

OSRT Virtual Continuing Education Session
November 14, 2020

Tentative Schedule:

8:50 – 9:00am	WELCOME & EXPLANATION OF CE VERIFICATION	
9:00 – 9:50am	<i>The Lifecycle of a Virus</i> Dava Edwards Smith, MSRS, RT(R)(CT)(MR)	1 CE
10:00 – 10:50am	<i>Communicating with Patients Who Have Alzheimer’s Disease</i> Judy Singleton, PhD, MSW, LISW-S	1 CE
11:00 – 11:50am	<i>Health Literacy: Simple Tools to Improve Communication Between Provider and Patient</i> Jennifer DeMichael, MEd, CMA(AAMA)	1 CE
11:50am – 12:25pm	LUNCH BREAK	
12:25-12:30pm	WELCOME & EXPLANATION OF CE VERIFICATION	
12:30 – 1:20pm	<i>Transgender Inclusivity in Healthcare</i> Jen Carter, PhD	1 CE
1:30 – 2:20pm	<i>The Act of “Pausation”: Overcoming and/or Managing Perceived Barriers in Your Life</i> Eric Charlton, MHA, RT(R)	1 CE
2:30 – 3:20pm	<i>Caregiver Wellness During Covid-19</i> Jennifer McClellan Johnson, MBA, MSSA, LISW-S	1 CE

The Lifecycle of a Virus

Dava Edwards Smith, MSRS, RT (R) (CT) (MR)
Clinical Support Specialist – United Imaging, North America
dava916@gmail.com

Goal:

Increase information and awareness of PPE and the typical lifespan and behavior of a virus

Objectives:

1. Explain some basic facts about COVID - 19 and what can individuals do?
2. Discuss key steps in worker protection and infection control
3. Assess the risk of workplace exposure to COVID-19

Outline:

1. Plaque Through History
2. The 9 Deadliest Viruses
3. When H1N1 Shook the World
4. COVID-19: A Layman's Glossary
5. The Real Culprit is Civilization
6. How Long does COVID-19 Survive Outside of the Body?
7. What can individuals do to Reduce Risk?
8. Personal Protective Equipment (PPE)

Communicating with patients who have Alzheimer's disease

Judy Singleton, PhD, MSW, LISW-S

Assistant Professor, Social Work, UC Blue Ash College

singlejl@ucmail.uc.edu

Goal:

Communication and how healthcare professional interact with patients who have Alzheimer's disease is vital to patient care outcomes. Sometimes we do not realize that what we say or how we say things can trigger distress behaviors in patients, which makes it more difficult to give quality care. This workshop will focus on helping healthcare professionals understand the challenges a person with Alzheimer's disease has in communicating and to examine strategies that can be used to enhance communication with patients who have Alzheimer's disease.

Objectives:

1. To understand the communication problems a person with Alzheimer's disease may have
2. To understand the communication challenges presented in the different stages of Alzheimer's disease
3. To examine some of the communication strategies that can be used when working with patients who have Alzheimer's disease

Outline:

1. Introduction and overview
2. How Alzheimer's disease affects communication
 - a. Challenges the patient may be facing
 - b. Different stages of Alzheimer's disease present differing communication issues
3. Key components in patient/healthcare professional encounter with a patient who has Alzheimer's disease:
 - a. Verbal behaviors
 - b. Non-verbal behaviors
 - c. Interaction styles
 - d. Active listening
4. Communication strategies, using some mini-case examples

Health Literacy: Simple Tools to Improve Communication Between Provider and Patient

Jennifer DeMichael, MS, CMA (AAMA)

Medical Assisting Program Director, Assistant Professor, UC Blue Ash College

nicholji@ucmail.uc.edu

Goal:

Define Health Literacy and aid healthcare providers in better communication with patients.

Objectives:

1. Define health literacy.
2. Identify individuals at risk for low health literacy.
3. Explain the health impact of low health literacy.
4. Learn where to access health-related resources/ educational materials designed for individuals that have been identified as having low health literacy.
5. Demonstrate effective communication strategies to improve interactions with low health literacy individuals.

Outline:

1. Introduction and describe learning objectives. Define Health Literacy.
2. Health Literacy activity
3. Risk and impact of low health literacy, accessing resources designed for low health literacy populations.
4. Health Literacy resource activity
5. Discussion
6. Wrap up: review key points, Q&A

Transgender Inclusivity in Healthcare

Jen Carter, PhD

Assistant Professor, Behavioral Sciences, UC Blue Ash College

carterja@ucmail.uc.edu

Goal:

Increase understanding of transgender inclusivity in healthcare settings

Objectives:

After completion of this session, participants will be able to:

1. Define and explain sex, gender identity, gender expression, cisgender, and transgender
2. Discuss the various ways trans people may engage in social and physical transitions
3. Describe the challenges trans people face in the medical institution
4. Identify steps for making medical spaces more inclusive for trans people

Outline:

1. Terminology
 - a. Sex, gender identity, gender expression
 - b. Cisgender, transgender, and nonbinary
2. Transitioning
 - a. Social
 - i. Name
 - ii. Pronouns
 - iii. Interactions with people or social spaces
 - iv. "Coming out"
3. Physical
 - a. Gender expression
 - b. Binding/packing/padding/tucking
 - c. Hormone therapies
 - d. Testosterone/estrogen
 - e. Puberty suppressants/blockers
 - f. Surgical
 - g. Top/bottom
4. Challenges in the Medical Institution
 - a. Name Change (birth certificate, social security card, driver's license, passport)
 - b. No trans-related requirements, but does involve paying fees

- c. Gender Marker Change (birth certificate, social security card, driver's license, passport)
 - d. Requirements vary (may need documentation from therapist or may need medical documentation certifying "permanent changes" or specific surgeries)
 - e. Prohibitive for those who opt out of surgery or can't afford it
5. Challenges in the Medical Institution
- a. Finding respectful practitioners / office staff
 - b. Finding knowledgeable practitioners / office staff
 - c. Comfort with seeking services
 - d. Procedural obstacles / "hoops" to jump through
 - e. Lack of insurance coverage
 - i. Necessary v. elective
 - ii. Hormones
 - iii. Surgeries
 - f. Locating / accessing specialists

The Act of “Pausation”: Overcoming and/or Managing Perceived Barriers in your life

Eric Charlton, MHA, MA, RT (R)
Assistant Professor, Allied Health, UC Blue Ash College
charltej@ucmail.uc.edu

Goal:

This presentation will highlight what ‘Pausation’ is, and how our own mental barriers can stagnate growth in different facets of our lives.

Objectives:

1. Participants will acquire new knowledge in mindfulness strategies, using the Personal Values Questionnaire
2. Participants will develop a personal understanding of how aspects, such as ego, can hinder professional and/or personal growth

Outline:

1. Definition of ‘Pausation’
2. Ego beliefs
3. Workplace Happiness
4. Personal Values Questionnaire Activity
5. Discussion/ Wrap-up/ Next Steps

Caregiver Wellness During Covid-19

Jennifer McClellan Johnson, MBA, MSSA, LISW-S

EAP Counselor/Prevention Educator, Cleveland Clinic Foundation

Johnsoj16@ccf.org

Goal:

To provide healthcare workers with the proper tools to recognize stress during Covid-19 and offer tools for emotional self-care.

Objectives:

1. Discuss expected emotional and physical responses to ongoing stress and trauma
2. Discuss resiliency and return to level of emotional wellness
3. Discuss importance of self-care
4. Introduce "Closing Rituals for Each Work Day"

Outline:

1. Impact of COVID-19
 - a. Acknowledge the toll- professional and personal
 - b. Traumatic stress
 - c. Recognize emotions that you experience
 - d. Normalcy of feelings
2. What is Emotional Health?
 - a. Vital to living a life of fulfillment, wholeness, contentment and fulfillment
 - b. Includes resilience
 - c. How we feel, think and behave
 - d. Impacts all dimensions of wellness
3. Nurturing Your Emotional Health
 - a. Connect with your social support network, taking time for friends and intimate relationships
 - b. Learn how to deal with stress
 - c. Take care of your body
 - d. Spend quality time with yourself
 - e. Get help when you need it
 - f. Learning to say no more often
 - g. Practice some type of relaxation
 - h. Expressing your creativity
 - i. Create a healthy integration between work, rest and play
4. Resiliency and Emotional Health
 - a. Resiliency safeguards emotional health
 - b. Resilient people talk about emotions, practice self-control, learn how to problem solve and develop strong communication skills
 - c. Emotional health means that one can bounce back from setbacks and thrive despite challenges
5. Tips for Managing Stress During COVID-19
 - a. Set limits to media coverage

- b. Continue to engage in activities you enjoy
 - c. Connect
 - d. Pay attention to nutrition, sleep, exercise
 - e. Avoid destructive behaviors
 - f. Maintain a sense of hope
 - g. Be aware of your feelings, ask for support
6. Closing Rituals for Each Work Day
- a. The Coronavirus 2019 (COVID-19) outbreak has been stressful. For many, this has resulted in fear and anxiety, as well as changes in sleeping, eating, and/or concentrating. These reactions may be even more pronounced for Cleveland Clinic caregivers working diligently to respond to this pandemic disease.
 - b. Closing rituals are designed to bring closure to the day's experiences, moving forward with less stress and more focus. The checklist below provides guidance on developing a ritual that's all your own.