Promoting Excellence:
Relationship-Centered Care and Collaborative

27th Annual AACH National Faculty Development ENRICH Course

(ENRICH: Enriching Relationships in Communication and Healthcare)

June 23 - 27, 2009
Mayo Civic Center
Rochester MN

Jointly Sponsored by
College of Medicine, Mayo Clinic
and the American Academy on Communication in Healthcare

Course Directors:
Calvin Chou, MD, PhD
Daniel Hurley, MD
Jeff Rabatin, MD

Accreditation Statement
This activity has been planned and implemented in accordance with the Essential Areas and Policies of the Accreditation Council for Continuing Medical Education through the joint sponsorship of College of Medicine, Mayo Clinic, and AACH. College of Medicine, Mayo Clinic is accredited by the ACCME to provide continuing medical education for physicians.

College of Medicine, Mayo Clinic designates this educational activity for a maximum of 26.5AMA PRA Category 1 Credit(s)™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

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Organizing Committee: Michael Brennan, Monica Broome, William Clark, Calvin Chou, Nan Cochran, Julie Crosson, Marla Rowe Gorosh, David Gullen, Jenn Elmer, Alan Fleischmann, Auguste Fortin, Mary Ann Gilligan, Krista Hirschmann, Daniel Hurley, Jenni Levy, William Maples, Kathleen McGrail, Paul Mueller, Ken Olson, Chris Pallozola, Linda Paloh, Jeff Rabatin, Craig Roth, Mary Beth Salama, Stuart Sprague, Terri Veneziale and Maysel Kemp White.

Benefits of Attending
- Increase your influence and effectiveness as a facilitative team member and leader
- Improve your team’s effectiveness, efficiency and morale
- Recharge your personal battery and passion
- Enhance the quality of care you deliver
- Become a more creative and dynamic change agent in healthcare
- Become more skilled at obtaining informed consent and partnering with patients to improve safety
- Become more skilled at handling unanticipated medical outcomes and addressing medical errors
- Become more skilled at managing emotions under stress
- Become more skilled at turning conflict into opportunities to accept diversity and improve safety
- Impact the bottom line for your organization
- Derive credit for some state and local requirements for risk management, communication, and team building

Registration Fees
Before April 10 After April 10
AACH Member $995 $1395
Mayo Clinic Employee $1,095 $1,395
Non-Member $1,195 $1,495
Join AACH & receive member pricing (annual dues regularly $195)

For More Information:
http://www.AACHonline.org

To register online:
www.miracd.com/AACH2009SummerCourse
The highest quality patient care relies on teams of committed, skilled individuals who work together across many different disciplines. Recent studies indicate “good” is no longer good enough. In order to remain competitive, healthcare organizations must strive for excellence. Substantial recent data show that optimal function of health care teams in delivering relationship-centered care occurs in the context of a supportive system that encourages openness and “flattens the hierarchy” to enhance full disclosure of vital information.

The 27th annual AACH Faculty Development Course will address four aspects of this system: promoting fundamental relationship-centered care, anticipating and managing unexpected medical outcomes, developing high-performance teams, and cultivating relationship-centered leadership.

Course Structure
The course features a variety of learning activities that are designed to enhance knowledge, skills and attitudes needed to practice and teach relationship-centered communication skills to enhance service, quality and patient safety. The primary design is a learner-centered model in which participants choose individual and collective objectives and develop a means of achieving them with the guidance of course faculty. The course is designed for all healthcare providers at all levels of skills. It is designed to meet the needs of novices and experts. Our four learning approaches include:

1. Plenary Sessions
Opening Session 6-23: “Making Shared Decision Making a Reality.”
Nan Cochran, MD and Kate Clay, MA, BSN, RN
Plenary 6-24: “Creating a Relationship-Centered Organizational Culture to Support Quality Care.”
Anthony Suchman, MD and Terri Veneziale, MBA
Plenary 6-26: “Talking About Medical Errors: Disclosure and Beyond.”
David Hatem, MD and Kathleen Mazor, EdD

2. Workshop Tracks
We encourage participants to commit to one track for all three sessions as each session builds on the previous one.

Track One: Optimizing Interactive Experiences of Patients and Colleagues
A. Describe relationship-centered interviewing and conversation
B. Attend to emotions, and respond with empathy
C. Track and enhance patient / colleague commitment to a plan of action.
(Recommended for first-time attendees.)

Track Two: Unanticipated Medical Outcomes and Errors
A. Identify essential elements of shared decision-making
B. Practice an approach to giving bad news
C. Describe benefits and risks of disclosing medical errors

Track Three: Developing High Performance Teams
A. Facilitate continuous team formation
B. Promote a team culture that recognizes conflict and deals with it effectively
C. Invite reflection on diversity
A. Enable team-based learning to enhance the management of quality, adverse events and medical errors

Track Four: Relationship-Centered Leadership
A. Recognize/explain important theories of leadership
B. Identify the strengths and limitations of own leadership style
C. Practice skills to enhance the following leadership styles: visionary, affiliative, coaching and democratic.

3. Learning Groups:
Skills and Personal Awareness
A group of five to seven interdisciplinary colleagues meet daily with trained AACH faculty to develop your relationship-centered skills as a clinician, leader, and/or team member. These groups present an unique opportunity to practice skills learned in the workshops or focus on your personal learning needs.

Groups also practice mindfulness and step back to explore members’ reactions and feelings about caring for patients and/or teaching. Research shows that monitoring and modulating these feelings improves the quality of patient care and educators’ effectiveness and learner satisfaction.

4. Project Groups
Participants convene around a topic of mutual interest and are often surprised at what they can accomplish in a short time. Inevitably, creative juices flow, the work is congenial and fun, and results are original, unpredictable and exciting.