaches and techniques that promote student engagement with consultation skills teaching? Would you welcome experiential methods designed to encourage students' to adopt a more reflective approach to their questioning style and information giving skills?

This workshop will explore two innovative exercises that facilitators can implement to challenge and enhance the way in which medical students assimilate and practice consultation skills. The first is designed to hone patient questioning through use of a limited number of questions. The second helps to encourage students to use drawing and visual aids when providing information to patients.



## 16: Placebo-effects of communication: towards an integrated research field



### FACILITATORS:

Liesbeth van Vliet, Prof Dr Andrea Evers and Dr Kaya Peerdeman,  
Leiden University

Clinician-patient communication can elicit 'placebo-effects', all real psychobiological effects on patient outcomes that are not attributable to a medical-technical explanation. Until now the research worlds of communication and placebo-effects have hardly been integrated.

Learning objectives:

- To develop a better (theoretical/empirical) insight into what placebo-effects are and how they can be elicited by clinician-patient communication
- To develop practical insights into how placebo-effects of communication can be studied
- To explore potential avenues for future studies.

The hands-on workshop and discussion will ensure participants pro-actively reflect on the workshop aims and will establish a research agenda in this emerging research field.

## 18: Knowledge translation in health communication: Linking research, policy and practice



### FACILITATORS:

Sara Rubinelli, Nicola Diviani  
University of Lucerne

There is consistent agreement on the failure to translate research finding into healthcare policy and practice. Processes of knowledge translation are needed to transform knowledge into decisions and actions for the benefit of patient outcomes. This workshop aims at equipping participants with knowledge and direct experience of knowledge, skills and actions needed to plan and implement an intervention of knowledge translation in health communication. The workshop will run as a highly interactive role-play exercise where participants play the role of different stakeholders and work together towards the implementation of evidence-based solutions to an issue related to communication in healthcare. Specific topics addressed in the workshop include: how to identify issues in health communication that require knowledge translation action, how to prepare and use a policy brief to support evidence-informed policymaking and how to organize and conduct a stakeholder dialogue aimed at generating agreement among relevant stakeholders.

## ICCH 2019

**Hosted by ACH:** Academy of Communication in Healthcare

**In Partnership with EACH:** International Association for Communication in Healthcare

**27 – 30 October 2019** | San Diego, USA

## ICCH 2020

**Hosted by EACH:** International Association for Communication in Healthcare

**In Partnership with ACH:** Academy of Communication in Healthcare

**8 – 11 September 2020** | Vienna, Austria

For more information please visit the EACH website [www.each.eu/events](http://www.each.eu/events)

## rEACH Summer School

We are delighted to run the rEACH Summer School in connection with the EACH Forum. The Summer School enables early-career researchers to spend several days improving their research projects through interactive discussions with peers and experienced academics. Participants have the opportunity to present their work from a theoretical, methodological, and practical perspective, focusing on the particular challenges or obstacles they encounter in their current research. Working in pairs, small groups, and mini-plenaries, the Summer School supports early-career researchers in tackling these challenges by providing them with a platform for exchange and learning. In addition to the mentoring-focused program of the Summer School, participants complement their training by picking from a number of high-quality workshops that are offered as part of the EACH Forum.

## Tuesday Session 1 (Policy and Practice)

Room: **H** Aalmarkt Foyer  
Facilitator: Marleen Kunneman

### Gianpaolo Manalastas et al.

'Well, I think I've got enough history now': Structure and the role of signposts in the consultation

### Dr Shanali Perera

Art in Dialogue: Giving visibility and a voice, communicating 'hard to articulate' illness experiences

### Keren Fridman Gadassi and Keren Tkach-Maliniak

Addressing Emotional Needs in Short-Term Interactions: Using B.O.T (Birth Oriented Therapy)

### Karin van Leersum

Developing a web-based preference elicitation tool for long-term care clients: a user-centred design

## Tuesday Session 2 (Research)

Room: **I** Waalsekerk Foyer  
Facilitator: Marij Hillen

### Alison Pilsworth

An exploration of hospice nurses thoughts and feelings of DNACPR discussions with patients

### Jemima Thompson et al.

Doctors' responses to patients' concerns: Form and function. What are doctors really saying?

### Marco Bennardi et al.

Barriers and facilitators to specialized palliative care in a health communication perspective

### Lèonore Robieux

Oncologists' perception of Patient-physician communication about drug resistance: A qualitative study

### Dr Katherine Miles et al.

'Breaking Bad News: Experience and Preferences of Patients, Relatives and Doctors in Jordan'

### Abd Moain Abu Dabrh

Professionalism and Communication Skills: A Multi-Site Validity Assessment of Medical Learners

## Tuesday Session 3 (Teaching)

Room: **F** Jan Willem Schaap Foyer  
Facilitator: Svein Bergvik

### Maaïke Matulewicz et al.

From doctor in charge to doctor as a coach

### Veronica Selleger et al.

Beyond resistance: artistic and innovative tools for reflection in peer groups

### Marianne Brouwers and Ellemieke Rasenberg

How to teach about Personal Communication Style

### Abdul Salam Saleh Sultan et al.

Teaching Communication Skills: A new curriculum and feedback from students

### Ruth Serlin and Kim Whittlestone

Pedagogical underpinning of a developing communication skills curriculum for veterinary students

### Susan Zytö

A 12-sessions group psychoeducation program for patients with bipolar disorders and their caregivers

## Wednesday Session 1 (Research)

Room: **H** Aalmarkt Foyer  
Facilitator: Alexia Papageorgiou

### Leontine Groen – van de Ven et al.

A participatory journey towards empowerment of patients during consultations with doctors and nurses

### Prof Margarida Figueiredo-Braga

Providing a booklet to patients with dysphagia and caregivers – impact on satisfaction and knowledge

### Anne Moorhead

Communication tool to enhance maternal mental health: Moment Health App – data analytics study

### Nicolien M.H. Kromme et al.

Internists' role beliefs and barriers in promoting a healthy lifestyle in the chronically ill

### Liza van Lent et al.

The OnVaCT study: towards an ONline VALue Clarification Tool for early phase clinical trial patients

### Keren Tkach-Maliniak

Israeli midwives embracing communication tools from the B.O.T (Birth Oriented Therapy) program

### Marleen Kunneman et al.

Technical versus humanistic shared decision making: A systematic review of evaluations

## Wednesday Session 2 (Research)

Room: **I** Waalsekerk Foyer  
Facilitator: Lorraine Noble

### Anna K Meyer

An innovative approach to operating room safety: Improving team culture with relationship-building

### Danique Bos

The role of general practitioners in Shared Decision Making in palliative oncology

### Lèonore Robieux et al.

What role can play empathy in cancer surgery?

### Chiara Jongerius

Eye-tracking toolbox for healthcare communication research

### Saskia Baes et al.

Why do physicians not talk about psychosocial info during the Multidisciplinary Oncological Consult?

### Leonie N.C. Visser et al.

Clinicians' communication with patients receiving an MCI diagnosis: the ABIDE project

### Arwen Pieterse

Choice awareness and neutral communication to promote shared decision making: a video-vignette study

## Wednesday Session 3 (Policy and Practice, Research and Teaching)

Room: **F** Jan Willem Schaap Foyer  
Facilitator: Evelyn van Weel-Baumgarten

### Wilma Otten et al.

360 degrees diagnosis of Type 2 Diabetes to personalise lifestyle advice in primary care

### Kadi Lubi et al.

Communicating health political changes: the case of closing down obstetric units in Estonia

### Kasey Boehmer, MPH, PhD

Thriving while doing it all in the messy life of an academic career

### Brynja Ingadottir et al.

A new course in communication and health education within the curriculum of nursing

### Susan Zytö

A 12-sessions group psychoeducation program for patients with bipolar disorders and their caregivers

The main purpose of networking is to encourage people to meet and connect with like-minded people.

## What can a network achieve for its members?

- Increased expertise, support and creativity.
- Access to shared resources, improve productivity, foster influence and visibility.
- Decreased sense of isolation, re-inventing the wheel, burden of workload.

## What are the key features of establishing a network?

- **Common purpose** – Members have a mutual interest in a shared goal. In our case to improve the quality of communication in healthcare.
- **Co-operative structure** – People work together across organisation boundaries, making decisions and pooling resources.
- **Critical mass** – ‘Enough’ members to get the job done. Increasing membership adds value for individuals and allows succession planning.
- **Collective intelligence** – Sharing and learning from each other as the network develops.
- **Community building** – Sense of belonging that fosters reciprocity and support.

## How does it work?

At the reception desk you will be asked for your main field of interest. Teaching (yellow), research (red) or practice and policy (blue). According to your choice you will get your name tag with the colour showing that particular field of interest. Also your country will show on your name tag as participants mentioned that they are interested in meeting fellow countrymen.

We invite you to wear your name tag during the Forum to make it a lot easier for others and yourself to identify the people you want to meet.

**On Wednesday 18th during lunch** we provide extra time for you to meet people, and to visit the subcommittees tEACH, rEACH and pEACH. You will recognise them by their associated colour.

## There are three main subcommittees of EACH:

**pEACH:** is chaired by Peter Martin (Deputy Chair Sarah Bigi), focuses on translating the best evidence regarding healthcare communication into practice and policy. This committee is only a few years old. Our aim is to transform healthcare communication to achieve the best health outcomes for our communities. The ‘p’ stands for Practice, Policy, PR and Publicity.

**rEACH:** the Research committee of EACH, chaired by Arwen Pieterse (deputy chairs, Mara van Beusekom and Marij Hillen) aims to provide support, networking opportunities, and resources for researchers in the field of healthcare communication, within EACH and beyond. The main aim of rEACH is to promote high-quality communication research, and to support researchers to develop essential research skills.

**tEACH:** the Teaching Committee of EACH, co-chaired by Sandra Winterburn and Geurt Essers, 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. tEACH provides teaching, curriculum and assessment tools through an online searchable database, international and national train the trainer courses, as well as consultation and networking opportunities for communication teachers throughout the world.

## Prepare yourself for the future Refresh your knowledge

Green Club 

With the increased pressure on the healthcare industry, the **optometrist of the future** needs to work closer with general physicians and eye doctors. More enhanced optical services will be available in optical stores, and the optometrist will play an even more **crucial role in eye health**. At Green Club, we believe that **keeping your knowledge up-to-date** is vital in this ever-changing industry – and will become even more important. Therefore, we provide you with the tools to **keep on learning** and **refresh your knowledge** in an easy and professional way.

**Want to know more?** Check out [www.green-club.eu](http://www.green-club.eu). Whether you work for Specsavers or not – you're welcome to **join the Green Club**.

### Free membership gives access to

- Online learning library with CET articles
- Optometry atlas with pathological conditions of the eye
- Video content and webinars
- News from the eye care industry

[www.green-club.eu](http://www.green-club.eu)





## We would love to welcome you as a new member of EACH.

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:

International networking opportunities in research, training, policy and practice in healthcare communication

- Join or create a Special Interest Group
- Join one of our three committees: rEACH, tEACH or pEACH, which are then eligible to apply for annual funding for project work
- Access to the members area of the EACH website including:
  - FREE access to the VR-CoDES manuals
  - FREE access to a library of video/podcast teaching resources
  - FREE access to the position paper summaries
  - FREE access to the Meeting Zone to search and connect with people working in teaching, research and/or policy in healthcare communication
  - Reduced registration fees for all EACH events
  - FREE access to Patient Education and Counselling (PEC) Journal including:
    - Supplementary online content
    - Fast tracking through the peer-review process

*PEC is the leading international journal for communication in healthcare and ranks 3rd out of 92 journals in Social Sciences, interdisciplinary category.*

ICCH  
8 – 11 September 2020

EACH

ACH  
Academy of  
Communication  
in Healthcare

## The International Conference on Communication in Healthcare

*Hosted by EACH: International Association for Communication in Healthcare*

*In partnership with Academy of Communication in Healthcare*

## SAVE THE DATE

8—11 September 2020

University of Vienna, Austria



We are delighted to announce that the **2020 International Conference on Communication in Healthcare** will be held in Vienna, 8—11 September 2020.

The conference will bring together the community of healthcare researchers, teachers, practitioners & policy makers from around the globe. It provides a unique opportunity for the international & interactive exchange of ideas & outcomes of education, research & policy activities across individuals & institutions.

Participants will have an opportunity to share their work through oral & poster presentations, symposia, workshops & work in progress, as well as innovative formats including fringe events, innovative technology presentations, roundtable discussions, resource sharing, pairing with colleagues & networking sessions.

**The call for abstracts will go live in Autumn 2019**

Visit [www.each.eu/events/conferences](http://www.each.eu/events/conferences) to keep up to date with information



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