



“The Radiologist’s Role in Patient Advocacy”

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Thursday, February 20, 2014

5:30 PM - 6:30 PM

Clark Auditorium



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

- Describe at least 3 clinical situations that a cancer patient specifically needs the personal attention and advocacy of the radiologist
- Describe the concerns and anxiety experienced by metastatic cancer patients while waiting for result of radiology tests and how these anxieties can be addressed by the radiologist reading the imaging studies
- Describe the type of communication skills and techniques that are needed by cancer patients who are receiving bad news from the radiologist who has performed a biopsy
- Be able to integrate and incorporate patient advocacy into their daily practice
- Recognize and perform patient advocacy one on one with patients, whether performing a procedure or interpreting their imaging studies

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

ABSTRACT This presentation will focus on the important role radiologists play in serving as a patient advocate and providing patient centered care. All too often the focus and discussions about advocacy and patient centered care target the physicians and nurses responsible for the treatment of cancer patients. This presentation will provide attendees insight into understanding the profound role that radiologists play as patient advocates and the delivery of patient centered care. Through case studies and other examples, including a video, the speaker will discuss how radiologists directly impact cancer patients psychological well being, coping skills and even their hope for their future which includes the hope patients with metastatic breast cancer have...

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>