ABSTRACT  The market is demanding transparency. But that's not the only reason we are working to bare it all. Transparency in health care creates an informed and engaged consumer, and informed and engaged health care providers. Informed patients and providers are necessary pieces of the puzzle in health care transformation. Of late, we are seeing the good news that we are bending the cost curve. Reports show that Medicare costs have slowed significantly below the growth of the economy—a pace we expect to see continue through 2017. This, though, is only the beginning. Transparency in costs, physician reviews, outcomes, quality measures, and resource allocation to name a few, are a necessary road for us to travel down as we reach for our ultimate goal: value in health care.

Global Learning Objectives
• Critically analyze research, guidelines and appropriate use criteria to develop best-practice diagnosis and treatment strategies
• Evaluate latest innovations in imaging to assess safety and effectiveness

Session Learning Objectives
• To implement health system changes focused on value
• To develop care pathways using evidence-based medicine
• To form patient-centered care delivery units designed to integrate care

CME RADIOLOGY GRAND ROUNDS

“Imaging All The People: What Health Care Reform Means for Radiologists”

Vivian S. Lee, MBA, MD, PhD
Dean, School of Medicine
Senior Vice President, University Health Sciences
CEO, University of Utah Health Care

Thursday, January 16, 2014
5:30 PM - 6:30 PM
Clark Auditorium

Course Directors: Sanjiv Sam Gambhir, MD, PhD
Andrei Iagaru, MD

Accreditation
The Stanford University School of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

Credit Designation
The Stanford University School of Medicine designates this live activity for a maximum of 1.00 AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Cultural and Linguistic Competency
California Assembly Bill 1195 requires continuing medical education activities with patient care components to include curriculum in the subjects of cultural and linguistic competency. The planners and speakers of this CME activity have been encouraged to address cultural issues relevant to their topic area. The Stanford University School of Medicine Multicultural Health Portal also contains many useful cultural and linguistic competency tools including culture guides, language access information and pertinent state and federal laws. You are encouraged to visit the portal: http://lane.stanford.edu/portals/cultural.html