



**Communication, Understanding, Education & Self-Assessment
'CUES' Audiovisual Resources**

**Available in the
Medical Education Media Center
Rm. M2-C04A, ph. 235-1864, 235-1832**

The following list of programs highlight audiovisual programs in our collection which may be suitable for the CUES course curriculum. If you are interested in other topics, our catalog is located at www.umkc.edu/medicine/mediacatalog. If you need to book a program for a specific date, or if you would like further assistance locating a program please feel free to call.

Alzheimer's Disease: A Multicultural Perspective, VHS, 33 min.

This documentary focuses on the actual experiences of four families as they care for an elder with Alzheimer's Disease. Seen from the perspective of four ethnic minority groups, Chinese, Japanese, Latino, and Vietnamese, the video shows the obstacles they face, including language barriers, lack of support from the extended family, inaccurate information about the disease and its etiology, and the cultural norms that mitigate against long term care placement. Possible solutions to some these problems are discussed by family members as well as professionals in the field of gerontology.

Assessing the Mental Status of the Older Person, VHS, 34 min, booklet

Dr. Rabins emphasizes the geriatric patient assessment should include an objective assessment of cognitive function. This assessment can identify problem areas and provide information that can show improvement or decline. This video program provides the unique opportunity to observe Dr. Rabins interacting with normal elders as well as with Alzheimer and dementia patients. Patients interviewed range from normal to severely impaired. Behaviors documented include confusion, loss of memory, hallucination, loss of cognitive skills and depression. This program provides a useful guide on how to do a mental status exam.

Can you hear me? : [Understanding] Arabic communities, Cross-Cultural Health Care Program, VHS, 68 min.

This series of 5 videos documents community forums and/or panel discussions with members of various communities. Topics discussed include immigration history, culture and religion, and cultural beliefs around medicine. This program reviews Arabic communities.

Can you hear me? : [Understanding] East Africans and Mental Health, and, Delivering the Bad News, Cross-Cultural Health Care Program, VHS, 43 min.

This series of 5 videos documents community forums and/or panel discussions with members of various communities. Topics discussed include immigration history, culture and religion, and cultural beliefs around medicine. This program reviews East African communities.

Can you hear me? : Understanding Hispanic / Latino Communities, Cross-Cultural Health Care Program, VHS, 60 min.

This series of 5 videos documents community forums and/or panel discussions with members of various communities. Topics discussed include immigration history, culture and religion, and cultural beliefs around medicine. This program reviews Latino communities.

Can you hear me? : [Understanding] Russian Communities, Cross-Cultural Health Care Program, VHS, 34 min.

This series of 5 videos documents community forums and/or panel discussions with members of various communities. Topics discussed include immigration history, culture and religion, and cultural beliefs around medicine. This program reviews Russian communities.

Can you hear me? : [Understanding] Somali Culture [Communities], Cross-Cultural Health Care Program, VHS, 95 min.

This series of 5 videos documents community forums and/or panel discussions with members of various communities. Topics discussed include immigration history, culture and religion, and cultural beliefs around medicine. This program reviews Somali communities.

Communicating Effectively Through an Interpreter, VHS, 28 min.

This video is designed to help health care providers with choosing an appropriate interpreter, recognizing the signs of professional and unprofessional interpretation, working effectively with a trained interpreter, and guiding an untrained interpreter. The program was designed for personal use or as a teaching tool for clinical staff to promote clearer communication with limited-English speaking patients.

Communicating With Clients and Colleagues From Different Cultures, VHS, 26 min.

This video demonstrates the importance of sensitivity to differences in expectations and styles of communication based on cultural and ethnic differences. Scenarios illustrate examples of communicating with clients and colleagues from a variety of cultural backgrounds.

Communicating With Moderately Confused Older Adults, VHS, 20 min.

Using actual footage of individuals with Alzheimer's Disease and related dementia disorders, geriatric experts highlight the characteristics and most effective approaches for understanding and helping moderately confused older adults.

Communicating With Severely Confused Older Adults, VHS, 20 min.

Characteristics and intervention techniques associated with the later stages of dementia disorders are defined and demonstrated with actual older adults experiencing severe confusion. Seeing these touching examples of gentle understanding will give new insight to those viewing this segment.

Communication Skills in Clinical Practice Series - Communication: The Basics, Tape #1

VHS; 74 min.

This series includes over 20 scenarios with simulated patients illustrating various clinical situations, communications problems and approaches to dealing with them. The first program's objectives are: understanding the 4 "Es" : engaging, empathy, educating, and enlisting (also eliciting the patient's expectations) ; the basic structure of the clinical interview: the CLASS strategy (context, listening, acknowledgement, strategy, summary) ; examples of how to use the techniques, and finally how NOT TO COMMUNICATE.

Communication Skills in Clinical Practice Series - Dealing With Feelings, Tape #2, VHS, 55 min.

The second video in this series provides illustrations of: acknowledging the patient's emotion BEFORE going on to address the issue that started the emotion ; the empathic response ; how to cope with patients who are angry ; how to deal with severe depression.

Communication Skills in Clinical Practice Series - Hidden Agendas & Special Situations, Tape 3,

VHS, 79 min.

The third program in this series deals with: how to recognize the warning signs of a patient's hidden agenda ; how to explore psycho-social issues ; how to discuss anorexia in a patient hypocalcemia due to laxative abuse ; how to discuss early Alzheimer's disease ; discussions around the diagnosis of AIDS.

Communication Skills in Clinical Practice Series - How to Break Bad News, Tape 4, VHS, 79 min.

Tape four in this series illustrates: the SPIKE protocol for breaking bad news (setting, perception, invitation, knowledge, exploring emotions, strategy and summary) ; interviews with simulated patients with rheumatoid arthritis and breast cancer ; special or difficult situations such as: "how long have I got?", "my mother is not to be told," "your husband has died."

Communication Skills in Clinical Practice Series - Genetic Testing, Pediatrics and End-of-Life, Tape 5,

VHS, 69 min.

The fifth video in this series address the following topics: how to discuss genetic testing with a patient ; how to discuss the results of genetic testing ; areas in which communication in pediatrics differs from that in adult medicine ; discussing a diagnosis of Down's syndrome with a new mother ; how to discuss a Do Not Resuscitate order with a patient ; discussing discontinuation of ventilate or support with a family.

Confidentiality, Privacy and HIPAA, VHS, 11 min., guide

The law requires that all health care employees receive training on the HIPAA privacy rules (Health Insurance Portability and Accountability Act of 1996) by April 2003. This program explains the basic requirements of the HIPAA privacy regulations. The law requires that: hospitals have policies on privacy; the policies cover oral, written, and electronic communication; patients must be given notice of the hospital's privacy practices; hospital's must have a privacy officer to implement the law; and, there are potentially heavy civil and criminal fines for violations of the law. The viewers will also learn: three requirements of the HIPAA privacy rules; how to avoid the most common breaches of confidentiality; how computers, copiers,

FAX machines, telephones, and e-mail can compromise confidentiality; three precautions for protecting the patient's visual and auditory privacy.

Counseling for Behavior Change [ie: lifestyle change for compliance], VHS, 24 min.

Learn important tools to help overcome patient resistance to changes in lifestyle that can profoundly affect their health. This videotape highlights the characteristics of the cycle of change in patient behavior, and demonstrates, through three office visit scenarios, how to move a patient through those changes. This video is designed for primary care physicians who want to take an active role in preventative care for their patients. Learning the counseling techniques presented in this tape is the first step toward building the skills necessary to help your patients comply with instructions and improve their quality of life

Cross Cultural Communication In Health Care: Building Organizational Capacity, VHS, 140 min.

This program is directed toward health care leaders who want to improve their organizations' capacity to serve people with limited-English proficiency. The intent is to provide the informational tools necessary to deliver linguistically competent care. Bringing national experts and leaders from best practice organizations, the program shares experiences that organizations like yours have had in planning and implementing linguistic services. The program's goal is to cover the following topics: • Present the business & quality reasons for improving cross-cultural communication with low-income patients, particularly in managed care settings • Show practical examples of how to provide linguistically-appropriate services for diverse populations, including medical interpretation • Highlight best practices from around the country • Address barriers and present successful strategies in managed care settings. • Provide tested quality resources (e.g. publications, tools, web-based information)

Cultural Diversity in Healthcare: a different point of view, VHS, 23 min.

This video program uses real-life scenarios to demonstrate six cultural phenomena that affect staff interactions and patient care. The topics include communication, spatial issues, time orientation, social organization, environmental controls and biological variations. This award-winning program is designed to provide health care workers with the tools they need to develop cultural sensitivity and build better relationships with co-workers and patients. The JCAHO standards require that all clinical staff members receive training to sensitize them to cultural diversity and the implication for healthcare workers. These variables are addressed in this program and it is suitable for a multi-disciplinary staff.

Customer For Life: Don't Run, Don't Hide - Dealing with Customers who are Angry or Upset

VHS, 17 min.

This program describes specific steps for dealing with the angry or upset patient, family member or visitor. After completing this program, viewers will be able to: describe the principles for dealing with an upset or angry customer, explain the importance of putting oneself in the healthcare customer's shoes, describe how mental responses influence behavior, describe how to give an upset customer time to vent and how to move into problem solving.

A Different Kind of Care, VHS ; 90 min.

At the end of life, what many Americans want is physical and spiritual comfort in a home setting. In this program, Bill Moyers presents the important strides being made in the area of palliative care at pioneering institutions such as New York's Mt. Sinai Hospital and Memorial Sloan-Kettering Cancer Center. These advances are bringing peace to those who fear that they will be a burden to loved ones, will suffer needlessly, or will be abandoned in their hour of greatest need.

Doctor's Emotional Reaction to Patient's Death, VHS, 60 min.

Dr. Robert Arnold, an alumni, physician, and medical ethicist, is the invited speaker for this 10th presentation in the William T. Sirridge Humanities in Medicine lecture. The program asks the question, "How do we take care of the care-taker?" The discussion centers around doctors as human beings who have feelings for their patients, and may have emotional reactions to death which are not properly handled. Included are reactions to doctors crying in public, open callousness, fear of displaying emotion, team reaction to death, a study based on 164 physician interviews on their reaction to death, and a separate study of student interviews. The result shows that there is little discussion of death unless it is at a M & M conference. This may contribute to "burn-out." Examples of short and long-term coping are discussed.

Doing Right: Clinical Ethics in Primary Care, VHS, 60 min.

This program discusses end-of-life issues, such as advance directives, dealing with demanding patients, disclosing bad news, handling professional conflicts and inappropriate behaviors. Working in a managed care environment may also adversely affect sound ethical decision-making. This video presents a family doctor, geriatrics specialist, and an ethicist reviewing the ethical implications of a typical case encountered in

family medicine. They offer strategies for evaluating ethical problems and advice on how to approach these dilemmas.

Efficiency Through Effective Communication [ie: medical history taking, interview], VHS, 22 min.

This evidenced-based, skills presentation demonstrates five sets of skills including: opening the interview, establishing patient expectations, understanding patients' beliefs, making decisions, and closing the interview. In the current practice environment, physicians face countless demands on their time. This videotape is designed to help practicing physicians learn communication skills to make the office visit more efficient and effective.

End-of-Life Care, VHS, 60 min.

Palliative care addresses the physical, psychological, social, spiritual, and existential needs of patients facing a serious illness or death. An important component of such care is pain management. Sadly, 50% of patients experience moderate or severe pain at least half of the time within their last few days. Physician causes of inadequate pain management, avoiding the use of opioids, and fearing addiction.

The Ethical Question: Advance Care Planning, VHS, 30 min.

Designed for physicians faced with ethical challenges everyday, this advanced care planning program presents issues which the physician should discuss with his or her patients while they are healthy. Does the patient want more aggressive care? Less care? What are the values that guide his life? Appointing a proxy and what the family wants are all included in the information the physician should have on file.

Grave Words: Notifying Survivors About Sudden, Unexpected Deaths, 357 slides, guide, pocket protocol, text

This slide set is designed to teach healthcare professionals and others the appropriate methods and protocols for sudden or unexpected death notification. The slides are organized in sections which include the following topics: protocol for physicians delivering news of sudden death; general information concerning grief, verbal and nonverbal communication; protocol for death notification by chaplains, various religious practices and death; emergency department death notification; helpful comments and phrases, as well as comments to avoid; telephone notification; EMS in-home notification; protocols for student sudden deaths; how to help friends after a death; telling children about death; protocols for obstetric deaths; protocol for support of disaster survivors; and organ procurement.

How We Die, VHS, 15 min.

A NBA nonfiction winner, Yale physician Nuland's study of the clinical, biological and emotional details of dying was a 14-week bestseller. The book describes our cultural attitude toward death as something which occurs in sterile seclusion, cloaked in euphemism and taboo. Diane Sawyer narrates this program with the same title on a "Primetime" ABC-TV network segment with Dr. Nuland. He states that we die when the doctor decides nothing else can be done instead of when nature decrees it, and how the 8 out of 10 people in the U.S. who die in the hospital are only allowing medicine to prolong life as opposed to dying at home in a peaceful atmosphere saying our goodbyes instead of focusing on miracles. The video follows terminal patients in the choices they make and the issues surrounding control over death.

Interviewing for Child Sexual Abuse: A Forensic Guide, VHS, 35 min.

Simulated and actual interview vignettes guide viewers through sensitively gathering general and abuse-focused information, shows how to gauge children's ability to report events accurately, which kinds of questions to ask and which to avoid, how to use anatomical drawings and dolls appropriately, and how to work collaboratively in a multidisciplinary evaluation team. The manual features supplemental information, role play scenarios and skills exercises, findings on children's memory and suggestibility, and resource listings.

Managing End of Life Care, DVD or VHS, 60 min.

Helping a patient through the death process can be daunting and is rife with issues. The patient's family members and close friends often look to the physician to coordinate these matters, and to provide guidance and support as the loved one's condition deteriorates. This program provides an overview of end-of-life issues for physicians. The program is presented in 5 parts as follows: Pt. 1- Communication skills (breaking bad news, the SPIKE protocol for talking with patients); Pt. 2 - The importance of advance care planning (includes advance directives, living will, durable power of attorney, DNR); Pt. 3 - Medical management of the dying patient (includes patterns of functional decline, pain assessment, steps to pain control, pharmaceutical recommendations, WHO recommendations, assisted hydration and nutrition & when to withdraw, other issues such as fatigue, anorexia, constipation, nausea, and delirium); Pt. 4 - Spiritual

intervention (the difference between religion and spirituality, spiritual assessment, and doctor-patient relationships) ; Pt. 5 – The role of hospice and other support services.

Medical Sign Language Video, VHS, 2 hours

Part I - This first level teaches the basic Medical terminology in sign language. Words such as doctor, nurse, diabetes, fractures, hospital, temperature, waiting room, heart attack, stroke, insurance, help, emergency, ambulance, etc. are reviewed ; Part II - This Section continues with more vocabulary and starts placing common statements using the medical terminology together between patients and staff (doctors, nurses, x-ray technicians, EMTs, etc.). Examples are: "Your blood pressure is 80 / 120," "Are you allergic to any medication?," "What other symptoms do you have?," "Let me know if this hurts." ; Part III – In the last part of this program the emphasis is on sign language terminology for topics such as geriatrics, pediatrics, the delivery room, the operating room, sexuality, and more. [Sales literature claims](#) that there are more than 600 words / signs on the video.

Nick & Sheila and the World: A Case Study about Patient Rights & Cultural Diversity, VHS, 17 min.

[NOTE: THIS PROGRAM CONTAINS A SMALL AMOUNT OF GRAPHIC LANGUAGE]; This story is told through the character of Sheila. She has been asked to discuss her perspective (and through her, the patient's perspective), concerning their interactions with the healthcare providers in the audience. As Nick's significant other, she attempts to make the healthcare staff understand Nick's situation as a dialysis patient who "can't be confined" yet faces imminent death if he foregoes the normal, confining treatment. Sheila comes from the point of view that although she may be less educated, have a different background, or dress differently, she wants the healthcare staff to understand that she is also a human being and does not want to be treated like a "number" or a "herd of cattle" anymore than they do. She addresses Nick's previous kidney surgery and the problems they had with hospital staff at that time. She talks about issues after the surgery such as the length of waiting time to see a physician, the poor attitude, communication and treatment by healthcare workers. In an effort to make the audience understand why Nick may be unable to comply with dialysis, she provides information about his personality and military background. She also discusses the patient's need to be informed about his condition and not told what must be done without regard to his need or ability to comply. This video may be suitable as a trigger tape.

Opening Pandora's Box: Family Violence - A Physician's Guide to Identify and Treat Victims of Abuse, VHS, 24 min., guide

The program is designed to assist health care professionals and others in the assessment, recognition and appropriate intervention to assist victims of domestic violence. The video is geared more toward appropriate screening questions and interviewing the patient. The subject matter focuses on wife abuse, since half of all female death in the U.S. is a result of violence; it briefly include some child abuse information. The book provides more detailed information such as assessment of injuries, documentation, pregnancy related abuse, what the physician can do, legal issues, patient assessment records, state resources and a self-assessment test.

Professional and practice development: Patient Communication and Interpersonal Relationships, 2 VHS, 33 min., guides

"Patient Communication" trigger vignettes as follows: Tape 1 contains: "Environmental Awareness When Communicating About Patients," "Communicating Bad News to Family Members," and, "Dealing with Difficult People" (15 min.) - Tape 2 contains: "Inter-professional Relationships," (16 min. 41)

Quality Care for Diverse Populations, American Academy of Family Physicians, c2002, 1 VHS video, 50 min., guide + 3.5" Windows disc

Quality care for diverse populations is a training program developed to assist physicians, medical students, residents, medical office staff and other health care professionals in becoming more culturally proficient in the provision of care to their patients. The program includes 5 video vignettes depicting simulated physician-patient visits in an office setting. These serve as a means to explore socio-cultural issues found in today's diverse health care environment. Written collateral materials, including discussion questions and cultural determinants for each vignette, complement the video. The 3.5" Windows disc is a duplicate of the guide. Recommended in the AAMC (October 20, 2005) Web-cast: "Training Session on How to Use the Tool for Assessing Cultural Competence Training (TACCT).

Racial and Cultural Bias in Medicine, VHS, 34 min.

The tape contains 27 dramatized situations on a variety of issues, each of which has some relevance to racial or cultural bias. The situations are designed to stimulate discussion rather than to instruct the viewer on the best way to resolve the situation. The vignettes depict, in dramatized fashion, specific emotional, ethical or clinical dilemmas which may confront a trainee or practitioner

A Family Physician's Practical Guide to Culturally Competent Care, DVD, c2004

This program is a self-directed training course for family physicians. With growing concerns about racial and ethnic disparities in health and about the need for health care systems to accommodate increasingly diverse patient populations, cultural competence has become more and more a matter of national concern. To train physicians to care for diverse populations, the U.S. Department of Health and Human Services' (HHS') Office of Minority Health (OMH) has commissioned Cultural Competency Curriculum Modules (CCCMs). In this program 3 themes are developed: culturally competent care, language access, and organizational support. Within each theme, modules contain video case studies and quizzes. The cases include Hispanic, Native American, Vietnamese and Ethiopian patients. The learning objectives are to: define issues related to cultural competency in medical practice, devise strategies to enhance cultural competency skills in clinical practice, identify strategies to promote self-awareness, and to demonstrate the advantages of CLAS standards as appropriate in clinical practice.

Recognizing Physical and Sexual Abuse of Children, VHS, 60 min.

Child abuse and neglect remains a significant problem in the United States with nearly 3 million reports of child abuse in the year 2000 and 879,000 substantiated victims. Nineteen percent of these suffered physical abuse and 10% were victims of sexual abuse. Neglect, including medical neglect, accounted for 62% of the cases; psychological abuse accounted for 8%. Retrospective surveys found that 1 in 4 girls and 1 in 8 boys have some type of unwanted sexual contact before age 18. To assist you in recognizing, reporting, referring, and preventing various types of child abuse, eight members of Primary Children's Center for Safe and Healthy Families discuss a multidisciplinary approach that promotes beneficial outcomes for children known or suspected to be victims of child abuse. Among the experts' key messages: Learn how to recognize physical and sexual child abuse; promptly report suspected cases to legal authorities; refer patients and their primary caregivers to effective treatment and support services; seek to prevent child abuse through support and education of parents and other caregivers.

Response, child sexual abuse: medical view , VHS, 30 min.

This program's goal is to help primary care physicians and their tertiary counterparts better understand the nature of child sexual abuse and to provide them with the skills to perform sensitive and thorough evaluations of child victims. Includes medical interview, examination, reassurance and follow-up, the medical record and the legal system.

Spiritual Assessment: Meeting the Spiritual Needs of Your Patients, VHS, 17 min.

This training package come with a self-learning packet to help meet JCAHO standards on assessing and meeting the spiritual needs of patients. Spiritual health can determine how willing patients are to participate in their own care, to accept education, and to comply with treatment. After viewing this program, the participant should be able to explain the difference between spirituality and religion, complete a spiritual assessment, identify signs of spiritual health, recognize signs for each level of spiritual distress, recognize barriers to effective interventions and use proven techniques to aid in successful positive intervention.

Treatment Adherence: How to Improve Patient Compliance, VHS, 60 min.

Statistics on patient compliance show that people don't always follow the doctor's orders. The National Council for Patient Education and Information estimates that about one half of prescriptions written in the United States are not taken properly. Non-adherence negatively impacts the elderly, patients with psychiatric disorders, and HIV-infected patients, as well as patients with chronic disorders. Or asthma. This program presents strategies to improve compliance, which will in turn increase patients' chances of benefiting from recommended treatments. This program will also help physicians and their office personnel develop a better understanding of patient behavior.

Partners in Care: Understanding Advanced Directives, VHS, 11 min.

Advance Directives do not take the place of real communication with the family and doctor, but they can be a great start for the type of conversation that is needed to deal with difficult issues. The objective of this program is to alert patients and staff of the importance of addressing the difficult topic of death or dying. This program includes the following topics: durable power of attorney for healthcare, living wills and communication techniques.

Working Together to End Racial and Ethnic Disparities: One Physician at a Time, American Medical Association Foundation, c2005, DVD (22 min.) + CD with PDF files

CONTENTS: Disc 1: 22-minute DVD featuring interviews with physicians, nurses and patients who have experience disparities in health care first hand ; Disc 2: CD-ROM with fact sheets covering components of health care disparities, including: quality of care, trust and stereotyping, cultural competence, language

barriers and health literacy ; Facilitation guide to help prepare physicians and presenters to stimulate audience discussion about health care disparities. SUMMARY: You will learn: 1.) Why real and perceived disparities occur and what you can do to change the dynamic, 2.) How to establish effective interpersonal and working relationships that acknowledge cultural differences, 3.) Ways to challenge your knowledge and assumptions about the care you deliver, 4.) What the connection is between quality care and health care disparities

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