

# Use of Videos as Supplemental Education Tools Across the Cancer Trajectory

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content acquisition.

**Objectives:** This article describes the use of videos as supplemental education tools before, during, or after one-on-one patient teaching interactions.

**Methods:** A literature review was performed that focused on locating, reviewing, and synthesizing published data from clinical studies related to the use of video in patient education.

**Findings:** Videos deliver material in a way that is flexible and often familiar to patients. For example, delivery can occur via smartphone, electronic health record, computer, DVD, or television, and it does not require reading or a high level of literacy. Healthcare providers in oncology settings should consider establishing a process for instructional video development as part of a multimedia patient education library.

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When faced with a cancer diagnosis, patients and their loved ones may experience a range of emotions that could lead to significant anxiety and depression (Prouse, 2010). Mental and emotional responses vary, but they may include fear of the unknown, concern for self and loved ones, social and financial effects, body image changes, and alterations to the patient's ability to maintain his or her normal daily activities (Cohen, Jenkins, Holston, & Carlson, 2013). A prominent coping strategy that patients with cancer often use to lessen anxiety is seeking out information to improve understanding of their diagnosis, treatment, and potential outcomes (McCaughan & McKenna, 2007). Meeting patients' needs for information may have a positive impact on their ability to cope, as well as improve their decision making related to health, treatment, and other important life choices (Gysels & Higginson, 2007).

Historically, the primary delivery method for this information has been through interpersonal communication with healthcare providers and loved ones, with various supplemental educational tools providing reinforcement of the content shared during these interactions. Materials typically include written patient education materials in the form of pamphlets, folders, or discharge instruction sheets. Classes and follow-up telephone calls have also been used to promote understanding and adherence. However, technologic advances, coupled with changing methods of educational delivery and ways that patients search for information, have prompted the need to explore an expansion of educational tool options (Koh et al., 2012). Although written patient education materials continue to meet some patients' needs, the option of offering electronic media (e.g., videos) is now under consideration by many healthcare organizations.

The process by which a patient with cancer performs an information search is reflective of many factors within society