

Communication in Healthcare
MMC 6936, section 05E0
Weimer Hall 1074
Tuesdays, 10:40-1:40

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Office Hours: By appointment

COURSE OVERVIEW

In this course, we will examine the role communication plays in healthcare, across the continuum from prevention to end of life. We will explore descriptive studies (e.g., What is the nature of communication in healthcare? What factors impact communication in healthcare? How does communication in healthcare impact outcomes?) as well as intervention studies (e.g., How can communication in healthcare be improved?) We will consider the roles of physicians, nurses, allied health providers, patients, and families. We will look not only at provider-patient communication, but also at interprofessional communication. We will also examine research from various epistemological perspectives.

My approach in teaching this course is breadth, rather than depth. I want you to come away from this course with a broad overview of the work being done under the umbrella term *communication in healthcare*.

ASSIGNMENTS/GRADES

Readings (35%). Each week you will have class readings (book chapters, systematic reviews, and empirical articles) that are intended to give you a broad overview of the topic. We will discuss these in class, so I expect that you will have come to class having read these and being ready to discuss them. In preparing for these discussions, consider: what you learned, what surprised you, what you still don't know, and what questions you may have. As noted below and on the course schedule, we will also have period guest speakers who will join our class via zoom – these are scholars who have written some of the papers you will be reading. On the days they are scheduled, each of you should come to class prepared with two questions you have for the author. These questions will also count toward this portion of your grade.

Discussion Leader (20%). Each of you will sign up for one week to lead the discussion on the class readings. Although all class member will read them, on the day you are the discussion leader, you should be the expert in these articles. You may begin your discussion time with a synopsis of the articles, but this should not be the focus. Instead, you should be prepared to ask questions and facilitate a discussion about the articles that includes strengths and weaknesses. **You will choose your week to be a discussion leader on January 15.**

Final Project (30%). Your final project is flexible. I want it to be something that will be meaningful to you in your research. For instance, it could be one of the following:

- narrative literature review on a topic of interest (approx. 4,000 words)
- research proposal on a topic of interest (approx. 4,000 words)
- education module for a group of health care providers (variable).

It is also possible that some opportunities for getting involved in research at UF Health or medical school will become available. If so, and if you are interested, we can discuss. If you have another idea for what you would like to do, please let me know.

Please have your idea approved by me no later than March 12. You may use whatever reference style you are most comfortable with. You will present on the last day of class, April 23. The final paper will be due on May 2. Your final project will be graded based on the following criteria: (1) idea approved on time; (2) 10 minute presentation on April 23; (3) paper is substantive and achieves what you proposed to do; and (4) is well-written.

Book review (15%). As part of the course, you will read and write a short review of a book from the perspective of the healthcare provider. Some examples:

I Signed as the Doctor by Dr. Laura Liberman

How Doctors Think by Dr. Jerome Groopman

Complications: A Surgeon's Notes on an Imperfect Science by Dr. Atul Gawande

What Doctors Feel by Dr. Daniel Ofri

When Breath becomes Air by Dr. Paul Kalanithi

The book review should be between 1200-1500 words. It is due April 16. Your review will be graded on the following criteria: (1) book fits the assignment; (2) follows the general guidelines for a book review; (3) keeps to the word count; (4) is well-written. Please go the following link for a helpful essay and structure for the book review: <https://www.insidehighered.com/advice/2015/03/27/essay-writing-academic-book-reviews>. Although you won't formally present your book review to your classmates, I expect that what you are reading will emerge as part of our class discussions. Please let me know by January 29 which book you will be reading.

Missing Class. If you need to miss class for illness, conference attendance, or other reasons, please let me know ahead of time. For weeks that you miss class, you should still do the completed readings and provide me via email with a 1-2 page response to the readings per the "readings" paragraph above.

CLASS STRUCTURE

In general, the first part of each class period will include a discussion of that week's topic and readings. The last 45-60 minutes will generally include some sort of applied practice and/or guest speaker.

I expect you to have your laptop closed during class and to give your full attention to the discussions, activities, and guest speakers. If you need to reference something on your laptop for a discussion,

please do so, and then close your laptop. There is plenty of research demonstrating the negative effects of multi-tasking.

COURSE MATERIALS

Readings and articles for abstracts will be posted on the course website. I will also post chapters from an in progress textbook by me and Dr. Richard Brown. These will be abbreviated below as BB. You may also choose to purchase the following textbook as we will read several chapters from it.

Kissane D, Bultz B, Butow P, Bylund CL, Noble S, Wilkinson S, Eds. Oxford Textbook of Communication in Oncology and Palliative Care, 2nd Edition. Oxford: Oxford University Press, 2017. (abbreviated below as *COPC*)

OTHER INFORMATION

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”

Late assignments will be accepted, but will be reduced by 10% per late day. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

GRADES

A 93-100%

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-75%

C- 70-72%

D+ 67-69%

D 63-66%

D- 60-62%

Failure 0-59%

COURSE BIBLIOGRAPHY

Week 2- Models and Theories

- Bylund CL, Brown RF. Chapter 2. *Healthcare communication text*, In progress.
- Brown RF, Wuensch A, Bylund CL. Models of communication skills training and their practical implications. In Kissane D, Bultz B, Butow P, Bylund CL, Noble S, Wilkinson S, Eds. *Oxford Textbook of Communication in Oncology and Palliative Care, 2nd Edition*. Oxford: Oxford University Press, 2017: 16-22.
- Bylund CL, Peterson EB, Cameron KA. A practitioner's guide to interpersonal communication theory: An overview and exploration of selected theories. *Pat Educ and Couns* 2012; 87: 261-267.
- Ho EY, Bylund CL. Models of health and models of interaction in the practitioner-client relationship in acupuncture. *Health Communication* 2008; 23: 506-515.
- Montgomery K. *A medicine of neighbors*. In: Wear S, Bono JJ, Logue G, McEvoy A, editors. *Ethical Issues in Health Care on the Frontiers of the Twenty-First Century*. London: Kluwer Academic Publishers; 2000. p. 205-19.

Week 3- Methods of Descriptive Study

- Bylund CL, Brown RF. Chapter 3. *Healthcare communication text*, In progress.
- Butow PN. Issues in coding cancer consultations: Interaction analysis system. In Kissane D, Bultz B, Butow P, Bylund CL, Noble S, Wilkinson S, Eds. *Oxford Textbook of Communication in Oncology and Palliative Care, 2nd Edition*. Oxford: Oxford University Press, 2017: 410-414.
- Bylund CL, Koenig CJ. Approaches to studying provider-patient communication. In Harrington NG, Ed. *Health Communication: Theory, Method, and Application*. New York: Routledge, 2015: 116-146.
- Roter DL, Isenberg SR, Czaplicki LM. The Roter Interaction Analysis System: Applicability with the context of cancer and palliative care. In Kissane D, Bultz B, Butow P, Bylund CL, Noble S, Wilkinson S, Eds. *Oxford Textbook of Communication in Oncology and Palliative Care, 2nd Edition*. Oxford: Oxford University Press, 2017: 415-420.
- van Vliet LM, et al., 2012. The validity of using analogue patients in practitioner-patient communication research: Systematic review and meta-analysis. *Journal of General Internal Medicine* 27(11):1528-43

Week 4 – Physician and Patient Outcomes

- Boissy A, Windover AK, Bokar D, Karafa M, Neuendorf K, Frankel RM, et al. Communication Skills Training for Physicians Improves Patient Satisfaction. *Journal of General Internal Medicine* 2016;31(7):755-61.
- Kachalia A, Kaufman SR, Boothman R, Anderson S, Welch K, Saint S, et al. Liability claims and costs before and after implementation of a medical error disclosure program. *Annals of Internal Med.* 2010;153(4):213-21.
- Kessels RP. Patients' memory for medical information. *Journal of the Royal Society of Medicine.* 2003;96(5):219-22.
- Newman DH, Ackerman B, Kraushar ML, Lederhandler MH, Masri A, Starikov A, et al. Quantifying Patient-Physician Communication and Perceptions of Risk During Admissions for Possible Acute Coronary Syndromes. *Annals of emergency medicine.* 2015;66(1):13-8, 8.e1.
- Street, R.L., et al., How does communication heal? Pathways linking clinician-patient communication to health outcomes. *Pat Educ and Couns*, 2008. 74(3): p. 295-301.
- Zolnierok KBH & DiMatteo M.R. Physician communication and patient adherence to treatment: A meta-analysis. *Medical Care*, 2009. 47(8): p. 826-834.

Week 5 – Empathy

- Bylund CL, Makoul G. Examining empathy in medical encounters: An observational study using the Empathic Communication Coding System. *Health Communication* 2005; 18: 123-140.
- Colliver JA, Conlee MJ, Verhulst SJ, Dorsey JK. Reports of the decline of empathy during medical education are greatly exaggerated: a reexamination of the research. *Academic Medicine*. 2010;85(4):588-93.
- Hojat M, et al., An empirical study of decline in empathy in medical school. *Medical Education*, 2004. 38(9): p. 934-41.
- Lelorain S, et al., A systematic review of the associations between empathy measures and patient outcomes in cancer care. *Psycho-Oncology*, 2012. 21(12): p. 1255-1264.
- Lim R, Dunn S. Journeys to the center of empathy: The authentic core of communication skills. In Kissane D, Bultz B, Butow P, Bylund CL, Noble S, Wilkinson S, Eds. *Oxford Textbook of Communication in Oncology and Palliative Care, 2nd Edition*. Oxford: Oxford University Press, 2017.
- Neumann M, et al., Analyzing the "nature" and "specific effectiveness" of clinical empathy: A theoretical overview and contribution towards a theory-based research agenda. *Pat Educ and Couns*, 2009. 74: p. 339-346.
- Shen M, et al. Lung Cancer Patient Empathic Opportunities and Physician Responses During Patient-Physician Consultations. Under review.

Week 6 – Decision Making and Patient Involvement

- Chewning BA, Bylund CL, Shah B, Arora N, Makoul G, Gueguen J. Patient preferences for shared decisions: A systematic review. *Patient Education and Counseling*, 2012; 86: 9-18.
- Clayman M, Bylund CL, Chewning B, Makoul G. The impact of patient participation in health decisions within medical encounters: A systematic review. *Medical Decision Making* 2016; 36: 427-452.
- Eggly, S., et al., Randomized trial of a question prompt list to increase patient active participation during interactions with black patients and their oncologists. *Pat Educ and Couns* 2017. 100(5): p. 818-826.
- Koenig CJ. Patient resistance as agency in treatment decisions. *Soc Sci Med*. 2011;72(7):1105-14.
- Legare, F. and P. Thompson-Leduc, Twelve myths about shared decision making. *Pat Educ and Couns*, 2014. 96(3): p. 281-6.
- Peterson EB, Gueguen J, Bylund CL. Cancer patients' use of the internet for cancer information and support. In Kissane D, Bultz B, Butow P, Bylund CL, Noble S, Wilkinson S, Eds. *Oxford Textbook of Communication in Oncology and Palliative Care, 2nd Edition*. Oxford: Oxford University Press, 2017: 50-55.

Week 7 – Communication and Cancer Part 1

- Back, A.L. and R.M. Arnold, Discussing prognosis: "How much do you want to know?" Talking to patients who are prepared for explicit information. *Journal of Clinical Oncology*, 2006. 24 (25): p. 4209-4213.
- Back, A.L. and R.M. Arnold, Discussing prognosis: "How much do you want to know?" Talking to patients who do not want information or who are ambivalent. *Journal of Clinical Oncology*, 2006. (24)p. 4214-4217.
- Finset, A., L. Heyn, and C. Ruland, Patterns in clinicians' responses to patient emotion in cancer care. *Pat Educ and Couns*, 2013. 93(1): p. 80-5.
- Gaff, C., Keogh, L., Lobb, E. Communicating genetic risk. In Kissane D, Bultz B, Butow P, Bylund CL, Noble S, Wilkinson S, Eds. *Oxford Textbook of Communication in Oncology and Palliative Care, 2nd Edition*. Oxford: Oxford University Press, 2017: 221-225.
- Hodgson, J., et al., Outcomes of a randomised controlled trial of a complex genetic counselling intervention to improve family communication. *European Journal of Human Genetics*, 2016. 24: 356-60.
- Lafata, J.E., et al., Patient-physician colorectal cancer screening discussions: delivery of the 5A's in practice. *American Journal Preventive Medicine*, 2011. 41(5): p. 480-6.
- Peterson EB, Fisher CL & Zho X. (2018) Pediatric primary healthcare providers' preferences, experiences, and perceived barriers to discussing electronic cigarettes with adolescent patients, *Journal of Communication in Healthcare*, in Press.

Week 8 – Race, Gender, Bias and Health Disparities

- Bylund CL, Peterson EB. The contribution of provider-patient communication to health disparities. In Chou S, Hamilton, H. Eds. *The Routledge Handbook of Language and Health Communication*. New York: Routledge, 2014: 586-599.
- Maina IW, Belton TD, Ginzberg S, Singh A, Johnson TJ. A decade of studying implicit racial/ethnic bias in healthcare providers using the implicit association test. *Soc Sci Med*, 2018, 199:219-229.
- Mast MS, Kadji KK. How female and male physicians' communication is perceived differently. *Pat Educ and Couns*, Sept. 2018.
- Penner LA, et al., Reducing racial health care disparities: A social psychological analysis. *Policy Insights Behav Brain Sci*, 2014. 1(1): p. 204-212.
- Roter DL, Hall JA, and Aoki Y. Physician gender effects in medical communication: A meta-analytic review. *JAMA*, 2002. 288(6): p. 756-764.
- Shen MJ, Peterson E, Costas-Muniz R, Hernandez MH, Jewell ST, Matsoukas K, Bylund CL. The effects of race and racial concordance on patient-physician communication: A systematic review. *Journal of Racial and Ethnic Health Disparities*. In press.
- Teal, C.R., et al., Helping medical learners recognise and manage unconscious bias toward certain patient groups. *Medical Education*, 2012. 46: p. 80-88.

Week 10 – Communication and Cancer Part 2

- Blanch-Hartigan, D., et al., Trends in cancer survivors' experience of patient-centered communication: results from the Health Information National Trends Survey (HINTS). *Journal of Cancer Survivorship*, 2016. 10(6): p. 1067-1077.
- Brown, RF & Albrecht, T. Enrolment in clinical trials. In Kissane D, Bultz B, Butow P, Bylund CL, Noble S, Wilkinson S, Eds. *Oxford Textbook of Communication in Oncology and Palliative Care, 2nd Edition*. Oxford: Oxford University Press, 2017: 209-214.
- Brown RF, Cadet DL, Houlihan RH, Thomson MD, Pratt EC, Sullivan A, et al. Perceptions of participation in a phase I, II, or III clinical trial among African American patients with cancer: what do refusers say? *Journal of Oncology Practice*. 2013;9(6):287-93.
- Carlson L.E., Giese-Davis, J., Bultz, B.D. Communication about coping as a survivor. In Kissane D, Bultz B, Butow P, Bylund CL, Noble S, Wilkinson S, Eds. *Oxford Textbook of Communication in Oncology and Palliative Care, 2nd Edition*. Oxford: Oxford University Press, 2017: 109-117.
- Rhondali, W., et al., Patient-physician communication about code status preferences: a randomized controlled trial. *Cancer*, 2013. 119(11): p. 2067-73.
- Visser, M., L. Deliens, and D. Houttekier, Physician-related barriers to communication and patient- and family-centred decision-making towards the end of life in intensive care: a systematic review. *Critical Care*, 2014. 18(6): p. 604.

Week 11 – No Readings – UF Health Patient Safety Quality Week Symposium

Week 12 – Communication Skills and Medical Education

- Bylund CL, Banerjee SC, Bialer PA, Manna R, Levin TT, Parker PA, Schofield E, Li Y, Bartell A, Chou A, Hichenberg SA, Dickler M, Kissane DW. A rigorous evaluation of an institutionally-based communication skills program for post-graduate oncology trainees. *Pat Educ and Couns*. 2018; 101:1924-1933.
- Bylund CL. Taking the 'training' out of communication skills training. *Pat Educ and Couns* 2017; 100: 1408-1409.
- Ghannam et al., *The Impact of a Stress Management Intervention on Medical Residents' Stress and Burnout*, *International Journal of Stress*. In press.
- Konopasek, L., Rosenbaum, M., Encandela, J., Cole-Kelly, K. Evaluating communication skills training courses. In Kissane D, Bultz B, Butow P, Bylund CL, Noble S, Wilkinson S, Eds. *Oxford Textbook of*

Communication in Oncology and Palliative Care, 2nd Edition. Oxford: Oxford University Press, 2017: pp. 399-404.

- Kurtz, S.M., & Cooke, L.J. Learner-centred communication training. In Kissane D, Bultz B, Butow P, Bylund CL, Noble S, Wilkinson S, Eds. *Oxford Textbook of Communication in Oncology and Palliative Care, 2nd Edition*. Oxford: Oxford University Press, 2017: pp. 61-68.
- Letters to Editor (*Medical Education*)
- MacLean, S., et al., Use of simulated patients to develop communication skills in nursing education: An integrative review. *Nurse Education Today*, 2017. 48: p. 90-98.

Week 13 – Physician and Patient Interventions

- Brandes, K., et al., The characteristics and effectiveness of Question Prompt List interventions in oncology: a systematic review of the literature. *Psychooncology*, 2015. 24(3): p. 245-52.
- Cegala DJ, Marinelli T, Post D. The effects of patient communication skills training on compliance. *Archives of Family Medicine*. 2000;9(1):57-64.
- D'Agostino, T.A., et al., Promoting patient participation in healthcare interactions through communication skills training: A systematic review. *Pat Educ and Couns*, 2017. 100(7): p. 1247-1257.
- Heritage J, Robinson JD, Elliott MN, Beckett M, Wilkes M. Reducing patient's unmet concerns in primary care: the difference one word can make. *Journal of General Internal Medicine*. 2007;22(10):429-33.
- Singh Osorio, TBD
- Wuensch, A., et al., Effect of individualized communication skills training on physicians' discussion of clinical trials in oncology: results from a randomized controlled trial. *BMC Cancer*, 2017. 17(1): p. 264.

Week 14 – Interprofessional Communication

- Fernando O, Coburn NG, Nathens AB, Hallet J, Ahmed N, Conn LG. Interprofessional communication between surgery trainees and nurses in the inpatient wards: Why time and space matter. *Journal of Interprofessional Care*. 2016;30(5):567-73.
- Foronda, C., B. MacWilliams, and E. McArthur, Interprofessional communication in healthcare: An integrative review. *Nurse Education Practice*, 2016. 19: p. 36-40.
- Ilan, R., et al., Handover patterns: an observational study of critical care physicians. *BMC Health Services Research*, 2012. 12: p. 11.
- Kirwin J, Greenwood KC, Rico J, Nalliah R, DiVall M. Interprofessional Curbside Consults to Develop Team Communication and Improve Student Achievement of Learning Outcomes. *American Journal of Pharmaceutical Education*. 2017;81(1):15.
- Koenig CJ, Maguen S, Daley A, Cohen G, Seal KH. Passing the baton: a grounded practical theory of handoff communication between multidisciplinary providers in two Department of Veterans Affairs outpatient settings. *J Gen Intern Med*. 2013;28(1):41-50.
- Turner, J. Working as a multidisciplinary team. In Kissane D, Bultz B, Butow P, Bylund CL, Noble S, Wilkinson S, Eds. *Oxford Textbook of Communication in Oncology and Palliative Care, 2nd Edition*. Oxford: Oxford University Press, 2017: pp. 215-220.

Week 15 – Culture and Language

- Al Saadi W, Rankin JA, Bylund CL. A hermeneutic interpretation of nurses' experiences of truth telling and harms in cancer care in Qatar. *Cancer Nursing*. In press.
- Angelelli, C.V. Interpreting in the healthcare setting. In Chou S, Hamilton, H. Eds. *The Routledge Handbook of Language and Health Communication*. New York: Routledge, 2014: 573-585.
- Koenig CJ, Ho EY, Trupin L, Dohan D. An exploratory typology of provider responses that encourage and discourage conversation about complementary and integrative medicine during routine oncology visits. *Pat Educ and Couns* 2015;98(7):857-63.

- Krystallidou D, Remael A, de Boe E, Hendrickx K, Tsakitzidis G, van de Geuchte S, et al. Investigating empathy in interpreter-mediated simulated consultations: An explorative study. *Pat Educ and Couns* 2018;101(1):33-42.
- Li S, Gerwing J, Krystallidou D, Rowlands A, Cox A, Pype P. Interaction-A missing piece of the jigsaw in interpreter-mediated medical consultation models. *Pat Educ and Couns*. 2017;100(9):1769-71.
- Lubrano di Ciccone B, Brown RF, Gueguen J, Bylund CL, Kissane D. Interviewing patients using interpreters in an oncology setting: An initial evaluation of a communication skills module. *Annals of Oncology* 2010; 21: 27-32.
- Thompson GA, Whiffen LH. Can Physicians Demonstrate High Quality Care Using Paternalistic Practices? A Case Study of Paternalism in Latino Physician-Patient Interactions. *Qualitative Health Research*. 2018;28(12):1910-22.

Week 16 – E-health

Alpert Readings (TBD)

COURSE SCHEDULE

| Week | Readings and Abstracts (in alphabetical order) | In Class |
|---|---|--|
| Week 1: January 8 Introduction to Course | | |
| Week 2: January 15 Models and Theories | BB Chapter 2 Brown et al., 2017 (COPC 3) Bylund et al., 2012 Ho & Bylund, 2008 Montgomery, 2000 | Metaphors workshop <i>Sign up for Discussion Leader Weeks</i> |
| Week 3: January 22 Methods of Descriptive Study | BB Chapter 3 Butow 2017 (COPC 64) Bylund & Koenig, 2015 Roter et al., 2017 (COPC 65) van Vliet et al., 2012 | Workshop with coding systems |
| Week 4: January 29 Physician and Patient Outcomes | Boissy et al, 2016 Kachalia et al, 2010 Kessells, 2003 Newman et al., 2015 Street et al., 2008 Zolnierek & DiMatteo, 2009 | Workshop with measures <i>Book review choice due</i> |
| Week 5: February 5 Empathy | Student Discussion Leader 1 Bylund & Makoul, 2005 Colliver, 2010 Hojat et al., 2004 (read before Colliver) Lelorain et al., 2012 Lim & Dunn, 2017 (COPC 2) Neumann et al., 2009 Shen et al., under review | Guest Speaker: Megan Shen, Ph.D. Workshop with Empathic Communication Coding System |

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| <p>Week 6: February 12 Decision Making and Patient Involvement</p> | <p>Student Discussion Leader 2 Chewning et al., 2012 Clayman et al., 2016 Eggly et al., 2017 (Guest Speaker) Koenig, 2011 (Guest Speaker) Legare and Thompson-Leduc, 2014 Peterson et al., 2017 (COPC 9)</p> | <p>Guest Speaker: Chris Koenig, PhD Guest Speaker: Susan Eggly, PhD</p> <p>Coding Shared Decision Making</p> |
| <p>Week 7: February 19 Communication and Cancer Part 1</p> <ul style="list-style-type: none"> • Prevention • Genetics • Cancer Care and Prognosis | <p>Student Discussion Leader 3 Back & Arnold, 2006 – 2 parts Finset et al., 2013 Gaff et al., 2017 (COPC 34) Hodgson et al., 2016 Lafata et al., 2011 Peterson et al., in press (Guest speaker)</p> | <p>Guest Speaker: Emily Peterson, PhD</p> <p>NCI Cancer Continuum</p> <p>Best/worst/Most Likely Case Studies</p> |
| <p>Week 8: February 26 Race, Gender, Bias, and Health Disparities</p> | <p>Bylund & Peterson, 2014 Maina et al., 2018 Mast & Kadji, 2018 Penner et al., 2014 Roter & Hall, 2002 Shen et al., 2018 Teal et al., 2012</p> | <p>There will be no class meeting this week. It will be replaced by asynchronous Canvas assignments.</p> |
| <p>Week 9: March 5 – Spring Break</p> | | |
| <p>Week 10: March 12 Communication and Cancer Part 2</p> <ul style="list-style-type: none"> • Clinical Trials • Survivorship • End of Life Care | <p>Student Discussion Leader 4 Blanch-Hartigan et al., 2016 Brown & Albrecht, 2017 (COPC 32) Brown et al., 2013 Carlson et al, 2017 (COPC 19) Rhondali et al., 2013 Visser et al., 2014</p> | <p>Guest Speaker: Richard Brown, PhD</p> <p>DNR Case Study</p> <p><i>Final project idea should be approved by today</i></p> |

Week 11: March 19 – UF Health Patient Safety Quality Week 2019

11:30-1:00 pm: I will be speaking and moderating a panel of healthcare providers about communication to improve quality and patient safety. Your attendance will be in lieu of class. (Free lunch!)

Location: North Learning Studio, Rm 125 in the Harrell Medical Education Building

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| <p>Week 12: March 26 Communication Skills and Medical Education</p> | <p>Bylund et al., 2017 Bylund et al., 2018 Ghannam et al., In Press Konopasek et al., 2017 (COPC 62) Kurtz & Cooke, 2017 (COPC 11) Letters to Editor (<i>Medical Education</i>) MacLean et al., 2017</p> | <p>Guest Speaker: Kennan DeGruccio (SP) Practical skills session</p> |
| <p>Week 13: April 2 Physician and Patient Interventions</p> | <p>Student Discussion Leader 5 Brandes, 2015 Cegala, 2000 D’Agostino et al., 2017 Heritage et al., 2007 Singh Osorio, TBD (Guest Speaker) Wuensch et al., 2017</p> | <p>Guest Speaker: Dr. Naykky Singh Osorio</p> |
| <p>Week 14: April 9 Interprofessional Communication</p> | <p>Fernando et al., 2016 Foronda et al., 2016 Ilan et al., 2012 Kirwin et al., 2017 Koenig et al., 2013 Turner, 2017 (COPC 33)</p> | <p>Guest Panel (Allied health care providers)</p> |

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| <p>Week 15: April 16 Culture and Language</p> | <p>Student Discussion Leader 6 Al Saadi et al., 2018 Angelelli, 2014 Koenig & Ho, 2015 (Guest Speaker) Kystallidou et al., 2018 Li et al., 2017 Lubrano et al., 2010 Thompson & Whiffen, 2018</p> | <p>Guest Speaker: Evelyn Ho, PhD Interpretation Videos <i>Book Reviews due today</i></p> |
| <p>Week 16: April 23</p> | <p>Final Paper Presentations</p> | <p>Guest Speaker: Jordan Alpert, PhD</p> |
| <p align="center">Final Paper Due by May 2</p> | | |