

**CURRICULUM VITAE & EDUCATOR'S PORTFOLIO
OREGON HEALTH & SCIENCE UNIVERSITY**

NAME **Clifford Adams Coleman, MD, MPH**

DATE **7/9/2021**

I. PRESENT POSITION AND ADDRESS

Academic Rank: **Associate Professor**

Department/Division: **Family Medicine**

Professional Address: **3930 SE Division Street, Portland, Oregon 97202
(503) 418-3901**

E-Mail Address: **colemanc@ohsu.edu**

II. EDUCATION

Undergraduate and Graduate:

2001-2004 **Portland State University, Portland, OR**
Master of Public Health

1995-2000 **Stanford University School of Medicine, Stanford, CA**
MD

1991-1993 **University of Oregon, Eugene, OR**
Post-baccalaureate

1987-1991 **Dartmouth College, Hanover, NH**
BA, Psychology, Cum laude

Postgraduate:

2000-2004 **Oregon Health & Science University, Portland, OR**
Public Health and General Preventive Medicine Residency

2000-2003 **Oregon Health & Science University, Portland, OR**
Family Medicine Internship and Residency

Certifications:

- 2003-2020 **American Board of Family Medicine**
Diplomate
- 2005-2015 **American Board of Preventive Medicine**
Diplomate
- 2000-2022 **American Heart Association**
Advanced Cardiac Life Support Provider
- 2000-2013 **American Academy of Pediatrics/American Heart Association**
Neonatal Resuscitation Provider

Licenses:

Oregon Medical License # MD24331 – Active through 12/31/21

III. PROFESSIONAL EXPERIENCE**Academic Positions:**

- 2017-present **Oregon Health & Science University, Portland, OR**
Associate Professor, Department of Family Medicine
- 2017-present **University of Arkansas for Medical Sciences Center for Health Literacy, Little Rock, AR**
Affiliate Faculty member
- 2006-2017 **Oregon Health & Science University, Portland, OR**
Assistant Professor, Department of Family Medicine
- 2004-2006 **Oregon Health & Science University, Portland, OR**
Research Instructor, Department of Family Medicine

Academic Roles:

- 2021-present **Oregon Health & Science University Center for Ethics in Health Care**
Inaugural Doris and Mark Storms Chair in Compassionate Communication, Center for Ethics in Health Care
- 2014-present **Oregon Health & Science University School of Medicine**
Foundations Clinical Thread Director for Professionalism, Ethics & Communication, Office of the Dean
- 2013-2014 **Oregon Health & Science University School of Medicine**
Principles of Clinical Medicine Integrator, Curriculum Transformation Development Team, Office of the Dean

Leadership Roles:

2021-present **Oregon Health & Science University Center for Ethics in Health Care**
Associate Director

IV. SCHOLARSHIP

Area(s) of Research/Scholarly Interest: Health literacy, health communication, culturally responsive care, health professions education, health disparities.

Federal Grants:

1) xxx

Study Title: Improving Decision-Making in all Stage Lung Cancer (I DESCide): A Low-Literacy Conversation Tool

Source: American Cancer Society

Role: Co-investigator

Principal Investigator: Donald Sullivan, MD

Amount Period: 1/5/2021-1/5/2022

% Effort: 0.02 FTE

Total grant amount, all years: \$xxx

Description of Project: Develop and test a low-literacy decision aid to improve patient-centered outcomes for people with lung cancer.

2) 1D58 HP15234 01-00

Study Title: Curriculum Activities for Learning Mood Disorders and Community Approaches to Residency Education (CALM CARE)

Source: US DHHS Health Services and Research Administration

Role: Co-investigator

Principal Investigator: Roger Garvin, MD

Amount Period: 7/1/2009-6/30/2012

% Effort: 0.1 FTE

Total grant amount, all years: \$827,913

Description of Project: Develop and implement curriculum to better prepare Family Medicine residents to care for the mental health needs of underserved and vulnerable patients.

3) 5K07 CA121457-05

Study Title: Behavioral & Social Sciences as Core Elements of the Medical School Curriculum.

Source: DHHS NIH National Cancer Institute

Role: Sub-Committee Chair: Social and Cultural Issues in Health Care.

Principal Investigator: William Toffler, MD

Amount Period: 5/1/2006-4/30/2011

% Effort: 0.05 FTE

Total grant amount, all years: \$1,198,724

Description of Project: Five-year curriculum re-design project to develop an innovative, comprehensive curriculum designed to increase medical students' knowledge and skills in the behavioral and social sciences (BSS) related to health.

- 4) **3K07 CA121457 04S2**
Study Title: Behavioral & Social Sciences as Core Elements of the Medical School Curriculum, supplement
Source: DHHS NIH National Cancer Institute
Role: Sub-Committee Chair: Social and Cultural Issues in Health Care.
Principal Investigator: William Toffler, MD
Amount Period: 5/1/2006-4/30/2011
% Effort: 0.05 FTE)
Total grant amount, all years: \$403,338
Description of Project: Supplement to augment our ability to evaluate, through qualitative analyses, how curriculum changes in the behavioral and social sciences (BSS) have affected OHSU student attitudes toward and acquisition of BSS knowledge and skills.

- 5) **Study Title:** African American Dementia and Aging Project (AADAPt).
Source: National Institute on Aging (NIA) Minority Supplement.
Role: Co-Investigator.
Principal Investigator: Fred Miller
Amount Period: 09/01/2004 – 05/01/2005
% Effort: 0.4 FTE
Description of Project: A 5-year prospective cohort study of risk factors for cognitive impairment in older African American adults.

- 6) **Study Title:** African American Dementia and Aging Project (AADAPt).
Source: National Institute on Aging (NIA).
Role: Co-investigator.
Principal Investigator: Fred Miller
Amount Period: 02/01/2000 – 06/01/2000
% Effort: 1.0 FTE
Description of Project: A 5-year prospective cohort study of risk factors for cognitive impairment in older African American adults.

Contracts:

- 1) **Contract Title:** Assessment-Based health Literacy Specialist Certificate.
Source: Institute for Healthcare Advancement, La Habra, California
Role: Ethics domain subject matter expert
Amount Period: 1/7/21-1/21/21

- 2) **Contract Title:** Assessment-Based health Literacy Specialist Certificate.
Source: Institute for Healthcare Advancement, La Habra, California
Role: Health Literacy and Clear Communication Training domain subject matter expert
Amount Period: 4/18/20-12/31/20

- 3) **Contract Title:** Integrating Health Literacy Training in the Preclinical Curriculum
Source: Touro College School of Medicine, New York, New York
Role: Consultant curriculum evaluator, and instructional content and methods expert
Amount Period: 11/20/16-1/15/17

- 4) **Contract Title:** Health Literacy Training for Oregon Health Authority
Source: Oregon Health Authority, Transformation Center
Role: Consultant developer and presenter of health literacy trainings for coordinated care

organizations (CCOs) across the state of Oregon, and other Oregon Health Authority entities
Amount Period: 10/1/2014 – 9/30/2015

- 5) **Contract Title:** Health Literacy: Best Practices for Clinicians
Source: Quantia Communications, Inc., Delaware
Role: Faculty developer of health literacy training webinar module published online, and featured expert for online discussion of webinar content
Amount Period: 6/1/14-6/30/14
- 6) **Contract Title:** Health Literacy: Best Practices for Advanced Patient-centered Communication
Source: Legacy Health System Continuing Education, Portland, Oregon
Role: Developed and presented a series of health literacy lectures for four hospitals in the legacy Health System
Amount Period: 1/8/2013 – 1/29/2013
- 7) **Contract Title:** Health Literacy: Advanced Health Communication for Oregon’s Coordinated Care Organizations Webinar for January 3, 2013
Source: Oregon Health Authority Office of Equity and Inclusion, Portland, Oregon,
Role: Developed and presented a webinar on the business case for and steps to becoming a health literate organization, targeting health system administrators
Amount Period: 11/1/2012 – 1/3/2013
- 8) **Contract Title:** Rockwood Building Health Literacy Initiative
Source: Wallace medical Concern and Legacy Health System, Portland, Oregon
Role: Developed and presented a series of educational trainings on health literacy to diverse staff working in clinical and social service roles
Amount Period: 10/16/2012 – 10/16/2013
- 9) **Contract Title:** Time to Talk CARDIO (Creating Real Dialogue in the Office) Pilot Clinical Trial.
Source: Canyon Ranch Institute.
Role: Clinical Principle Investigator.
Principal Investigator: Andrew Pleasant, PhD.
Amount Period: 9/1/2009 – 3/1/2010
% Effort: 0.05 FTE
Description of Project: Pilot randomized controlled trial testing a web-based intervention to improve communication between patients and health care professionals.

Publications/Creative Work:

Peer-reviewed

- 1) **Coleman, C.,** Salcido-Torres, F., Cantone, R.E. (2020). “What Questions Do You Have?” Teaching Medical Students to Use an Open-Ended Phrase for Eliciting Patients’ Questions. *Health Literacy Research and Practice*, in press.
- 2) **Coleman C.** (2020). Health Literacy and Clear Communication Best Practices for Telemedicine. *HLRP: Health Literacy Research and Practice*, 4(4):e224-e229 <https://doi.org/10.3928/24748307-20200924-01>
- 3) Hadden, K., **Coleman, C.,** Scott, A. (2018). The Bilingual Physician: Seamless Switching from

Medicalese to Plain Language. *Journal of Graduate Medical Education*, 10(2):130-33

- 4) Karuranga, S., Sørensen, K., **Coleman, C.**, Mahmud A.J. (2017). Health Literacy Competencies for European Health Care Personnel. *Health Literacy Research and Practice*, 1(4):e247-e256
- 5) **Coleman, C.**, Garvin, R., Sachdeva, B., Kobus, A., Peterson-Perry, S. (2017). Long-term Effects of a Health Literacy Curriculum for Family Medicine Residents. *Peer-reviewed Reports in Medical Education Research (PRiMER)*, 1:22 DOI: 10.22454/PRiMER.2017.703541. Available at <https://journals.stfm.org/media/1241/coleman-primer2017703541.pdf>
- 6) **Coleman, C.**, Hudson, S., Pederson, B. (2017). Prioritized Health Literacy and Clear Communication Practices for Health Care Professionals. *Health Literacy Research and Practice*, 1(3):e90-e99. Retrieved from <https://www.healio.com/public-health/journals/hlrp>
- 7) **Coleman, C.A.**, Nguyen, N.T., Garvin, R., Sou, C., Carney, P.A. (2016). Health Literacy Teaching in U.S. Family Medicine Residency Programs: A National Survey. *Journal of Health Communication*, 21(Suppl1):51-57
- 8) **Coleman, C.**, Peterson-Perry, S., Bumsted, T. (2016). Long-term Effects of a Health Literacy Curriculum for Medical Students. *Family Medicine*, 48(1):49-53
- 9) **Coleman, C.**, Fromer, A. (2015). A Health Literacy Training Intervention for Physicians and Other Health Professionals. *Family Medicine*, 47(5):388-92
- 10) **Coleman, C.**, Hudson, S., Maine, L. (2013). Health Literacy Practices and Educational Competencies for Health Professionals: A Consensus Study. *Journal of Health Communication*, 18:82-102
- 11) Lie, D., Carter-Pokras, O., Braun, B., **Coleman, C.** (2012). What Do Health Literacy and Cultural Competence Have in Common? Calling for a Collaborative Health Professional Pedagogy. *Journal of Health Communication*, 17:13-22
- 12) **Coleman, C.A.**, Appy, S. (2012). Health Literacy Teaching in U.S. Medical Schools, 2010. *Family Medicine*, 44(7):504-7
- 13) **Coleman, C.A.** (2011). Teaching Healthcare Professionals about Health Literacy: A Review of the Literature. *Nursing Outlook*, 59:70-8

Non-peer-reviewed

- 1) **Coleman C.** Facilitating Health Communication with Immigrant, Refugee, and Migrant Populations through Use of Health Literate Approaches. Published testimony in National Academies of Sciences, Engineering, and Medicine. 2017. Health Communication with Immigrants, Refugees, and Migrant Workers: Proceedings of a Workshop—in Brief. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24796>.
- 2) **Coleman C.** Integrating Health Literacy into Health Professions Education. In National Academies of Sciences, Engineering, and Medicine. 2016. *Envisioning the future of health professional education: Workshop summary*. Washington, DC: The National Academies Press. Available at <http://www.nap.edu/21796>

- 3) **Coleman C.** “Health Professional, Heal Thyself.” Invited editorial for the Engaging the Patient blog, by Emmi Solutions. October 5, 2011. Available at <http://engagingthepatient.com/page/4/>.

Chapters

- 1) Belanoff JK, **Coleman CA**, Schatzberg AF. Principles of the Pharmacotherapy of Depression. In Charney DS, Nestler EJ, Bunney BS (eds.): Neurobiology of Mental Illness. New York: Oxford University Press, 1999

Electronic Publications

- 1) **Coleman C**, Kurtz-Rossi S, McKinney J, Pleasant A, Rootman I, Shohet L. The Calgary Charter on Health Literacy: Rationale and Core Principles for the Development of Health Literacy Curricula (2008). The Centre for Literacy of Quebec.
https://www.ghdonline.org/uploads/The_Calgary_Charter_on_Health_Literacy.pdf
- 2) **Coleman C.** “Health Literacy: Best Practices for Clinicians.” Webinar published online (July 2014) by QuantiaMD, Delaware.

Peer-reviewed Abstracts

- 1) **Coleman C.** Health Literacy and Systemic Racism: Addressing Oppression through Clear Communication. Pre-conference session for Institute for Healthcare Advancement 20th Annual Health Literacy Conference, Costa Mesa, California (virtual), April 14, 2021
- 2) Salcido-Torres F, Cantone R, **Coleman C.** Effects of a Longitudinal Curriculum to Teach Health Literacy and Patient-Centered Clear Communications Habits to Medical Students. Poster presented at Institute for Healthcare Advancement 19th Annual Health Literacy Conference, Costa Mesa, California, May 14, 2020 [accepted but conference cancelled]
- 3) Salcido-Torres F, Cantone R, **Coleman C.** Effects of a Longitudinal Curriculum to Teach Health Literacy and Patient-Centered Clear Communications Habits to Medical Students. Poster presented at Legacy’s Oregon and Southwest Washington Annual Health Literacy Conference, Portland, Oregon, April 17, 2020 [accepted but conference cancelled]
- 4) **Coleman C.** Writing Directly to Patients: Results Letters, Visit Summaries, and Email – a Skill-building Workshop. Institute for Healthcare Advancement 19th Annual Health Literacy Conference, Costa Mesa, California, May 14, 2020 [invited but conference cancelled]
- 5) **Coleman C.** Writing Directly to Patients: Results Letters, Visit Summaries, and Email – a Skill-building Workshop. Institute for Healthcare Advancement 17th Annual Health Literacy Conference, Irvine, California, May 10, 2018
- 6) Freeman EL, Kobus A, Thornburg K, Stadler D, **Coleman C**, Mattar S. Interprofessional Model for Education for Biopsychosocial Approach to Obesity. OHSU Symposium on Educational Excellence, Portland, Oregon, April 14, 2017

- 7) Hudson S, Pederson B, **Coleman C**. Prioritization of Health Literacy Best Practices for Health Professionals: A Consensus Study. Poster presented at the Oregon and Southwest Washington Health Literacy Conference, Portland, Oregon, March 10, 2017
- 8) Karuranga S, Mahmud AJ, Sørensen K, **Coleman C**. European Consensus on Health Literacy Competencies and Practices for Healthcare Personnel: A Delphi Study. Poster presented at the Oregon and Southwest Washington Health Literacy Conference, Portland, Oregon, March 10, 2017
- 9) Karuranga S, Mahmud AJ, Sørensen K, **Coleman C**. European Consensus on Health Literacy Competencies and Practices for Healthcare Personnel: A Delphi Study. Poster presented at the 8th Annual Health Literacy research Conference, Bethesda, Maryland, October 13, 2016
- 10) Schwartzberg JG (ACGME), **Coleman C**, Horowitz AM (U of Maryland), Noonan L (Carolinas HealthCare System). Mastering oral communication skills to narrow the health literacy divide: Are we teaching, and evaluating health professions learners to meet our goals? A health literacy research agenda. Oral presentation for the 8th Annual Health Literacy Research Conference, Bethesda, Maryland, October 13, 2016
- 11) Hudson S, Pederson B, **Coleman C**. Prioritization of Health Literacy Best Practices for Health Professionals: A Consensus Study. Poster presented at the 15th Annual Institute for Healthcare Advancement Health Literacy Conference, Anaheim, California, May 5, 2016
- 12) Hudson S, Pederson B, **Coleman C**. Prioritization of Health Literacy Best Practices for Health Professionals: A Consensus Study. Poster presented at 7th Annual Health Literacy Research Conference, Bethesda, Maryland, November 2, 2015
- 13) **Coleman C**, Fromer A, Peterson-Perry S, Bumsted T, Garvin R, Kobus A, Sachdeva B. Teaching Healthcare Professionals about Health Literacy: Convergence of Three Curriculum Studies. Oral presentation for the International Conference on Communication in Healthcare, New Orleans, Louisiana, October 27, 2015
- 14) **Coleman CA**, Peterson-Perry S. Long-Term Effects of a Health Literacy Curriculum for Medical Students. Poster presentation for the Institute for Healthcare Advancement's 13th Annual Health Literacy Conference, Irvine, CA, May 9, 2014
- 15) Gideonse N, Yamashita D, Milano C, Flynn JM, **Coleman C**, Petering R. A Longitudinal Curriculum Teaching Medical Home Principles to PGY-1 Residents Embarking On Four Year Residency. Oral presentation for the 46th STFM Annual Spring Conference, Baltimore, Maryland, May 1 - 5, 2013
- 16) Pulliam S, Lie D, **Coleman C**, Carter-Pokras O, Hussein. Cultural Competency and Health Literacy: Informing the Policy Cycle. Oral presentation for the National Institute for Minority Health and Health Disparities, National Institutes of Health, 2012 Summit on the Science of Eliminating Health Disparities, National Harbor, MD, December 16, 2012
- 17) Pleasant A, **Coleman C**, Cabe J, McIntire J, Carmona RH. Evaluation of an Online Health Literacy Tool for Patients and Health Professionals. Oral presentation for the American Public Health Association 140th Annual Meeting & Exposition, San Francisco, CA, October 27-31, 2012

- 18) **Coleman C**, Hudson S, Maine L. Health Literacy Competencies for Students of the Health Professions: A Consensus Study. Poster presentation for the 4th Annual Health Literacy Research Conference, Bethesda, MD, October 22-23, 2012
- 19) **Coleman C**. Teaching about Health Literacy: Competency-based training for medical students. Oral presentation for the Society of Teachers of Family Medicine 38th Annual Conference on Medical Student Education, Long Beach, CA, February 3, 2012
- 20) **Coleman C**. Teaching Health Professionals about Health Literacy: Approach, Techniques & Tools. Oral presentation for the 4th Biennial Wisconsin Health Literacy Summit, Madison, Wisconsin, April 12, 2011
- 21) Pleasant A, **Coleman C**, Cabe J, McIntire J, Carmona RH. An Evaluation of Time to Talk CARDIO (Creating A Real Dialog In the Office). Oral presentation for the American Public Health Association 138th Annual Meeting & Exposition, Denver, CO November 6-10, 2010
- 22) **Coleman C**, Kurtz-Rossi S, McKinney J, Pleasant A, Rootman I, Shohet L. Calgary Charter on Health Literacy: rationale and Core Principles for the Development of Health Literacy Curricula. American Public Health Association 138th Annual Meeting & Exposition, Denver, CO, November 9, 2010
- 23) **Coleman CA**, Donald S. Health Literacy Teaching in U.S. Allopathic Schools of Medicine. Poster presented at 2010 North Carolina Health Literacy Conference, Greensboro, North Carolina, September 21-22, 2010
- 24) **Coleman C**. Using New Technology to Improve Providers' Health Literacy Skills. Oral presentation for the Institute for Healthcare Advancement 9th Annual Health Literacy Conference, Irvine, California, May 7, 2010
- 25) Pleasant A, **Coleman C**, Kurtz-Rossi S. Choosing, Evaluating and Implementing a Health Literacy Curriculum. Oral presentation for the 8th Annual Institute for Healthcare Advancement Health Literacy Conference, Irvine, California, May 8, 2009
- 26) **Coleman C**. Low Health Literacy: A Threat to Shared Decision Making in the Patient-Centered Medical Home. Oral presentation for the Society for Teachers of Family Medicine 2008 Conference on Practice Improvement, Savannah, Georgia, December 4-7, 2008
- 27) Koreishi S, **Coleman C**, King V, De Voe J, Wallace L. The Relationship between Health Literacy and Patient-Provider Communication in a Community Health Center. Poster presented at the 36th Annual Meeting of the North American Primary Care Research Group (NAPCRG), Rio Grande, Puerto Rico, November 15, 2008
- 28) **Coleman C**. 'Health Literacy' & Clear Communication: Assessing Students' Clinical Skills Using Standardized Patients. Oral presentation for Health & Literacy: Constructing Curriculum for Health Care providers, A Learning Institute, Calgary, Alberta, Canada, October 17, 2008
- 29) **Coleman C**. Low Patient Literacy: Knowledge, Attitudes, and Practices of Healthcare Professionals. Oral presentation for the Institute for Healthcare Advancement Fourth Annual Health Literacy Conference, Irvine, California Irvine, CA, May 5, 2005
- 30) Miller F, Kaye J, Stewart B, Payami H, Camicioli R, **Coleman C**, Siemsen G. African American

Dementia and Aging Project (AADAPt): A Pilot Study Focusing on Minority Recruitment and Protocol Modifications [published abstract]. Journal of the American Geriatrics Society 2001;49(4):S43

- 31) Goldberg BW, Coleman CA. Injury Prevention Teaching in Public Schools [published abstract]. American Journal of Public Health 1994;84(1):140

Invited Lectures, Conference Presentations or Professorships:

Invited International and National

- 1) **“Health Literacy and Systemic Racism: Addressing Oppression through Clear Communication.”** Children’s Mercy Kansas City health literacy workshop, November 4, 2021 [invited]
- 2) **“Health Literacy and Clear Communication Best Practices for Telemedicine.”** Health literacy education series, Ithaca College Gerontology Institute, and Finger Lakes Geriatrics Education Center, presented virtually, June 9, 2021
- 3) **“Competency-based Clear Communication Training for Health Care Professionals: Background, Practices & Competencies, and Curriculum Design”** Lead Instructor for 4-hour web-based workshop, 9th Annual Tufts University School of Medicine Health Literacy Leadership Institute, Boston, Massachusetts, May 28, 2020
- 4) Literacy Information and Communication System (LINCS), U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) webinar on health literacy for persons who have disabilities, May 6-7, 2020 [Cancelled due to COVID-19]
- 5) **“Teaching Health Literacy in Medical Education: Clear Communication to Improve Health Outcomes.”** Association of American Medical Colleges and Centers for Disease Control and Prevention Cooperative webinar, September 18, 2019
- 6) **“Competency-based Clear Communication Training for Health Care Professionals.”** Lead Instructor for 4-hour workshop, 8th Annual Tufts University School of Medicine Health Literacy Leadership Institute, Boston, Massachusetts, June 10, 2019
- 7) **“Health Literacy: Advanced Patient-centered Communication for Improving Outcomes.”** Keynote address for Colorado Health Literacy Coalition Health Literacy Conference, University of Colorado, Aurora, Colorado, November 2, 2018
- 8) **“Writing Directly to Patients: Results Letters, Visit Summaries, and Email – a Skill-building Workshop.”** Colorado Health Literacy Coalition Health Literacy Conference, University of Colorado, Aurora, Colorado, November 2, 2018
- 9) **“Health Literacy: Advanced Patient-centered Communication for Improving Outcomes.”** University of Colorado Hospital, Aurora, Colorado, November 1, 2018
- 10) **“Health Literate Communication Training for Health Care Workers: Competencies and Best Practices.”** Lead Instructor for 4-hour workshop, 7th Annual Tufts University School of Medicine Health Literacy Leadership Institute, Boston, Massachusetts, June 11, 2018

- 11) **“Advances in Addressing Implicit Bias in Medical Education.”** American College of Surgeons Consortium of Accredited Education Institutes annual meeting, Portland, Oregon, September 9, 2017
- 12) **“Facilitating Health Communication with Immigrant, Refugee, and Migrant Populations through Use of Health Literate Approaches: A Workshop.”** Panelist for National Academies of Sciences, Engineering, and Medicine, Health Literacy Roundtable, Oakland, California, March 15, 2017
- 13) **“Health Literate Communication Training for Health Care Workers: Competencies and Best Practices.”** Lead Instructor for 4-hour workshop, 5th Annual Tufts University School of Medicine Health Literacy Leadership Institute, Boston, Massachusetts, June 14, 2016
- 14) **“Addressing Low Health Literacy: Healthcare’s Mandate for Clear Communication.”** Alabama Health Literacy Partnership Stakeholder Meeting. Montgomery, Alabama, February 12, 2016
- 15) **“Health Literate Communication Training for Health Care Workers: Competencies and Best Practices.”** Lead Instructor for 4-hour workshop, 4th Annual Tufts University School of Medicine Health Literacy Leadership Institute, Boston, Massachusetts, June 8, 2015
- 16) **“Health Literacy in the Health Professional Curriculum.”** Envisioning the Future of Health Professional Education: A Public Workshop of the Global Forum on Innovation in Health Professional Education, Institute of Medicine, National Academy of Sciences, Washington, D.C., April 23, 2015
- 17) **“Curriculum Transformation: Integrating Health Literacy Teaching in Medical Education.”** Translational Research Institute, University of Arkansas for the Medical Sciences, Little Rock, Arkansas, July 15, 2014
- 18) **“Health Literate Communication Training for Health Care Workers: Competencies and Best Practices.”** Lead Instructor for 4-hour workshop, 3rd Annual Tufts University School of Medicine Health Literacy Leadership Institute, Boston, Massachusetts, June 9, 2014
- 19) **“Health Literacy Expert Consensus Project: Prioritizing Practices and Competencies for Health Professionals.”** Meeting presenter (with Stan Hudson), and group facilitator. Institute for Healthcare Advancement 13th Annual Health Literacy Conference, Irvine, California, May 7, 2014
- 20) **“Health Literate Communication Training for Health Care Workers: Competencies and Best Practices.”** Lead Instructor for 4-hour workshop, Tufts University School of Medicine Health Literacy Leadership Institute, Boston, Massachusetts, June 10, 2013
- 21) **“Health Literacy: Best Practices Update.”** 3-hour workshop, Institute for Healthcare Advancement 12th Annual Health Literacy Conference, Irvine, California, May 8, 2013
- 22) **“Health Literate Communication Training for Health Care Workers: Competencies and Best Practices.”** Plenary address for the Wisconsin Health Literacy Summit, Madison, Wisconsin, April 9, 2013.
- 23) **“Health Literacy: Best Practices Update.”** Plenary address for the North Carolina Health

Literacy Conference: Integrating Health Literacy into the Patient-centered Medical Home, Raleigh, North Carolina, April 5, 2013

- 24) **“Health Literacy: Best Practices for patient-centered Communication.”** Keynote address for the New Jersey Health Literacy Coalition Health Literacy Summit, Princeton, New Jersey, September 21, 2012
- 25) **“Teaching about Health Literacy: Competency-based Training for Health Professionals.”** New Jersey Health Literacy Coalition Health Literacy Summit, Princeton, New Jersey, September 21, 2012
- 26) **“Health Literacy Best Practices for Health Professionals.”** Health Literacy Curriculum Development & Educational Leadership Institute, Tufts University School of Medicine, June 10, 2012
- 27) **“Health Literacy Competencies for Health Professionals.”** Health Literacy Curriculum Development & Educational Leadership Institute, Tufts University School of Medicine, June 10, 2012
- 28) **“Health Literacy Competencies for Health Professionals: Preliminary Results of a Modified Delphi Consensus Study.”** Third Annual Health Literacy Research Conference, Invitational Working Meeting to Establish Health Literacy and Cultural Competencies for Health Professionals. Sponsored by the University of Maryland School of Public Health. Chicago, IL, October 18, 2011
- 29) **“Teaching Health Literacy to Healthcare Professionals.”** Plenary talk for the Institute for Healthcare Advancement 10th Annual Health Literacy Conference, Irvine, California, May 5, 2011
- 30) **“Health Literacy: Best Practices for Health Professionals.”** Keynote Address for the 2010 North Carolina Health Literacy Conference, Greensboro, North Carolina, September 22, 2010
- 31) **“Health Literacy: How to Teach Health Professionals – Tools & Techniques.”** 2010 North Carolina Health Literacy Conference, Greensboro, North Carolina, September 22, 2010
- 32) **“Proposed Health Literacy Competencies for Health Professionals.”** Speaker, moderator and group facilitator for the Federation of Associations of Schools of the Health Professions (FASHP) Conference on Competencies and Resources to Address Health Literacy, St. Louis, Missouri, October 7-8, 2010
- 33) **“Health Literacy Interventions: Improving Patient-centered Communication.”** National Association of Community Health Centers webinar, June 8, 2009
- 34) **“Improving Patient-centered Communication and Shared Decision-making in a Clinical Setting.”** Presented with Cindy Brach for the 8th Annual Institute for Healthcare Advancement Health Literacy Conference, Irvine, California, May 7, 2009

Invited Regional and Local

- 1) **“Health Literacy and Systemic Racism: Addressing Oppression through Clear Communication.”** Seattle Children’s Hospital Nursing Grand Rounds, Seattle, Washington, October 7, 2021 [invited]

- 2) **“Health Literacy and Systemic Racism: Addressing Oppression through Clear Communication.”** Compassion and Solidarity Lecture Series, Center for Ethics in Health Care, Oregon Health & Science University, September 10, 2021 [invited]
- 3) **“Health Literacy: Advanced Patient-centered Communication for Improving Outcomes, and Communication Skills Workshop.”** Developing Equity Leadership through Training and Action (DELTA), Office of Equity and Inclusion, Oregon Health Authority, Portland, Oregon, presenter virtually, May 3, 2021
- 4) **“Health Literacy and Systemic Racism: Redressing Oppression through Clear Communication.”** 31st Annual Statewide Kinsman Bioethics Conference, Portland, Oregon, presented virtually, April 16, 2021
- 5) **“Health Literacy: Advanced Patient-centered Communication for Improving Outcomes, and Communication Skills Workshop.”** Developing Equity Leadership through Training and Action (DELTA), Office of Equity and Inclusion, Oregon Health Authority, Portland, Oregon, presenter virtually, April 8, 2021
- 6) **“Health Literacy and Systemic Racism: Redressing Oppression through Clear Communication.”** Oregon Health & Science University Health Equity Symposium, Portland, Oregon, February 10, 2021 (<https://www.youtube.com/watch?v=6q7cMdaUxgA>).
- 7) **“Addressing Low Health Literacy.”** Blue Shield of California, Monterey Park, California, presented virtually, February 3, 2021
- 8) **“The Doris and Mark Storms Chair in Compassionate Communication: Transforming Health Professions Education & Practice.”** Oregon Health & Science University Center for Ethics in Health Care, Portland, Oregon, presented virtually, November 30, 2020
- 9) **“15 Years of Training Health Professionals for Clear Communication.”** Applying Health Literacy Research to Communicating with and Engaging Patients Using an Interprofessional Team Approach, University of Maryland Horowitz Center for Health Literacy and the MPower Scholars Program, College Park, Maryland, presented virtually, June 4, 2020
- 10) **“15 Years of Training Health Professionals for Clear Communication.”** Oregon Health & Science University Department of Family Medicine Grand Rounds, Portland, Oregon, February 19, 2020
- 11) **“Health Literacy and Clear Communication: Advanced Communication for Improving Outcomes.”** Veterans Administration Hospital Conference, Portland, Oregon, October 22, 2019
- 12) **“Health Literacy: Better Outcomes through Clear Communication.”** Plenary for Pacific Northwest Mobile Health Care Association Annual Meeting, Portland, Oregon, May 17, 2019
- 13) **“The Hidden Value of Culture in Communities with Less Visible Diversity – Achieving Better Health Outcomes through New Universal Practice Approaches.”** Community-wide training for Adapt Oregon, Umpqua Health Alliance, and Cow Creek Band of Umpqua Tribe of Indians, Roseburg, Oregon, May 8, 2019

- 14) **“Culturally and Linguistically Appropriate Services (CLAS) for Healthcare Professionals: Workshop.”** Community-wide training for Adapt Oregon, Umpqua Health Alliance, and Cow Creek Band of Umpqua Tribe of Indians, Roseburg, Oregon, May 8, 2019
- 15) **“Health Literacy and the Ethics of Clear Communication.”** Plenary talk for the 29th Annual Statewide Kinsman Bioethics Conference, Eugene, Oregon, April 12, 2019
- 16) **“Culturally and Linguistically Appropriate Services (CLAS) for Healthcare Professionals: Workshop.”** Western Oregon Advanced Health Coordinated Care Organization regional training, Coos Bay, Oregon, September 28, 2018
- 17) **“Update: Culturally and Linguistically Appropriate Services (CLAS) for Healthcare Professionals: Every Visit Cross-cultural.”** Western Oregon Advanced Health Coordinated Care Organization regional training, Coos Bay, Oregon, September 28, 2018
- 18) **“Update: Culturally and Linguistically Appropriate Services (CLAS) for Healthcare Professionals: Every Visit Cross-cultural.”** Western Oregon Advanced Health Coordinated Care Organization regional training, Curry General Hospital, Gold Beach, Oregon, September 27, 2018
- 19) **“Microaggressions in Academic Healthcare Settings.”** OHSU Simulation Diversity Steering Committee meeting, Portland, Oregon, December 13, 2017
- 20) **“Health Literacy: Advanced Patient-centered Communication for Improving Outcomes.”** OHSU Family Medicine at Richmond Annual Retreat Plenary, Portland, Oregon, November 28, 2017
- 21) **“Health Literacy: Advanced Patient-centered Communication for Improving Outcomes, and Communication Skills Workshop.”** Western Oregon Advanced Health Coordinated Care Organization training, Coos Bay, Oregon, October 27, 2017
- 22) **“Health Literacy: Advanced Patient-centered Communication for Improving Outcomes.”** Western Oregon Advanced Health Coordinated Care Organization training, Brookings, Oregon, October 26, 2017
- 23) **“Health Literacy: Advanced Patient-centered Communication.”** Physicians’ Training in Global Health course, Global Health Center, Oregon Health & Science University, Portland, Oregon, September 15, 2017
- 24) **“Use of Medical Interpreters: Best Practices for Patients with Limited English Proficiency.”** Physicians’ Training in Global Health course, Global Health Center, Oregon Health & Science University, Portland, Oregon, September 15, 2017
- 25) **“Have I been Clear? Using Teach-back to Confirm Patient-centeredness.”** Old Town Clinic provider training, Portland, Oregon, August 9, 2017
- 26) **“Health Literacy: Evidence-based Best Practices Update.”** 6th Annual Oregon and Southwest Washington Health Literacy Conference, Portland, Oregon, March 10, 2017
- 27) **“Health Literacy Presenter Panel.”** 6th Annual Oregon and Southwest Washington Health Literacy Conference, Portland, Oregon, March 10, 2017

- 28) **“Black History Month: Pioneers in Medicine.”** Panel presentation with Drs. Christopher Evans, and Donn Spight, for the Student National Medical Association, Oregon Health & Science University, Portland, Oregon, February 27, 2017
- 29) **“Integrating Health Literacy & Clear Communication into Competency-guided Training for Medical Students.”** Curriculum Committee special meeting, Touro College of Osteopathic Medicine, New York, New York, December 2, 2016
- 30) **“Health Literacy and Clear Communication: Evidence-based Patient-centered Communication.”** All Faculty Conference, Touro College of Osteopathic Medicine, New York, New York, December 1, 2016
- 31) **“Improving Outcomes through Advances in Patient Centered Communication.”** Keynote address for the Alaska Health Literacy Collaborative Health Literacy Summit, Anchorage, Alaska, November 4, 2016
- 32) **“Health Literacy Strategies to Support Health Across Populations.”** Alaska Health Literacy Collaborative Health Literacy Summit, Anchorage, Alaska, November 4, 2016
- 33) **“Health Literacy: Advanced Patient-centered Communication.”** Physicians’ Training in Global Health course, Global Health Center, Oregon Health & Science University, Portland, Oregon, September 23, 2016
- 34) **“Use of Medical Interpreters: Best Practices for Patients with Limited English Proficiency.”** Physicians’ Training in Global Health course, Global Health Center, Oregon Health & Science University, Portland, Oregon, October 23, 2016
- 35) **“Health Literacy and Clear Communication: Evidence-based Patient-centered Communication.”** Keynote address for Providence St Vincent Medical Center Health Literacy Conference, Portland, Oregon, September 22, 2016
- 36) **“Health Literacy: Evidence-based Best Practices Update.”** VA Portland Health Care System Integrated Ethics All Program Meeting, Portland, Oregon, September 7, 2016
- 37) **“Health Literacy: Evidence-based Best Practice Update.”** Oregon and Southwest Washington Health Literacy Conference, Portland, Oregon, March 4, 2016
- 38) **“Use of Medical Interpreters: Best Practices for Patients with Limited English Proficiency.”** Physicians’ Training in Global Health course, Global Health Center, Oregon Health & Science University, Portland, Oregon, October 9, 2015
- 39) **“Health Literacy: Advanced Patient-centered Communication.”** Physicians’ Training in Global Health course, Global Health Center, Oregon Health & Science University, Portland, Oregon, October 9, 2015
- 40) **“Health Literacy: A Brief Overview for Innovators.”** Clinical Innovation Fellows’ webinar, Transformation Center, Oregon Health Authority, Portland, Oregon, May 19, 2015
- 41) **“Health Literacy: Advanced Patient-centered Communication for Improving Outcomes.”** 25th Annual Statewide Kinsman Bioethics Conference – From Health Care to Health: Ethical

Obligations and Communication Strategies in a Shifting Landscape, Portland, Oregon, May 15, 2015

- 42) **“Health Literacy: Advanced Patient-centered Communication for Improving Outcomes.”** Health Care Coalition of Southern Oregon Regional Coordinated Care Organization Training, Medford, Oregon, April 30, 2015
- 43) **“Health Literacy: Advanced Patient-centered Communication for Improving Outcomes.”** Health Care Coalition of Southern Oregon Regional Coordinated Care Organization Training, Grants Pass, Oregon, April 29, 2015
- 44) **“Health Literacy: Best Practices for Advanced Patient-centered Communication.”** Trillium ‘University’ Tools for Success, Eugene, Oregon, April 5, 2015
- 45) **“Health Literacy: Best Practices for Advanced Patient-centered Communication.”** Oregon Health Authority, Transformation Center, coordinated care organization staff training webinar, Portland, Oregon, December 17, 2014
- 46) **“Health Literacy: Best Practices for Advanced Patient-centered Communication.”** Oregon Health Authority, Transformation Center, coordinated care organization staff training, Portland, Oregon, December 10, 2014
- 47) **“The New Patient-centeredness: Every Visit Cross-cultural.”** Pennington Lectures, Department of Family Medicine, Oregon Health & Science University, Portland, OR, September 5, 2014
- 48) **“Health Literacy: Best Practices for Advanced Patient-centered Communication.”** Oregon Health Authority, Transformation Center, coordinated care organization staff training, Salem, Oregon, November 19, 2014
- 49) **“Health Literacy: Best Practices for Advanced Patient-centered Communication.”** Willamette Valley Community Health Community Advisory Committee, Salem, Oregon, October 27, 2014
- 50) **“Health Literacy: Advances in Patient-centered Communication for Improving Health Outcomes.”** Grand Rounds, Department of Pediatrics, Oregon Health & Science University, July 31, 2014
- 51) **“Patient-centered Communication for CCOs: Transformation through Health Literacy.”** Oregon Health Authority Office of Transformation Community Advisory Council Summit: Communities in Action, Eugene, Oregon, May 30, 2014
- 52) **“Health Literacy: Advances in Patient-Centered Communication for Improving Health Outcomes.”** Oregon Health & Science University 9th Annual Pediatric Review & Update, Portland, OR, April 3, 2014
- 53) **“Health Literacy: Advances in Patient-centered Communication for Improved Health Outcomes.”** Keynote address for the Oregon Health & Science University, School of Nursing, The Power of Care Coordination Conference, Portland, OR, January 25, 2014

- 54) **“Health Literacy Training: Achieving CCO Objectives through Advanced Patient-centered Communication.”** Oregon Health Authority Transformation Center Coordinated Care Organization Summit: Transformation in Action, Portland, OR, December 5, 2013
- 55) **“Health Literacy: Advanced Patient-centered Communication.”** Physicians’ Training in Global Health, Global Health Center, Oregon Health & Science University, November 8, 2013
- 56) **“Health Literacy: Advanced Patient-centered Communication.”** Keynote address for National College of Natural Medicine Diabetes Management Symposium, Portland, OR, November 2, 2013
- 57) **“Health Literacy and Cover Oregon.”** Oral presentation with Betse Thielman for the Oregon Primary Care Association Annual Symposium, September 23, 2013, Newport, Oregon
- 58) **“Health Literacy: Best Practices for Patient and Family –Centered Communication.”** Oral presentation with Melinda Davis for the Patient Centered Primary Care Institute Eastern Oregon Learning Collaborative, Learning Session #3. St. Luke’s Eastern Oregon Medical Associates. Baker City, Oregon, August 2013
- 59) **“Health Literacy: Best Practices for Patient and Family-centered Communication.”** Webinar for the Enhancing Child Health in Oregon (ECHO) Learning Collaborative, July 11, 2013
- 60) **“Clinic-wide Health Literacy Training to Improve Patient-centered Outcomes: A Randomized Controlled Trial.”** OHSU Department of Family Medicine Research Conference, June 12, 2013
- 61) **“Advances in Health Literacy: Best Practices for Patient-centered Communication.”** Webinar for the Oregon Medical Association, April 25, 2013
- 62) **“Health Literacy: Best Practices Update.”** Plenary presentation for the Legacy Health System Second Annual Oregon and Southwest Washington Health Literacy Conference: Toward a Culture of Clarity, Portland, Oregon, March 1, 2013
- 63) **“Health Literacy: Best Practices for Advanced Patient-centered Communication.”** Legacy Health System Continuing Education Series. Portland, January 8, 15, & 24, and Vancouver, Washington, January 29, 2013
- 64) **“Health Literacy: Advanced Health Communication for Oregon’s CCOs.”** Webinar for Oregon Health Authority Office of Equity and Inclusion, Portland, Oregon, January 3, 2013
- 65) **“Rockwood Building Health Literacy Initiative.”** Kickoff Event for Wallace Medical Concern, October 16, 2012, and Provider Workshop November 19, 2012, Portland, Oregon
- 66) **“Health Literacy: Improving Outcomes through Advances in Patient-centered Communication.”** Oregon Department of Corrections Health Services Fall 2012 Provider Meeting, Salem, Oregon, September 13, 2012
- 67) **“Study of Interventions to Affect the Recruitment of Under Represented Minority Residents.”** Presented with Roger Garvin, MD at the OHSU Department of Family Medicine Research Day Retreat, Portland, Oregon, May 9, 2012

- 68) **“Health Literacy: Best Practices for Patient-centered Communication.”** Plenary presentation, Legacy Health Systems Oregon and SW Washington Health Literacy Conference: Making it Clear, Portland, Oregon, March 9, 2012
- 69) **“Health Literacy, Inequities, & Disparities: Re-envisioning Patient-centered Care.”** OHSU Health Care Equality Week, March 5, 2012
- 70) **“Health Literacy: Improving Quality through Patient-centered Communication.”** Grand Rounds, St. Charles Medical Center, Bend, Oregon, February 24, 2012
- 71) **“Health Literacy: Improving Quality through Patient-centered Communication.”** HIV Service Provider Group Meeting, Portland, OR, February 14, 2012
- 72) **“Health Literacy: Improving Quality through Patient-centered Communication.”** Multnomah County Health Department Dental Provider Annual All Staff Meeting, Portland, OR, February 8, 2012
- 73) **“Health Literacy: The ‘Currency’ of Case Management.”** Keynote Address for the Oregon Medical Case Managers Group Annual Conference, Portland, OR, November 7, 2011
- 74) **“Health Literacy 101: Improving Quality through Patient-centered Communication.”** Multnomah County Health Department Annual All-staff Meeting, Portland, OR, October 19, 2011
- 75) **“Health Literacy 101: Improving Quality through Patient-centered Communication.”** Grand Rounds, Sky Lakes Medical Center, Klamath Falls, OR, September 13, 2011
- 76) **“Health Literacy 101: Improving Quality through Patient-centered Communication.”** Webinar for the Oregon Primary Care Association and Area Health Education Center, June 14, 2011
- 77) **“Do You Read Me: The Imperative for Health Literacy.”** 19th Annual Kinsman Conference: Organizational Ethics: Mission Under Fire. Southwest Washington Medical Center, Vancouver, WA, April 17, 2009
- 78) **“‘Health Literacy’ & Clear Communication: Assessing Students’ Clinical Skills Using Standardized Patients.”** OHSU Department of Family Medicine Research and Scholarship meeting, January 14, 2009
- 79) **“Understand Each Other: How to Get the Most from Your Healthcare Provider.”** With Safina Koreishi, MD for the Second Annual Hold On to Your Memory: Aging and Memory in the African American Community, Portland, OR, September 6, 2008
- 80) **“OHSU Diversity Achievement Medical School Workshop.”** Portland State University, February 21, 2008
- 81) **“Health Literacy and Shared Decision Making.”** Bioethics Study Group, Oregon Health & Science University, February 13, 2008
- 82) **“Diabetes and Cognitive Health: Aging & Memory in the African American Community.”** Hold on to Your Memory: Aging & Memory in the African American Community conference, Portland Community College, April 21, 2007

- 83) **“Provider-Patient Interaction and Risk Communication.”** Comprehensive Approaches to Cancer Control: Reducing Disparities through Collaboration Conference, Oregon Health & Science University Cancer Institute, guest facilitator, March 3, 2006
- 84) **“Low Health Literacy: A Barrier to Quality Care.”** Providence Medical Group CME course, October 13 & 27, and November 10, 2005
- 85) **“Low Health Literacy.”** Ninth Annual Merle Pennington, MD Lectures in Family Medicine. Oregon Health & Science University, October 7, 2005
- 86) **“Health Literacy.”** Patient Relations Representatives Skills Fair, Providence Medical Group, Portland, Oregon, October 1, 2005
- 87) **“Low Health Literacy: The Silent Epidemic.”** Oregon Health & Science University, Department of Family Medicine Grand Rounds, May 18, 2005
- 88) **“Dementia in the African American Community.”** Health Disparities Conference, Portland Community College, Portland, OR, June 3, 2000
- 89) **“African Americans, Genetics, and Dementia.”** African American Dementia and Aging Project Annual Luncheon, Portland, OR, May 2000

Media:

- 1) Barnett, E.H. “Plain talk, respect, kindness is prescription for empowered patients, better health: OHSU Center for Ethics in Health Care expands compassionate communication skills education to benefit all patients.” OHSU News, May 13, 2021 (<https://news.ohsu.edu/2021/05/13/plain-talk-respect-kindness-is-prescription-for-empowered-patients-better-health>).
- 2) “Who is refusing the COVID vaccine? Here’s what the data shows.” Interview with KGW News Channel 8, Portland, Oregon, April 5, 2021 (<https://www.youtube.com/watch?v=KzyDCrNEXBY>).
- 3) “OHA says state is counting on honor system when verifying vaccine eligibility.” Interview with Haley Rush, KPTV News, Portland, Oregon, March 5, 2021 (https://www.kptv.com/news/oha-says-state-is-counting-on-honor-system-when-verifying-vaccine-eligibility/article_c9d7bfe6-81b2-11eb-bece-8fb5b5ef0a34.html?block_id=994645).
- 4) “OHSU doctor on addressing vaccine hesitancy in Oregon.” Interview with Dave Miller for *Think Out Loud*, Oregon Public Broadcasting, March 1, 2021 (<https://www.opb.org/article/2021/03/01/ohsu-doctor-on-addressing-vaccine-hesitancy-in-oregon/>).
- 5) “Telemedicine: Communicating About Health by Phone or 2-Way Video (HLOL #209).” *Health Literacy Out Loud* podcast interview with Helen Osbourne, March 1, 2021 (Audio: <http://bit.ly/3kxzkW8>; Transcript: <https://healthliteracy.com/2021/03/01/telemedicine-communicating-about-health-by-phone-or-2-way-video-hlol-209/>).
- 6) “Scholarly Projects Showcase Student Creativity from the Heart.” *96,000 Square Miles*, March 12, 2020 (<https://blogs.ohsu.edu/96k miles/2020/03/12/scholarly-projects-showcase-student-creativity-from-the-heart/>).

- 7) “Cliff Coleman, MD, MPH, Receives Health Literacy Award.” *OHSU Department of Family Medicine*, July 2020 (<https://www.ohsu.edu/school-of-medicine/family-medicine/cliff-coleman-md-mp-h-receives-health-literacy-award>).
- 8) “Understanding Health Literacy.” *OHSU Week*, October 2019 (<https://soundcloud.com/ohsuweek/20191022-final-mixdown>).
- 9) “Connecting Good Health to Clear Communications.” *OHSU Health*, Winter 2019 (https://apps.ohsu.edu/health/health-magazine/winter-2019/index.php?utm_source=85478&utm_medium=email&utm_content=https%3a%2f%2fapps.ohsu.edu%2fhealth%2fhealth-magazine%2fwinter-2019%2findex.php%23one-column-living-well&utm_campaign=HCM+Health+Magazine+Winter+2019#one-column-living-well).
- 10) Joszt L. “A Better Understanding of Patient Health Literacy Can Go a Long Way to Improving Outcomes.” *American Journal of Managed Care*, December 7, 2018 (<https://www.ajmc.com/focus-of-the-week/a-better-understanding-of-patient-health-literacy-can-go-a-long-way-to-improving-outcomes///?p=3>).
- 11) Jablow M. “Say That Again? Teaching Physicians About Plain Language.” Interviewed by the Association of American Medical Colleges’ *AAMC News*, for article featuring the health literacy curriculum at OHSU, October 11, 2016 (<https://news.aamc.org/patient-care/article/say-again-teaching-physicians-about-plain-language/>).
- 12) Collins C. “Conference Aims to Improve Health Literacy.” Interviewed for article in the *Portland Physician Scribe* February, 2016 ([https://www.msmp.org/resources/Documents/TheScribe/February%202016%20Scribe%20Newspaper%20\(corrected%20021716\).pdf](https://www.msmp.org/resources/Documents/TheScribe/February%202016%20Scribe%20Newspaper%20(corrected%20021716).pdf)).

V. SERVICE

Membership in Professional Societies:

- Society for Teachers of Family Medicine, member # 3330882, 2007 – present
- Association of Clinicians for the Underserved, 2005 – present
- American Academy of Family Physicians, 2003 - present
- Oregon Medical Association, member # 23548, 2004 - present
- Oregon Academy of Family Practice, 2004 - present

Editorial and Ad Hoc Review Activities:

- *American Journal of Lifestyle Medicine* 2021 – present
- *Patient Education and Counseling* 2020 – present
- *International Journal of Environmental Research and Public Health* 2019-present
- *Health Education Journal* 2018-present

- *Health Literacy Research and Practice* 2018-present
- *Journal of the American Medical Informatics Association* 2018-present
- *Health Promotion International* 2018-present
- *Journal of Nursing Management* 2017-present
- *BMJ Open* 2016-present
- *Medical Education* 2013-present
- *Medical Care* 2012-present
- *Family Medicine* 2011-present
- *Journal of Community Medicine & Health Education* 2011-present

Committees:

International/National

- Member, Association of American Medical Colleges (AAMC; Washington, DC) Diversity, Equity & Inclusion (DEI) Competency Development Advisory Committee. Tasked with developing consensus on competencies for EDI as part of the *New and Emerging Curricular Areas in Medicine: Competencies Across the Learning Continuum Series*, 2019-2020.
- Member, Institute for Healthcare Advancement (La Habre, California) Annual Health Literacy Conference Planning Committee, 2019-2020, 2018-2019, 2017-2018, 2015-2016, 2013-2014, 2010-2011; physician sponsor for CME accreditation 2018-2020
- Member, National Consortium for Multicultural Education for Health Professionals, University of Maryland College Park School of Public Health, 2012-present

Regional

- Member, Planning Committee for Kinsman Conference in Bioethics, 2020-21
- Member, Health Literacy Health Care Partners Group, May 2012-present
- Member, Legacy Health System's Annual Oregon and Southwest Washington Health Literacy Conference Planning Committee, 2015-2020
- Member, Attorneys General Consumer and Prescriber Education Program Technical Advisory Committee, November 2006-2008
- Member, Oregon Prescription Drug Program, Pharmacy & Therapeutics Advisory Committee, State of Oregon Office of Health Policy and Research, February 2005-2007

Institutional

- Member, Executive Committee, Center for Ethics in Health Care, July 2021 – present
- Member, Equity & Justice Subcommittee of the Undergraduate Medical Education Curriculum Committee, October 2020 – present

- Co-Chair, Diversity, Equity and Inclusion Interdependency Taskforce for OHSU 2025. Charged with integrating strategic plans for diversity, equity and inclusion across all OHSU mission areas. 2019.
- Co-Chair, OHSU 2025 Education Strategic Planning Tactical Group, Objective 2.9 Sub-committee for Diversity and Inclusion, February 2019.
- Member, Liaison Committee on Medical Education (LCME) Self-Study Committee 3: Curricular Content; Curricular Management, Evaluation, and Enhancement, August 2018 – January 2020
- Member, Ad Hoc Diverse Faculty Team for OHSU Presidential Search Finalist Interviews, April, 2018
- Founding member, OHSU Health Literacy Roundtable, 2017 – present
- Advisory Board member, OHSU CREATE Health Equity (Center for Research, Engagement, Action, & Transdisciplinary Education for Health Equity), 2017 – present
- Member, OHSU Simulation Diversity Steering Committee, 2017 – present; Work Group member 2018 – present
- Member, OHSU Educators’ Collaborative, 2016-present
- Senator, OHSU Faculty Senate, elected to two consecutive 3-year terms, 2010 – 2016
- Executive Committee member, OHSU Faculty Senate, 2012 – 2014
- Founding member, Diversity & Inclusion Curriculum Working Group, OHSU Center for Diversity and Inclusion. Committee convened to develop comprehensive strategy for competency-based teaching on cultural competency at the School of Medicine, 2011 – present
- Faculty Senate Representative, OHSU Diversity Advisory Council (DAC), 2011 – 2013; DAC Strategic Planning Sub-Committee 2012 – 2013
- Member, OHSU School of Medicine Faculty Council. 4-year elected position, 2009 – 2013
- Faculty Advisor, OHSU Associated Students for the Underserved, 2008 – present
- Faculty Advisor, OHSU Urban Underserved Medical Student Interest Group (MedNet), 2007 – 2010
- Member, OHSU School of Medicine Clinical Performance Exam Committee, 2006 – 2010

Departmental

- Compensation Plan Advisory Group, OHSU Department of Family Medicine, June 2020 - present
- Diversity Liaison, OHSU Department of Family Medicine Residency Program, October 2019 – present
- Quality Improvement Committee **Chair**, Richmond Family Health Center, Oregon Health & Science University, October 2005 – 2021

- Health Literacy Committee member, Richmond Family Health Center, Oregon Health & Science University, 2013 – present
- Patient-Centeredness Residency Curriculum Redesign Committee member, September 2011 – present
- Innovations Committee **Co-Chair**, Richmond Family Health Center, Oregon Health & Science University, March 2011 – 2013
- Richmond Family Health Center Resident Quality Improvement Initiative faculty advisor, Oregon Health & Science University, July 2007 – present
- Faculty Advisory Committee member, Department of Family Medicine, Oregon Health & Science University, January 2007 – December 2010

Community Service:

- Southwest Community Health Center (free clinic), volunteer, Portland, Oregon, 2007 – 2018
- Project Homeless Connect, volunteer clinician, Portland, Oregon, February 26, 2008

Teaching Honors and Awards:

- Nominee, 2020 Society of Teachers of Family Medicine Excellence in Education Award.
- 2020 Institute for Healthcare Advancement (La Habra, CA) Innovative Program Award “for Teaching Medical Students about Health Literacy and 4 Habits for Patient-Centered Communication.”
- 2019 Society of Teachers of Family Medicine Master Preceptor Award “for demonstrating a commitment to educating those who will provide primary care for America.”
- 2018 OHSU School of Medicine Excellence in Education Award for “outstanding efforts in leading educational endeavors, creating novel curriculum, and providing outstanding learning environments.”
- OHSU Department of Family Medicine Student Mentorship Award, 2018(x2), 2016, 2010, and 2009

Service Honors and Awards:

- OHSU Center for Diversity and Inclusion Certificate of Recognition for extraordinary contributions toward advancing the values of diversity, equity, and inclusion at OHSU, June 12, 2017
- Gold Humanism Honor Society inductee, March 14, 2016
- OHSU Student Council Faculty Award Certificate of Recognition for demonstration of exceptional personal commitment exemplifying OHSU’s vision of service, 2012 and 2010
- Portland Monthly Magazine Top Doctor, 2012, 2011
- OHSU Golden Rose Award recipient for service excellence, and President’s Award finalist, 7/13/10

- Award of Achievement in Recognition of Academic and Professional Development while Maintaining Full-time Employment in the Community, Division of Public Administration, Mark O. Hatfield School of Government, Portland State University, July 2004

Clinical Responsibilities (since last promotion):

0.6 clinical FTE (0.2 starting July 1, 2021) at the OHSU Family Medicine at Richmond Federally Qualified Health Center, a Tier 4 Patient-Centered Primary Care Home; 6 weeks per year attending on the inpatient Family Medicine service at OHSU Hospital (hospital privileges 2004 – 2020)

VI. TEACHING

Please see the attached Appendix – OHSU Educator’s Portfolio – for detailed teaching activities, quality of teaching, evidence of course management, curriculum development, and educational assessment activities.

APPENDIX: OHSU Educator’s Portfolio

Documentation for **Direct Teaching: STUDENTS**

Teaching Activity/Role	Year	Quantity	# Learners	Quality	Evidence of Engagement with the Community of Educators
Student Lectures/Small Group Seminars/Practicum					
Transition to Residency – Communication Skills Training: video reviewer and one-on-one student mentor	2021-present	3 hours	3 students		
Foundations curriculum, SOM: “Culturally Responsive Care: Universal Practice Approaches” presenter	2019-present	One 90-minute session per year	160	Evaluations pending	
Foundations curriculum, SOM: “Introduction to Health Literacy and Clear Communication” presenter	2018-present	One 90-minute session per year	160	Evaluations pending	
Transition To Clinical Experiences: “I Will Thrive,” Presenter and Faculty Advisor	2019 - present	1 session per year	40	Evaluations pending	Worked closely with TTCE Course Director and two 3 rd -year medical students to develop content
Clinical Skills Lab facilitator	2018-19	One 90-minute session per week	10-20	Evaluations pending	
Transition to Residency – Communication Skills Training for OSCE on giving bad news and disclosing medical error, small group co-facilitator, OHSU Center for Ethics in Health Care	2018 - present	One 2-hour session per year	10-11	Selected by Center for Ethics for skills and advanced training in serious illness communication; In 2021 average student rating 4.14 out of 5 (4 being “very useful” for preparing for residency)	Worked with staff from the OHSU Center for Ethics in Health Care to develop 2 OSCE cases (bad news and error disclosure), assessment rubrics, and pre-OSCE training content.
Interprofessional Education: Community Organizing for Health Equity elective, Co-Course Director	2016	Seven 90-minute sessions per year	27	Evaluations pending	Co-taught with interprofessional team from School of Nursing, School of Public Health, and Metropolitan Alliance for the Common Good
Reading Elective for PhD candidate: Health Literacy & Policy, instructor	2016	Four 1-hour sessions	1	Resulted in 18-item annotated bibliography	PhD program credit to be awarded from Portland State University

Intro to Developmental Disabilities, SOM, presenter	2015-present	1 session/ year	139-157 per year	No evaluation available	Co-taught with interprofessional team from Child Development & Rehabilitation Center
Clinical Skills Lab, SOM, curriculum developer for Professionalism, Ethics & Communication clinical thread	2014-present	Thirty-two 2-hour small group sessions over 18 months	139-157 per year	National Boards scores for class of 2018 above national average in behavioral science category	Designed lesson plans for use by a cohort of faculty small group facilitators; worked with other Clinical Thread Directors and Block Directors to integrate content throughout pre-clerkship curriculum (see Curriculum Development, below)
Physician Assistant Program Health Literacy II, presenter	2013-present	One 2-hour workshop per year	36-46 per year	Average student rating 5.6 out of 6.0 (2015). "Love his lectures, very hands on..."	
Physician Assistant Program Health Literacy I, presenter	2009-present	One 2-hour large group per year	36-46 per year	Average student rating 4.6 out of 5 (2010-13); 5.9 out of 6.0 (2015). Asked to add skill-building workshop in 2013	Asked to give talk at Oregon Society of Physician Assistants Spring Medical Update, April 2009
Intro to Four Habits for Patient-centered Care, SOM, presenter	2015	1 session/ year	146	Standardized Patients anecdotally reported improved interpersonal skills among students	Presented at International conference on health communication, 2015
Continuity Curriculum – The Culture of Medicine: Moving Toward Patient-centered Care, SOM, presenter	2013-15	1-hour didactic	~43 per year	No evaluation available	Co-presented with George Mejicano, MD
Principles of Clinical Medicine (PCM) II – Cross-cultural Communication: Making Use of Interpreters, presenter	2007-15	1-hour large group and 1 hour small group	120 per year	Average student rating = 4.2 out of 5. "Dr. Coleman's lectures were phenomenal." "... small group activities were really well done." Asked to add Intro session in PCM I in 2011	<ul style="list-style-type: none"> • Co-taught with staff from Department of Interpreter Services • Resulted in peer reviewed publication in <i>Journal of Health Communication</i>, 2012

Intro to Clinical Threads, SOM, presenter	2014	3.5 hour interactive demonstration	139	No evaluation available	<ul style="list-style-type: none"> Co-taught with Dr. Paul Gorman, Kevin Carroll (medical student), and Polly Alexander (standardized patient)
Interprofessional Education Program: Professionalism & Professional Identity, facilitator	2013-14	2-hour small group	12	No evaluation available	
Continuity Curriculum – The Culture of Medicine: Moving Toward Patient-centered Care, facilitator	2012-13	1-hour small group facilitation	# not available	No evaluation available	
Principles of Clinical Medicine (PCM) I – Introduction to Cross-cultural Communication in Medicine, presenter	2011-14	1 hour large group didactic and 1 hour small group	120 per year	Average student rating = 4.1 out of 5. "...adept at engaging the audience." "I really loved his lecture."	Resulted in collaborative peer reviewed publication in <i>Journal of Health Communication</i> , 2012
PCM I – Introduction to Health Literacy, presenter	2010-14	1 large group didactic per year	120 per year	Average student rating = 4.2 out of 5. "...kept us all very engaged." "By far the most memorable lecture."	<ul style="list-style-type: none"> Resulted in collaborative peer reviewed publication in <i>Family Medicine</i>, 2016 Presented at several national conferences
PCM II Health Literacy, SOM, presenter	2004-14	1-hour large group lecture & 1-hour small group workshop	120 per year	Average student rating = 4.1 out of 5. "AMAZING LECTURE." "...changed how I look at everything we do in medicine." Asked to add Intro session in PCM I in 2010	<ul style="list-style-type: none"> Resulted in collaborative peer reviewed publication in <i>Family Medicine</i>, 2016 Resulted in collaborative peer reviewed publication in <i>Journal of Health Communication</i>, 2012 Presented at several national conferences
PCM II Small Group Facilitator	2005-06	1 hour per week	40	Average student rating 4.5 out of 5. "...a great leader."	
PCM II Health Disparities (student run session), presenter	2005-06	1-hour large group & 1 hour small group discussion	120	Average student rating = 4.2 out of 5	n/a

PCM II Occupational & Environmental Medicine session presenter	2005-06	1-hour large group & 1 hour small group discussion	120	Average student rating = 3.9 out of 5	
--	---------	--	-----	---------------------------------------	--

Student Clinical Teaching					
Family Medicine Inpatient Clerkship Elective	2018-present	48 hours per week x 6 weeks per year	1 per wk x 6 wks per yr	Student ratings pending	
PCM year 1 and 2 Clinical Preceptorship	2004-present	120 hours/year	1 per year 2004-15; 2-3 per year 2015-present	Average student rating 4.5 out of 5.0 (2014-15) – above average for all preceptors evaluated. “...best primary care preceptor a student could possibly have.” “...excellent teacher.”	
Family Medicine 3 rd -year outpatient Clerkship preceptor	2004-present	150 hours/student	2-3 per year	Average student rating 4.7 out of 5 (2012-15); “Dr. Coleman is an exceptional teacher.” “Fantastic experience.”	
Family Medicine Sub-Internship (inpatient and/or outpatient) preceptor	2004-present	80 hours per student	1 or 2 per year	Average student rating 4.9 out of 5 (2012-15); “...an incredible clinician, role model and educator.”	
Family Medicine Inpatient Pharmacy Student Attending	2004-present	20 hours per week; 6 weeks per year	~ 6 per year	No evaluation available	
Southwest Community Health Center student volunteer preceptor	2004-present	Six, 4-hour clinics per year	4 per clinic	No evaluation available	

Documentation for **Direct Teaching: RESIDENTS & FELLOWS**

Teaching Activity/Role	Year	Quantity	# Learners	Quality	Evidence of Engagement with the Community of Educators
Resident & Fellow Lectures/Small Group Seminars					
Responding to Microaggressions. Family Medicine Residency conference.	2019	3-hour interactive workshop	28	Evaluations pending	
Inpatient Family Medicine Clinical Didactics. Variable topics, including adrenal insufficiency, fibromyalgia, & discharge communication. Presenter	2004 - present	6 sessions per year	Approximately 10 per session	Clinical attending evaluations by residents	
Writing Directly to Patients: Results Letters, Visit Summaries, and Email – a Skill-building Workshop, presenter	2018	2 sessions per year	6 per session	Resident ratings pending	Presented at national conference: Institute for Healthcare Advancement, 17 th Annual Health Literacy Conference, Irvine, CA, 2018
Communication for Improved Patient & Provider Outcomes, presenter	2016	1 session per year	36 Family Medicine residents	Average resident rating 4.4 out of 5	
Racism in Medicine, small group facilitator	2016	1 session per year	12 Family Medicine residents	No evaluation available	<ul style="list-style-type: none"> • Co-taught with Carol Blenning, MD, and Nick Gideonse, MD • Repeated for full residency in 2016
Family Medicine Patient-centered Primary Care Home Longitudinal Curriculum – Person and Family Centered Care	2012-present	3-4 sessions per year	4 per session	No evaluation available	Presented at national meeting: Society for Teachers of Family Medicine Conference, Baltimore, Maryland, 2013
Family Medicine Residency Longitudinal Health Literacy Curriculum Series, presenter	2004-present	4 sessions per residency class (2010-16); 1-2	6-30 per session	Average resident rating 4.8 out of 5; preliminary data show significant improvements on target clinical behaviors during OSCE evaluations.	<ul style="list-style-type: none"> • Manuscript currently in review for journal <i>Family Medicine</i> • Curriculum presented at several national conferences

		sessions per class (2004-09)		“Great session...” “...highly interactive and engaging.” “Love the role playing...” Expanded to 4 sessions per year in 2010	
Family Medicine residency Chronic Pain Management curriculum series	2010-12	6-12 sessions per year	6-10 per session	Residents reported increased comfort managing non-cancer chronic pain; process improvements which grew out of this curriculum, resulted in decreased need for trainings	Co-taught with Nick Gideonse, MD, and Amanda Risser, MD, MPH
OHSU Internal Medicine Residency Health Literacy session presenter for Health Systems Curriculum	2010-11	Six 2-hour lectures per year	6-8 per session	Average resident respondent rating 3.8 out of 4	
OHSU Preventive Medicine Residency Conference presenter: “Health Literacy and Public Health”	2008	2-hour lecture and discussion	~ 8 residents	Not available	
Resident & Fellow Clinical Teaching					
Family Medicine Resident Continuity Clinic Preceptor	2004-present	2-4 clinics per month	1-5 per session	Average resident rating 3.9 out of 5; 100% of residents saying I should precept more often (2016). “His teaching is some of the best...” “One of my favorite people to work with”	
Family Medicine Inpatient Attending	2004-present	6 weeks per year	18 per year	Average resident rating on instruction 4.2 out of 5 (2008-15). “Excellent interaction with residents.” “Really gifted teacher”	<ul style="list-style-type: none"> • Bedside communication skills discussed at several national conferences • Included in peer reviewed publication in <i>Nursing Outlook</i>, 2011
Southwest Community Health Center resident preceptor	2004-present	Six 4-hour clinics per year	1 resident per clinic	Not available	n/a

Documentation for Direct Teaching: OTHER LEARNERS

Teaching Activity/Role	Year	Quantity	# Learners	Quality	Evidence of Engagement with the Community of Educators
Multiple Level Learners					
“Teaching Health Literacy in Medical Education: Clear Communication to Improve Health Outcomes.” Presented with Kristie Hadden, PhD (UAMS), and Sabrina Kurtz-Rossi (Tufts)	2019	90 minute webinar	52	100% of respondents would recommend the webinar to a colleague; “This was the best webinar I’ve seen in a long time.”	Attendees represented 27 AAMC member institutions
“SP Training: 4 Habits for Patient-centered Care.” OHSU Simulation Center Annual SP Training, presenter	2017	30 minute didactic	40	No evaluation available	
“Health Literacy and Clear Communication: Evidence-based Patient-centered Communication.” Touro College of Osteopathic Medicine Faculty Development Seminar, presenter	2016	1 hour interactive didactic	25	No evaluation available	Met with the Dean, and faculty leaders to integrate health literacy training into the medical school curriculum
“Health Literate Communication Training for Health Care Workers: Competencies and Best Practices.” Tufts University SOM Health Literacy Leadership Institute, Lead Instructor	2012-present	Annual 4-hour workshop	18-20	Average learner rating 2.9 out of 3 (2012-14, 2016); 4.9 out of 5 (2015)	Coordinated instruction between 5 nationally recognized lead instructors
Health Literacy: Advanced Patient-centered Communication. OHSU Richmond Family Health Center staff training, presenter	2013 and 2008	1 hour per year	~60 Clinic Staff	No evaluation available	
OHSU HIP Community-based Research course: “Health Literacy and Public Health Research,” guest instructor	2010	1.5 hour lecture & discussion	~ 15	No evaluation available	
CME (selected activities*)					

29th Annual Statewide Kinsman Conference. "Health Literacy and the Ethics of Clear Communication"	2019	1.5 hour keynote address	143	Overall conference rating of 4.59 out of 5. "I thought I knew a great deal about Health Literacy ... an engaging presentation..." "There were so many useful tools in this talk." "... an excellent and informational presentation."	
"Health Literacy: Improving Outcomes through Advances in Patient-centered Communication." Alaska Health Literacy Summit, Anchorage, AK, presenter	2016	3.5 hour training	115	Evaluations pending	
"Health Literacy: Advanced Patient-centered Communication." Physicians' Training in Global Health course, Global Health Center, OHSU, presenter	2013-2017	1 session per year	15-17	"...excellent evaluations from all trainees." "Cliff is an exceptional presenter – clear, clean, playful presentations – evidence based – applicable for all contexts"	
"Use of Medical Interpreters: Best Practices for Patients with Limited English Proficiency." Physicians' Training in Global Health course, Global Health Center, OHSU, presenter	2013-2017	1 session per year	15-17	"...excellent evaluations from all trainees."	
"Health Literacy: Evidence-based Best Practice Update." Oregon and Southwest Washington Health Literacy Conference, Portland, OR, presenter	2016	90 minute interactive didactic	86	90.0% of attendees rated themselves as very satisfied or satisfied; Invited to return in 2017	
"Health Literacy: Advanced Patient-centered Communication for Improving Outcomes." 25th	2015	90 minute interactive didactic	~80	Average attendee rating 4.9 out of 5.0	

Annual Statewide Kinsman Bioethics Conference, Portland, OR, presenter					
“Health Literacy: Advanced Patient-centered Communication for Improving Outcomes.” Health Care Coalition of Southern Oregon Regional Coordinated Care Organization Training, Medford, OR	2015	2 sessions	~50 per session	No evaluation available	
Oregon Health Authority’s Transformation Center-sponsored Technical Assistance contract to provide health literacy training to staff of Oregon’s Coordinated Care Organizations, various locations, presenter	2014-15	Six 3-4 hour trainings	~20-50 per session	Average attendee rating 4.9 out of 5.0 for Trillium University training; Resulted in numerous invitations to speak at individual organizations and conferences	
“Health Literacy: Advances in Patient-Centered Communication for Improving Health Outcomes.” OHSU 9 th Annual Pediatric Review & Update, presenter	2014	1 session	~80	Resulted in invitation to present at OHSU Pediatric Grand Rounds in 2014	
“Health Literacy: Advances in Patient-centered Communication for Improving Health Outcomes.” Grand Rounds, OHSU Department of Pediatrics, presenter	2014	1 session	~60	No evaluation available	
“The New Patient-centeredness: Every Visit Cross-cultural.” Pennington Lectures, OHSU Department of Family Medicine, presenter	2014	90 minute session	~40	No evaluation available	
“Health Literacy: Best Practices Update.” Institute for Healthcare Advancement 12 th Annual Health Literacy Conference, Irvine, CA, presenter	2013	3-hour workshop	~120	No evaluation available	

<p>“Health Literacy: Best Practices Update.” Plenary presentation for the Legacy Health System 1st & 2nd Annual Oregon and Southwest Washington Health Literacy Conference, Portland, OR, presenter</p>	<p>2013 & 2012</p>	<p>1 session per year</p>	<p>500</p>	<p>Asked to return in 2016 and 2017</p>	<p>Resulted in invitation to join Conference Planning Committee</p>
<p>“Health Literacy: Best Practices for Advanced Patient-centered Communication.” Legacy Health System Continuing Education Series. Portland, OR & Vancouver, WA, presenter</p>	<p>2013</p>	<p>4 sessions</p>	<p>~100 per session</p>	<p>81% of attendees strongly agreed and 16% agreed that “the speaker’s presentation skills were effective.”</p>	
<p>*Please see CV for additional invited presentations at national and regional conferences offering CME credits</p>	<p>2004-present</p>	<p>Multiple</p>	<p>Variable, up to 500</p>	<p>Frequently invited as key note or plenary speaker at regional and national health literacy conferences</p>	

Educator's Portfolio Documentation for Curriculum Development:

***Title:* Integrating Health Literacy & Clear Communication into Competency-guided Training for Medical Students, Touro College of Osteopathic Medicine**

Role: Curriculum design consultant

Purpose/Need: In 2016 the Touro College of Osteopathic Medicine identified a need to improve students' interpersonal communication skills, and subsequently won a grant to enhance health literacy training within their existing curriculum, with me written into the grant as a design consultant.

Intended Audience: All 137 students per year entering the School of Medicine.

Duration: December 2016 – January 2017

Methods/Design: I helped educators at Touro design a competency-based integrated health literacy curriculum using a "reverse design" model, which starts with identifying target student behaviors and learning objectives, then identifying appropriate assessment and instructional methods. I conducted an audit of two courses to identify moments in the curriculum where health literacy principles could be integrated, and developed a guide to help Touro faculty apply the reverse design principles to other courses in the curriculum.

Significant Results & Outcomes: After a 2-day site visit and meetings with Touro leadership and faculty, I produced a 35-page report outlining strategies for incorporating health literacy training in the curriculum.

Dissemination: The strategies outlined in my report will be shared across Touro's two campuses in New York State.

***Title:* Community Organizing for Health Equity (Interprofessional Education 415/515/615/715) elective**

Role: Co-Course Director.

Purpose/Need: OHSU students in the schools of medicine, nursing, dentistry and other schools and programs receive education about social determinants of health and health disparities, but often lack training in constructive methods for addressing such seemingly intractable issues like homelessness, and food insecurity. This course provides specific training on community organizing as an effective approach to addressing inequities in healthcare, and disparities in health.

Intended Audience: Registered students in OHSU's schools and programs.

Duration: One term, offered annually since fall 2016.

Methods/Design: This course was modeled on a course at the University of Washington School of Medicine. Six interactive classroom sessions are led by a small team of guest instructors who are experienced in community organizing theory and practice. The classroom work is supplemented with required readings, and attendance at

two community organizing events. Assessments include written reflections for each class session and for the two community events.

Significant Results & Outcomes: 27 students registered in first term offered.

Dissemination: Pending

***Title:* Foundations of Medicine Curriculum, OHSU School of Medicine**

Role: Clinical Thread Director for Professionalism, Ethics & Communication, OHSU's "YourMD" curriculum for the School of Medicine, 2014 – present

Purpose/Need: In July 2014 the OHSU School of Medicine (SOM) launched a complete preclinical curriculum overhaul. This new case-based curriculum, brought a variety of educational innovations, including the introduction of 6 clinical "threads" – themes or content best suited to longitudinal instructional methods. As the Thread Director for Professionalism, Ethics, and Communication (the latter includes general communication, health literacy, culturally responsive care, limited English proficiency, motivational interviewing, communication with special populations, and shared decision making), I was responsible for designing and implementing weekly course content, and instructional and assessment methods for thirty-two 2-hour faculty-facilitated small group Clinical Skills Labs, and for coordinating content and methods with the other two Clinical Thread Directors, and the Block Director teams for the remaining 40 weeks in the 72 weeks of pre-clerkship instruction.

Intended Audience: All 139-157 OHSU medical students.

Duration: First 18 months of the SOM curriculum (the "pre-clerkship" years), starting with the entering class of 2014.

Methods/Design: Meaningful and measurable learning objectives for each of 32 Clinical Skills Labs (CSLs) were developed during the 2013-14 planning phase by the PCM Integrators Team (see below), and refined by the Clinical Thread Directors during implementation, with emphasis on the longitudinal and iterative nature of the thread topics. Optimally effective and efficient instructional methods for achieving these learning objectives were then identified, developed, refined, negotiated with curriculum leadership, and coordinated with other threads, and weekly cases and organ system "block" content. All sessions are designed as interactive, faculty-facilitated, small group activities. Students are assessed every 1-2 weeks in a Clinical Skills Assessment (CSA), typically using a brief OSCE format, as well as a standardized pen-and-paper knowledge assessment.

An example of longitudinal thread content which I designed is the "4 Habits for Patient-centered Care" model, which emphasizes four key habits during any medical encounter – relationship-building, agenda-setting, facilitating clear understanding, and confirming understanding. I developed a "Student and Faculty Primer" outlining the rationale and expectations for students adopting the habits model. I also developed an observational checklist for the four habits, which was used during the weekly Clinical Skills Assessments. Another example is a 9-week sub-thread on culturally appropriate care, which seeks to go beyond traditional cultural competency training to empower students to disrupt the clinician's role in health disparities, through an emphasis on implicit bias. I developed a Student and Faculty Primer for this content area as well.

This threaded curriculum was developed and deployed in collaboration with other clinical threads, including medical informatics. An example of this is illustrated in two videos developed to integrate patient-centered communication with use of the electronic health record in clinical settings (<https://youtu.be/dOPii7MirQE> and <https://youtu.be/0CQWIQQjn90>).

Significant Results & Outcomes: The clinical threads, which run through multiple system-based blocks, are not evaluated directly. During 2015-16 all small group faculty facilitators had an average aggregate effectiveness of 5.6 out of 6.0. USMLE Step 1 board scores for the first cohort of students to complete the curriculum are on par with previous years overall; scores on the behavioral sciences section, which includes professionalism, ethics, and communication, were above the U.S. average. A formal evaluation study is in development.

Dissemination: Elements of this curriculum have been presented at the following international and national meetings:

- Health literacy curriculum was featured in cover article for the Association of American Medical Colleges (AAMC) news magazine: Jablow M. Say “That Again? Teaching Physicians About Plain Language.” *AAMC News*, October 11, 2016 (<https://news.aamc.org/patient-care/article/say-again-teaching-physicians-about-plain-language/>).
- International Conference on Communication in Healthcare, New Orleans, Louisiana, 2015 (peer reviewed abstract)
- 4th and 5th Annual Tufts University School of Medicine Health Literacy Leadership Institute, Boston, Massachusetts, 2015-16 (invited presenter)
- Envisioning the Future of Health Professional Education: A Public Workshop of the Global Forum on Innovation in Health Professional Education, Institute of Medicine, National Academy of Sciences, Washington, D.C., 2015. Publication available at <http://www.nap.edu/21796>
- Translational Research Institute, University of Arkansas for the Medical Sciences, Little Rock, Arkansas, 2014 (invited presenter)

Formal evaluation plans are under way, and results will be submitted for peer reviewed journal publication. Finally, this curriculum was featured in the lead article in a recent issue of the Association of American Medical Colleges’ *AAMC News*, 2016. Available at <https://news.aamc.org/patient-care/article/say-again-teaching-physicians-about-plain-language/>. The professionalism, ethics, and communication curriculum was also featured in the article, “The Physician Must First Listen: Fourth-year medical students describe process of honing ethical, professional communication” (<https://indd.adobe.com/view/17a7eb52-d10a-4a03-a9ef-5cdea0d6b9e4>).

***Title:* Health Literacy: Advanced Patient-centered Communication, Oregon Health Authority, Transformation Center Technical Assistance Contract**

Role: Contracted to develop and present a series of health literacy trainings, including skill development workshops for Oregon Health Authority (OHA) staff and staff of Oregon coordinated care organizations (CCOs).

Purpose/Need: Designed to introduce staff involved in the role-out and provision of coordinated care for patients with medical, dental and mental health coverage under the Oregon Health Plan.

Intended Audience: OHA staff, and staff of CCOs around the state.

Duration: 1-year contract, 2014-15.

Methods/Design: Conducted ad hoc needs assessments with help of OHA planning staff for each session; developed tailored didactic and interactive skill-building teaching methods to fit learning objectives; delivered a series of live and web-based training sessions around the state of Oregon.

Significant Results & Outcomes: highly positive informal feedback; multiple session participants have subsequently requested similar trainings for their home organizations.

Dissemination: Advertised through the OHA Transformation Center's Technical Assistance Program for CCOs.

Title: Curriculum Transformation Initiative, OHSU School of Medicine

Role: Clinician PCM (Principles of Clinical Medicine) Integrator, 2013-14

Purpose/Need: As the OHSU School of Medicine planned to transform its curriculum, I was one of 6 faculty in the role of PCM Integrator, tasked with identifying, preserving, and improving key curricular content which had previously been included in the course, Principles of Clinical Medicine. Our primary task was to identify what had been taught, which learning objectives should be preserved (or improved) in the pre-clerkship curriculum, where gaps in the curriculum might exist, and how to improve effectiveness and efficiency of instruction related to doctor-patient communication, professionalism, and ethics, using a longitudinal, or "Clinical Thread" model, while compressing the traditional 24-month pre-clerkship curriculum into 18 months.

Intended Audience: All 139-157 OHSU medical students.

Duration: This curriculum development occurred in 2013-14, after which I transitioned into the role of Clinical Thread Director (see above), and implemented the curriculum with the entering class of 2014.

Methods/Design: Over an 11-month span of curriculum planning, with a team of 29 faculty and staff, I identified 7 domains within the doctor-patient communication thread (general communication, health literacy, culturally responsive care, limited English proficiency, motivational interviewing, communication with special populations, and shared decision making). Learning objectives were refined or developed to be measurable, and aligned with assessment methods before determining the optimal instructional methods. I developed a pedagogy which organized the longitudinal domains to be introduced in a staggered step-wise fashion, eliminating unnecessary redundancy, building in added redundancy where needed, and capitalizing on previously covered topics to develop a more coherent integration of material and "spiraling up" of themes with increasing complexity over the 18-month curriculum.

Significant Results & Outcomes: The sheer number of learning objectives which had been included in PCM was reduced significantly, and most were revised to be more readily measurable. At the end of this planning and design year, I transitioned into the role of Clinical Thread Director for professionalism, ethics and communication (see above). A formal evaluation study is under development.

Dissemination: Elements of this curriculum have been presented at the following international and national meetings:

- International Conference on Communication in Healthcare, New Orleans, Louisiana, 2015 (peer reviewed abstract)
- 4th and 5th Annual Tufts University School of Medicine Health Literacy Leadership Institute, Boston, Massachusetts, 2015-16 (invited presenter)
- Envisioning the Future of Health Professional Education: A Public Workshop of the Global Forum on Innovation in Health Professional Education, Institute of Medicine, National Academy of Sciences, Washington, D.C., 2015 (invited presenter)
- Translational Research Institute, University of Arkansas for the Medical Sciences, Little Rock, Arkansas, 2014 (invited presenter)

Formal evaluation plans are under way, and results will be submitted for peer reviewed journal publication. Finally, this curriculum is featured in a proposed textbook on health literacy training which is currently under editorial review. Finally, this curriculum was featured in the lead article in a recent issue of the Association of American Medical Colleges' *AAMC News*, 2016. Available at <https://news.aamc.org/patient-care/article/say-again-teaching-physicians-about-plain-language/>

***Title:* OHSU Family Medicine Residency Longitudinal Health Literacy Curriculum**

Role: Developed and delivered clinical training series, with evaluation tools (see below) to assess curriculum impact.

Purpose/Need: In 2009 the need for enhanced patient-centered communication skills training was identified by OHSU's Family Medicine Residency Director, in anticipation of "milestone" program requirements from the Accreditation Council for Graduate Medical Education (ACGME). I received grant support to help the Department of Family Medicine (DFM) expand its existing health literacy training into a new longitudinal series designed to improve knowledge of health literacy issues, and use of evidence-based communication skills.

Intended Audience: All 36 OHSU Family Medicine residents in the Portland program.

Duration: 18 months, starting in the fall of Intern year, and culminating in 3rd year of residency. I had led the DFM's training in health literacy since 2004, and the expanded longitudinal curriculum was implemented in 2010.

Methods/Design: A thorough review of the literature on health literacy and clear communication best practices (published in *Family Medicine*, 2011) identified the need for longitudinal exposure to and experience with health literacy principles and practices. A consensus study was conducted in order to identify core learning objectives in the areas of knowledge, skills, and attitudes (published in the *Journal of Health Communication*, 2013). Because

no validated assessment tools were available for measuring learning outcomes associated with health literacy practices, I developed a checklist tool to be used by faculty observers and standardized patients during OSCE assessments (see Learner Assessment, below). Instructional methods were then developed to achieve the identified measurable learning objectives. These included the use of a trigger video to stimulate reflective practice for the development of awareness and affective/attitudinal learning objectives; didactic lectures with interactive follow-up discussion for the transfer of knowledge objectives; and experiential skill-building workshops on spoken and written communication best practices. Residents were assessed during annual OSCEs, using the checklist, and received formative feedback from faculty observers.

Significant Results & Outcomes: Formal curriculum evaluation as part of an IRB-approved research protocol, using pre-and post-teaching knowledge, skill and attitude assessment scales, as well as performance evaluations using OSCEs, evaluated with a standardized clinical communication checklist, which was developed for this curriculum, demonstrated acquisition and long-term (11 months) maintenance of knowledge and planned behaviors (manuscript in review). Average resident ratings were 4.8 out of 5.

Dissemination: Design, delivery, and evaluation techniques and results have been presented at several national conferences, including Society of Teachers of Family Medicine conference, 2012. A curriculum evaluation study is currently in peer review.

Title: OHSU Family Medicine Residency Patient-centered Medical Home Longitudinal Curriculum

Role: Committee member; curriculum designer; presenter.

Purpose/Need: Improvement in training in systems-based care was identified as a goal by the Department of Family Medicine Residency Section, as one of the ACGME's training milestones, building on the well-established patient-centered medical home model.

Intended Audience: All 36 OHSU Family Medicine residents in the Portland program.

Duration: 2012 – present.

Methods/Design: A 16-part longitudinal curriculum delivered in eight didactic sessions, alternating with eight independent study sessions during Intern year was designed by the Committee. Content focusing on themes of access to care, continuity, accountability, comprehensive whole person care, coordination and integration, and person and family-centered care was outlined. Content in my area of focus – person and family-centered care – was determined by a needs assessment conducted by the Oregon Health Authority, which identified Oregonian's preferences for healthcare delivery. 2-hour small group sessions were designed to facilitate discussion of content.

Significant Results & Outcomes: No evaluations available.

Dissemination: The curriculum was presented at a national meeting of the Society of Teachers of Family Medicine in 2013.

Title: OHSU School of Medicine Longitudinal Health Literacy Curriculum

Role: Developed and delivered preclinical training series through Principles of Clinical Medicine (PCM) II course starting in 2004 (expanded to PCM I in 2009), with evaluation tools (see below) to assess curriculum impact.

Purpose/Need: A new longitudinal series designed to improve awareness and knowledge of health literacy issues, and evidence-based communication skills.

Intended Audience: All 136 OHSU pre-clerkship medical students.

Duration: 12 month curriculum ran from 2004 through 2015, when it was replaced by the Clinical Threads curriculum above.

Methods/Design: Multiple teaching methods include didactic lectures with interactive follow-up discussion, experiential workshops, and formative feedback during Clinical Performance Exam experiences, using a standardized patient case designed to illustrate low health literacy. Curriculum content was coordinated with parallel curriculum in cross-cultural communication.

Significant Results & Outcomes: Formal curriculum evaluation as part of an IRB-approved research protocol, using pre-and post-teaching knowledge, skill and attitude assessment scales demonstrated sustained long-term improvements in some areas, but not in others. This prompted key improvements in instructional strategies, which have been incorporated into the Clinical Threads approach in the new SOM curriculum (see above).

Dissemination: Outcomes were reported in a peer reviewed publication in *Family Medicine* (2016), and were presented at several national conferences, including Society of Teachers of Family Medicine conference (2012), and an international conference in Calgary Alberta Canada (2009).

Title: Family Medicine Residency Chronic Pain Management Curriculum

Role: Curriculum design collaborator and training session co-facilitator

Purpose/Need: Prior to developing this curriculum, I conducted a needs assessment survey among residents at the Richmond Clinic training site, which indicated that prescribing opioids for chronic pain was a source of professional dissatisfaction. Residents indicated a desire to learn more about best practices for prescribing opioids for chronic non-cancer pain, and to have more robust clinical systems in place, including guideline development, to support their clinical decision-making around the use of opioids for chronic pain. The curriculum was then developed to fill the identified training gap.

Intended Audience: All 12 Family Medicine residents based at the OHSU Family Medicine at Richmond clinic.

Duration: 2010-13

Methods/Design: I designed and administered a needs assessment survey to identify specific areas of training desired by residents. The results of the survey were used by a three-faculty-member curriculum development team to design a longitudinal curriculum consisting of 12 monthly 1-hour modules, which were typically team-taught

by 2 or more faculty. Some modules covered specific content, such as evidence-based guidelines, while others were dedicated to small group chart review and problem-based learning.

Significant Results & Outcomes: After the first year, the residents indicated significantly increased confidence in treating non-cancer chronic pain with opioid medications. Several systems improvements were made at the clinic, as a result of this educational effort, including the development of documentation standards, opioid prescribing and dosing guidelines, and the making available of several key clinical tools. As a result of these clinical improvements, residents felt the curriculum could move to an every-other-month basis. The establishment of well-documented clinical guidelines has eliminated the need for the training series.

Dissemination: Several of the clinical tools which resulted from this process have been used as the basis for a standardized approach to opioid prescribing across the four Department of Family Medicine clinics.

Educator’s Portfolio Documentation for *Advising and Mentoring*:

<u>Name</u>	<u>Level</u>	<u>Purpose of Relationship</u>	<u>Duration and Process</u>	<u>Current Status</u>	<u>Outcome(s) of Relationship</u>
Jensy Rojina (mentee)	MD class of 2021	Minority Mentor Program	2020 -	Active mentorship	
Fernando Salcido-Torres (mentee)	2 nd -year MD student	Scholarly Project mentor	2019 – 2020. Met periodically to review research plan, design poster and write manuscript	Project completed	Health Literacy Research and Practice, in press; “Effects of a longitudinal Curriculum to Teach Health Literacy and Patient-Centered Clear Communication to Medical Students” poster presented at OHSU Scholarly Projects Capstone event 3/2020, Legacy Health Literacy Conference 4/2020, and Institute for Healthcare Advancement Health Literacy Conference 5/2020; “What Questions Do You Have?” Teaching Medical Students to Use an Open-Ended Phrase for Eliciting Patients’ Questions;” “Scholarly Projects Showcase Student Creativity from the Heart.” <i>96,000 Square Miles</i> , March 12, 2020 (https://blogs.ohsu.edu/96kmiles/2020/03/12/scholarly-projects-showcase-student-creativity-from-the-heart/)
Patient Education Collaborative student group faculty advisor	1 st - and 2 nd -year MD students	Provide faculty support and content expertise mentorship	Spring 2019 – present. Met with student group periodically to support initiatives, including development of workshops and training video	Active student group	Awarded \$3000 grant in 2019 to produce educational video; evaluation study in development
Jasmine Curry	OHSU Wy’east pre-med Scholar	Clinical shadowing mentorship	November 2018 – February 2019	Active student	Admitted to OHSU MD class Med23
Stephanie Radu (mentee)	1 st -year MD student	Curriculum development mentor	May 2018 - present		Revising Clinical Skills Lab session guides to include trauma informed care elements
Structural Competency student-led curriculum thread, Faculty Lead, SOM	Fifty 2 nd -yr MD students in the class of 2021	Faculty advisor responsible for curriculum	March 2018 – present. Met with Structural Competency leadership group and general assembly periodically to support curriculum development	Active curriculum group	Group is in design phase to deliver 8-part curriculum to the Med22 class on topics of race, sexism, immigration, homelessness, LGBTQ health, mental health, substance abuse, and trauma informed care.
Delvin	2 nd -year	Scholarly	2017 –present. Met	2 nd -year	Evaluation of anti-bias curriculum in

Atkins (mentee)	MD student	Project mentor	periodically to review research plan	medical student	design phase as of 4/2018
Kara (Konigsfeld) Hoffman (mentee)	2 nd -year MD student	Scholarly Project mentor	2017- 2020. Met periodically to review research plan	Project completed	“Evaluating the Need for Addressing Sex and Gender Disparities in the Heart Physical Exam Curriculum” poster presented at OHSU Scholarly Projects Capstone event 3/2020
Daniel Stone (mentee)	2 nd -year MD student	Scholarly Project mentor	2017-present. Met periodically to review research plan	2 nd -year medical student	“Qualitative Healthcare Discrepancies of Patients with Insecure Housing in Portland” poster presented at OHSU Scholarly Projects Capstone event 3/2020
Claudia Lopez (mentee)	2 nd -year MD student	Scholarly Project mentor	2015-16. Met periodically to review research plan	3 rd -year medical student	Student changed her project, requiring a switch to a different mentor
Ben Pederson, MD (protégé, advisee)	2 nd -year Family Medicine resident	Career and research mentorship; residency Capstone Advisor	Career mentorship activities began during Fall of 1 st year of residency; Capstone advising and research mentorship began Summer of 2 nd year	4 th -year Family Medicine resident	Presented research at two national meetings: <ul style="list-style-type: none"> Institute for Healthcare Advancement Health Literacy Conference, Anaheim, California, 2016) Health Literacy Research Conference, Bethesda, Maryland, 2015
Sylvia Peterson-Perry (protégé)	2 rd -year MD student	Research mentorship	Collaborated on 3 educational research studies	3 rd -year MD student	<ul style="list-style-type: none"> Resulted in peer reviewed publication in <i>Family Medicine</i> 2016 A second manuscript is currently in review
Elizabeth Suh (mentee)	2 rd -year MD student	Career mentorship	Meet periodically since Fall of 1 st year	OHSU SOM graduate in Family Medicine residency	<ul style="list-style-type: none"> 2016 OHSU Department of Family Medicine Student Mentorship Award
Jesse Hanson (protégé)	2 rd -year MD student	Research mentorship	2012-13. Team developed a novel clinical tool for assessing the use of medical jargon	OHSU SOM graduate in Pediatric residency	Study not initiated
Matthew Sperry (protégé)	2 rd -year MD student	Research mentorship	2012-13. Team developed a novel clinical tool for assessing the use of medical jargon	OHSU SOM graduate in Family Medicine residency	Study not initiated
Annie Ferguson (protégé)	1 st -year MD student	Research mentorship	2011. Met 4-5 times to design a study to evaluate residents’ writing skills	OHSU SOM graduate	Study not initiated
Amber	1 st -year	Research	2011-14. Met 4-5 times	OHSU	Resulted in peer reviewed publication in

Fromer (protégé)	MD student	mentorship	to assist in analysis and write-up of data evaluating educational effect of a clinic-wide health literacy training.	SOM graduate	<i>Family Medicine</i> , 2015
Nancy Nguyen (protégé)	2 nd -year MD student	Research mentorship	2011-15. Met 5-6 times to design, carry out, and write-up results of a national survey of health literacy curricula in US family medicine residency programs	OHSU SOM graduate in OB/GYN residency	<ul style="list-style-type: none"> Resulted in peer reviewed publication in <i>Journal of Health Communication</i> 2016. As student, presented results at Department of Family Medicine Research & Scholarship Conference, 2011.
Shannon Appy (protégé)	2 nd -year MD/MPH student	Research mentorship	2010-11. Met 5-6 times to design, carry out, and write-up results of a national survey of health literacy curricula in US medical schools	OHSU SOM graduate	<ul style="list-style-type: none"> Resulted in peer reviewed publication in <i>Family Medicine</i>, 2012 Poster presented at national meeting
Faith Butler (protégé)	1 st -year Family Medicine resident	Faculty advisor for residency	Met quarterly, 2011-14 to review progress, and future plan	OHSU Family Medicine residency graduate	<ul style="list-style-type: none"> Accepted for Family Medicine Obstetrical fellowship
Gregory Guffanti (protégé)	1 st -year Family Medicine resident	Faculty advisor for residency	Met quarterly, 2010-13 to review progress, and future plan	OHSU Family Medicine residency graduate	<ul style="list-style-type: none"> Hired as Chief Resident
Vanessa Vanderpool (protégé)	1 st -year Family Medicine resident	Faculty advisor for residency	Met quarterly, 2009-12 to review progress, and future plan	OHSU Family Medicine residency graduate	<ul style="list-style-type: none"> Program graduate
Nicole Yonke (protégé)	1 st -year Family Medicine/Public Health & Preventive Medicine resident	Faculty advisor for Combined residency	Met quarterly, 2007-11 to review progress, and future plan	OHSU Family Medicine residency graduate	<ul style="list-style-type: none"> Selected for competitive Family Medicine Obstetrical fellowship
Elisa Wilson (protégé)	1 st -year Family Medicine resident	Faculty advisor for residency	Met quarterly 2006-09 to review progress, and future plan	OHSU Family Medicine residency	<ul style="list-style-type: none"> Program graduate

	resident			graduate	
Safina Koreishi (protégé)	4 th -year Family Medicine / Public Health & Preventiv e Medicine resident	Research mentorship	2008. Met 4-5 times to design, carry out, write- up and present results of a clinical survey study	OHSU Faculty and Medical Director Columbia Pacific CCO	<ul style="list-style-type: none"> Presented research at international meeting of the North American Primary Care Research Group (NAPCRG), Rio Grande, Puerto Rico, 2008

Educator's Portfolio Documentation for *Educational Administration and Leadership*:

Year	Time Commitment	Administrative or Leadership Role	Description of Activities	Quality	Outcomes
2014-16	0.2 FTE (2014-15); 0.3 FTE (2015-present)	Clinical Thread Director for Professionalism, Ethics, & Communication, OHSU School of Medicine, 18-month pre-clerkship curriculum	Responsible for design and delivery of all content relating to professionalism, ethics, and communication in the pre-clerkship curriculum (see Curriculum Development, above)	Formal curriculum evaluation pending; Standardized Patients report significant improvements in students' communication skills	<ul style="list-style-type: none"> • First cohort of students completed integrated 72-week clinical skills curriculum in January 2016. • Curriculum presented at several national and international meetings (see above). • Featured in national news article for medical educators (<i>AAMC News</i>, 2016).
2011-present	0.01 FTE	Member, Patient-Centeredness Residency Curriculum Redesign Committee	Worked with team to develop and deliver a 16-part Patient-centered Medical Home Longitudinal Curriculum for Family Medicine residents (see Curriculum Development, above)	No evaluation available	Curriculum presented at national meeting of Society of Teachers of Family Medicine, Baltimore, Maryland, 2013.
2008-present	0.01 FTE	Faculty Advisor for OHSU's Associated Students for the Underserved	Provided advising support to student-organizing committee	No evaluation available	Cross-cultural medicine lecture series organized and presented in 2014
2013-14	0.1 FTE	Clinical PCM Integrator, OHSU SOM	Responsible for content mapping of learning objectives related to doctor-patient communication, professionalism & ethics in the new SOM pre-clerkship curriculum (see Curriculum Development above)	Formal curriculum evaluation pending; Standardized Patients report significant improvements in students' communication skills	<ul style="list-style-type: none"> • Identification of seven communication themes and pedagogical approach to introducing them longitudinally, resulting in implementation the following year. • Presented at several national and international meetings (see Curriculum Development, above). • Featured in national news article for medical educators (<i>AAMC News</i>, 2016).
2011-13	0.01 FTE	Founding Member, OHSU Center for	Committee convened to develop	No evaluation available	Committee work informed major revisions to School of

		Diversity and Multicultural Affairs (CeDMA) Diversity & Inclusion Curriculum Working Group	comprehensive strategy for competency-based teaching on cultural competency at the School of Medicine		Medicine curriculum thread on culturally responsive care, implemented in the new YourMD curriculum, 2015
2007-10	3 meetings per year	MedNet advisor for peer-led discussion & advising program	Supported ~20 students interested in serving urban underserved communities	No evaluation available	Evolved into SOM coaching program
2006-10	0.01 FTE	Member, OHSU School of Medicine Clinical Performance Exam (CPX) Committee	Design, implement, monitor and evaluate annual OSCE-based Clinical Performance Examination for the School of Medicine (20 hours)	No evaluation available	Presented at international meeting for Constructing Curriculum for Health Care providers, A Learning Institute, Calgary, Alberta, Canada, 2008

Educator's Portfolio Documentation for Learner Assessment:

Assessment Activity: Clinical Skills Assessments (CSAs), OHSU School of Medicine Transformation Initiative (YourMD)

Role: Clinical Thread Director for Professionalism, Ethics and Communication for the OHSU School of Medicine. Designed or co-designed weekly Clinical Skills Assessments (CSAs), based on that week's Clinical Skills Lab learning objectives for 72-week pre-clerkship curriculum starting with the entering class of 2014.

Learner Population to be Assessed: All 139-160 1st-year medical students, beginning with the cohort entering in 2014.

Methods/Design: Clinical skills learning objectives were typically assessed via short OSCE-style encounters with trained standardized patients (approximately every other week) for communication skills and professionalism, using standardized checklists, or through written examinations for concepts in communication, professionalism and ethics, depending on which assessment method(s) were best suited for assessing the given objectives. Examples of CSA topics include conducting a "social review of systems" to identify potential barriers to care, and delivering bad news. "4 Habits for Patient-centered Care" were assessed using a standardized checklist which I developed (see below).

Significant Results & Outcomes: Weekly Clinical Skills Assessments determined which students had attained the expected level of proficiency, and which students required some form of remediation. A formal skills acquisition study is under development. USMLE Step 1 board scores for the first cohort of students to complete the curriculum are on par with previous years overall; scores on the behavioral sciences section, which includes professionalism, ethics, and communication, were above the U.S. average.

Dissemination: Please see "4 Habits for Patient-centered Care" assessment activity, below.

Assessment Activity: "4 Habits for Patient-centered Care," OHSU School of Medicine Transformation Initiative (YourMD)

Role: Developed a novel approach to teaching patient-centered clinical communication habits at OHSU, through a "4 Habits for Patient-centered Care" model, which emphasizes a total of 15 measurable best practice habits in four phases of medical encounters: 1) Relationship-building (a. Enters room at an unhurried pace, b. Introduces self to all in the room, c. Asks patient how they would prefer to be addressed, d. Sits at or below the patient's level, e. Makes eye contact to match patient's style, f. Gives full attention for first 30 seconds, and g. Makes an empathic statement or gesture during the history of present illness); 2) Agenda-setting (a. Elicits the patient's full set of concerns at the outset, and b. Negotiates an agreed upon agenda, addressing the patient's main concern(s)); 3) Facilitating Clear Understanding (a. Speaks clearly and at a moderate pace, b. Avoids using medical jargon, and c. Provides high-priority "need-to-know" information first, when educating patients or making recommendations); and 4) Confirming Understanding (a. Summarizes the plan for addressing the patient's main concern(s), b. Elicits questions in an open-ended manner, and c. Uses "teach back" to confirm patient's understanding).

Learner Population to be Assessed: All 139-160 1st-year medical students, beginning with the cohort entering in 2014.

Methods/Design: I developed a clinical skills checklist assessing the 15 target behaviors listed above, organized under “4 Habits of Patient-centered Care.” The checklist items were practiced during a series of dedicated Clinical Skills Labs (2-hour small group faculty-facilitated experiential practice sessions) which introduced each of the four habit areas and their underlying target behaviors. Parts of the checklist were then used by trained Standardized Patients in each of the mini-OSCE Clinical Skills Assessments, which took place approximately every other week throughout the 18-month curriculum.

Significant Results & Outcomes: Anecdotal reports from the standardized patient (SP) group suggest that students are better at engaging and communicating with SPs now than they were under the old curriculum. A validation study of the 4 Habits checklist, including inter-rater reliability, is in development.

Dissemination: Elements of this clinical skills assessment tool have been presented at the following international and national meetings:

- International Conference on Communication in Healthcare, New Orleans, Louisiana, 2015 (peer reviewed abstract)
- 4th and 5th Annual Tufts University School of Medicine Health Literacy Leadership Institute, Boston, Massachusetts, 2014 and 2015 (invited presenter)
- Envisioning the Future of Health Professional Education: A Public Workshop of the Global Forum on Innovation in Health Professional Education, Institute of Medicine, National Academy of Sciences, Washington, D.C., 2015 (invited presenter)
- Translational Research Institute, University of Arkansas for the Medical Sciences, Little Rock, Arkansas, 2014 (invited presenter)

Formal evaluation plans are under way, and results will be submitted for peer reviewed journal publication.

Assessment Activity: Transition to Residency – Ethics, Professionalism and Communication: Giving Bad News, and Disclosing Errors.

Role: Consultant for OHSU Center for Ethics in Health Care in

Learner Population to be Assessed: All 160 4st-year medical students, beginning in 2018.

Methods/Design: Collaborated on development of two OSCE cases, and OSCE scoring rubrics to assess patient-centered communication skills.

Significant Results & Outcomes: In 2019 approximately 20% of 4t-year students received formative feedback regarding the use of unnecessary or undefined medical jargon.

Dissemination: For internal use; no dissemination plan.

Assessment Activity: Foundations Curriculum End-of-Block Assessments, OHSU SOM

Role: Clinical Thread Director for Professionalism, Ethics and Communication for the OHSU School of Medicine. Contributed original multiple choice questions (MCQs), reviewed and selected existing National Board of Medical Examiners (NBME) MCQs, and contributed to OSCE-style cumulative assessments at the end of each of seven thematic blocks (Fundamentals; Blood and Host Defense; Skin, Bones and Musculature; Cardiopulmonary and Renal; Hormones and Digestion; Nervous System and Function; and Developing Human), based on Clinical Skills Lab learning objectives for 72-week pre-

clerkship curriculum.

Learner Population to be Assessed: All 139-157 1st-year medical students, beginning with the cohort entering in 2014.

Methods/Design: Developed original MCQs using a standardized format, when such items were best suited to assessments. For each Block, I also used the NBME's exam production software to select appropriate items for cumulative Block exams. Mini-OSCEs were also developed to assess key skills which had not been fully assessed during weekly Clinical Skills Assessments.

Significant Results & Outcomes: End-of-Block assessments contributed to overall course grades, which were used to determine competency to progress, or the need to remediate if necessary.

Dissemination: For internal use; no dissemination plan.

Assessment Activity: OHSU School of Medicine Clinical Performance Examination OSCE

Role: Helped design and revise Observed Structured Clinical Examinations (OSCEs), including a new health literacy case.

Learner Population to be Assessed: All 3rd-year medical students, and all 2nd-year Physician Assistant Program students

Methods/Design: The OSCEs used an evaluation tool completed by the standardized patient. Encounters were videotaped.

Significant Results & Outcomes: Preliminary results indicated that Physician Assistant students were outperforming medical students in a number of key health literacy competencies.

Dissemination: Data were presented at an international meeting on Constructing Curriculum for Health Care Providers, a Learning Institute, Calgary, Alberta, Canada, 2008).

Assessment Activity: Family Medicine Residency Annual OSCE Evaluations – Use of the “Clinical Communication Checklist”

Role: Participated in design of OSCE cases; developed and refined a “Clinical Communication Checklist” for assessing residents’ use of clear communication best practices, including the use of plain non-jargon language; participated in resident OSCE evaluations.

Learner Population to be Assessed: OHSU Family Medicine residents during 1st-3rd years of training

Methods/Design: The Clinical Communication Checklist initially included 10 behaviors synthesized from the health literacy best practices literature. After several OSCE evaluation sessions, the tool was refined to include 6 observable communication behaviors.

Significant Results & Outcomes: Preliminary data show that among two cohorts of residents who have been evaluated using the Clinical Communication Checklist during OSCE evaluations separated over time, learners significantly improved on three out of six measures of clear communication.

Dissemination: Use of the Clinical Communication Checklist was presented at two national conferences: a) the Society of Teachers of Family Medicine Conference on Medical Student Education, Long Beach, CA, 2012; and b) the Institute for Healthcare Advancement Health Literacy Conference, Irvine, California, 2010.