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Adding Video Education to Your Patient Education Program

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Objectives

1

Evidence
for video
education

2

Discuss
criteria
for
vetting
video
requests

3

Describe
script
writing
and
reviewing
process

4

Describe
strategies
for
filming
and
editing
videos



Children's Hospital Colorado

- Founded in 1908
- Private, not-for-profit pediatric healthcare network
- Care alliance with 7 state region
- Serves families from all 50 states and at least 35 countries
- 3,000 pediatric specialists
- Over 6,500 full time employees



Health Literacy Program

- Family Learning Center
 - Provides classes for families on caring for central lines, G-tubes, and NG-tubes
- Family Health Library
 - Consumer health library
 - Staffed with medical librarian
- Health Literacy Support
 - Consult with clinicians to support families who may have complex learning needs
- Patient Education Handouts
 - Review patient education handouts to make sure they are at a 6th - 8th grade reading level
- Patient Education Videos
 - Develop videos that utilize health literacy principles



Video Education Program

- Clinical teams identified a need for high-quality, accurate video education that aligned with internal policies
- Launched in 2018
- Program creates patient education videos that meet Children's branding guidelines and patient's needs



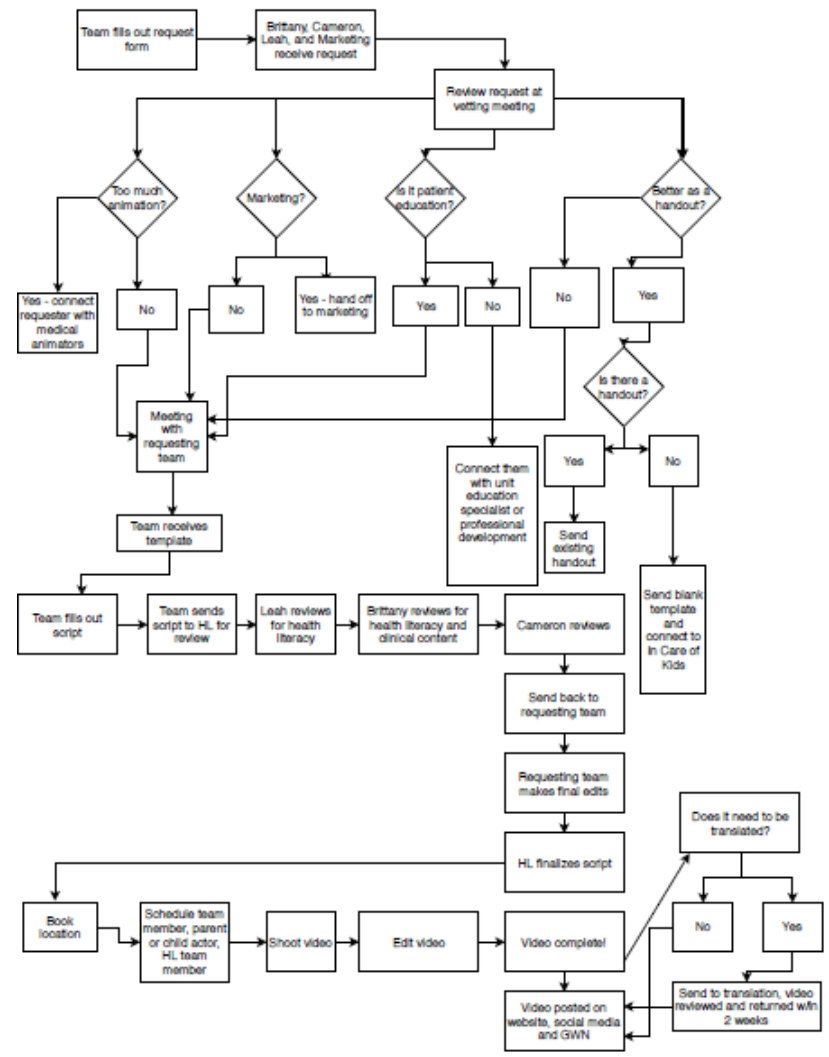
Why Video Education?

Video Education is a best practice that overcomes many challenges including linguistic diversity, low literacy, acuity of patient conditions, and shorter lengths of stay.



Our Process

- Receive a request
- Identify if it's a patient education video
- Work on the Script
- Schedule video shoot
- Lights, camera, action
- Edit
- Submit draft of video to requester for comments
- Finalize and upload



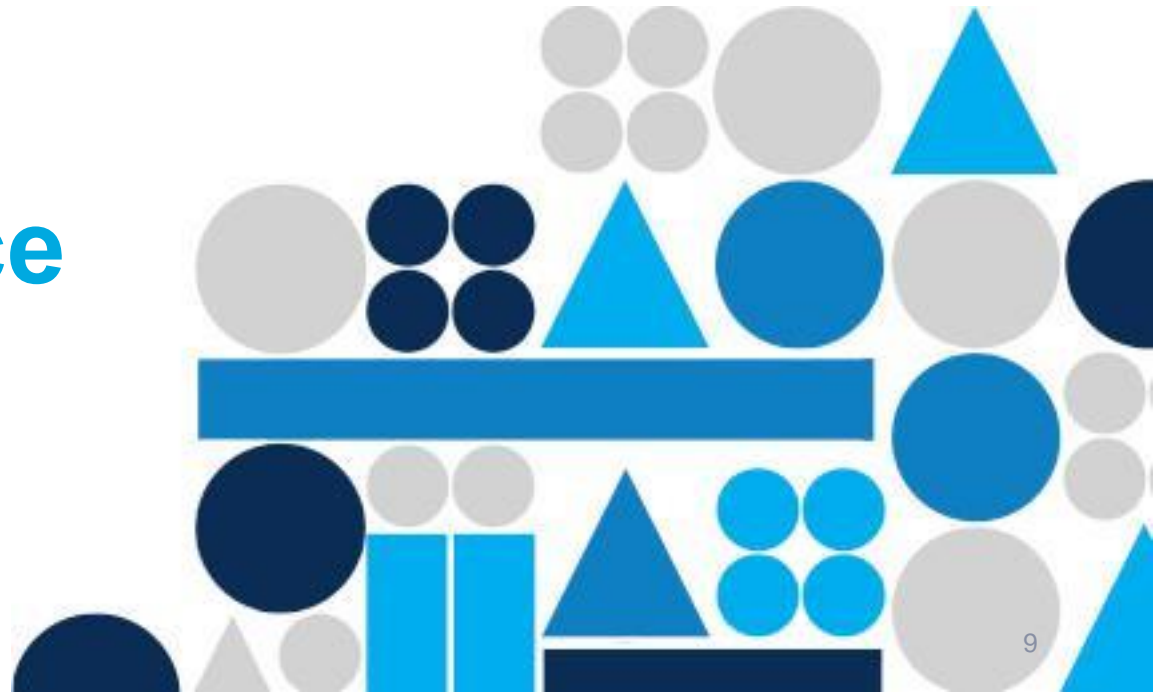
Video Vetting

- Identify if it has video worthy content
 - Video vs. Handout
 - Is there a strong visual component?
- What is the value-add of the video?
 - How many patients/families will likely use this video?
 - How much time is staff spending teaching this content?
- Does the video already exist in another place?
 - Don't reinvent the wheel
- How often could the material change?
- Does it require medical animation?
 - Difficult content to film



Let's Practice

Video Vetting



Script Writing

- Collaborate with the subject matter experts
 - Provide template and examples
- Put on paper what you teach
- Anything you would demonstrate would be the “suggested video shot”
- Any important or key points should be “text on screen”
 - For example “No baths/showers for 24 hours”
- Narration vs. scripted lines

1	Shot number	Suggested video shot	Voice Over (Narration)	Text on screen (optional)
2				
3				
4				
5				
6				
7				
8				
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10				
11				
12				
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14				
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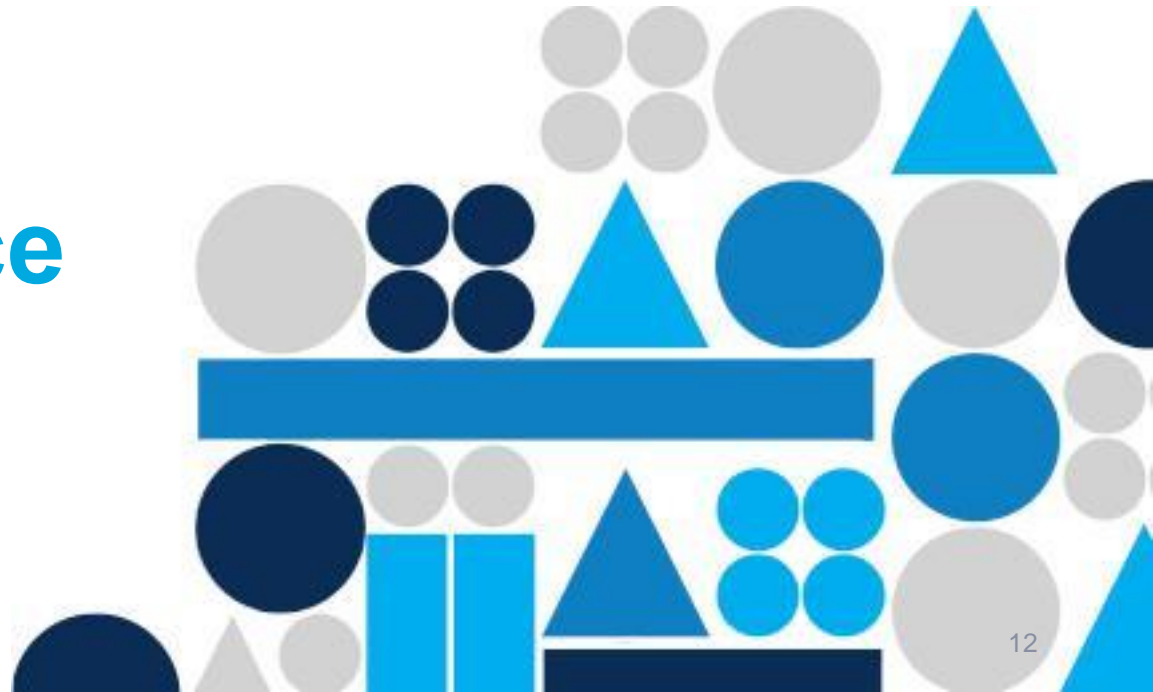
Making the script health literate

- Reduce complexity
- Change medical jargon to “living room” language
- Short and sweet
 - 3-5 minutes
- Need to know information vs. nice to information
- Use logical organization
 - Most important information first
- Send back to subject matter expert for final approval



Let's Practice

Script Editing





Intro of patients - have two patients in main atrium	Patient: "My name is _____ and I had a kidney transplant when I was ____ years old. I have one last visit here at CHCO and then I am moving to the adult hospital"	
Shots of all three CHCO clinics - liver, kidney and heart - with all providers waving goodbye	Clinician - "We are so proud of you for all that you have accomplished and we are excited for you to make this transition to adult care"	
	Going from a children's hospital to an adult hospital can take some getting used to. But your team of doctors, nurses, pharmacists, and appointment coordinators are here to help you!"	
	You will need to call _____ to set up an appointment." Patient: "Hello, this is _____, I need to make an appointment for a transplant follow up visit."	
Patient on cell phone - calling University to make appointment		
University laboratory	Make sure you arrive about 15 minutes early to your appointment and call (who?) if you might be late. You may also need to get your labs done before your appointment, but (someone?) will let you know if you do.	Arrive 15 minutes early to your appointment
shot of front info desk	If you get lost, ask for help	
Patient waiting in waiting room	The waiting room might look different than this one, but the patients are just like you. You will meet similar providers to those who cared for you at children's hospital. Such as a pharmacist to help with your medicine; a nurse coordinator to help with general questions; a dietician to help you with your diet and nutrition; mental health counselor? description?; social worker to help you access resources you made need (Who all should be included and what are their descriptions?)	Thought Bubbles with Pharmacist, Nurse Coordinator, dietician - to help with your nutrition questions ; mental health ; social worker
University staff calling patient from waiting room	They will call your name when it is time to start your visit. (don't think it is necessary to explain this step)	
Patient standing on scale or getting BP taken	You will get your vitals taken	
Patient meeting with doctor or nurse coordinator	You will see many people who are here to help take care of you and they will ask if anything has changed with your health. It's important to be honest, so they can give you the best care possible	
Patient meeting with doctor or nurse coordinator, pulls out slip of paper with questions.	Before your appointment, make sure you write down questions to ask your doctor. This will make it easier to remember what you wanted to ask them	
person with ultrasound probe	Depending on your visit, you may have to get an ultrasound	
patient in procedure room	You may also need a biopsy.	
Patient leaving room with instructions in hand and walking to front desk	When you are done, you will get a paper with your instructions on it. Be sure to stop at the front desk to make a follow up appointment.	Be sure to make a follow-up appointment
Patient looking up at signs and walking to pharmacy, taking a ticket (a prescription?)	When you leave when you may have to pick up medicine at the pharmacy.	
Patient talking with a friend, looking at phone call coming in and not wanting to answer	Make sure you answer your phone. The doctor's office may call you after your appointment with lab results.	
Shot of patient at computer using MyChart	MyChart is also a great way to see your lab results, your upcoming appointments, and to send messages to your doctors and nurses.	
Shot of patient on the phone, looking at calendar	If you need to change your appointment, make sure to call (who?) in advance to cancel	
	For more information visit (website link?)	

Suggested video shot	Voice Over (Narration)	Text on screen (optional)
Picture of kids feet and child smiling	Learning to tie shoes is a skill	
Show pictures of different kids feet with tied shoes		
Picture of a child holding up the shoe laces (one in each hand)	Hold the laces in each hand	
Show the shoe laces crossed to make an "X", with a green "X"	cross the laces to make an "X"	
show the lace placed through the hole with the laces pulled tight next to the shoe	Put one lace under the other and pull tight with one lace in each hand	
show making a loop with two hands	Make a loop in both laces	
Shoe the shoe laces loops crossed to make an "X", with a green "X"	Hold the loops and cross them to make an "X"	
show child putting one loop under the other and pulling the loops tightly to secure the shoe lace	Put one loop under the other loop and pull tight	
Show child smiling and parents clapping	Now you can have fun tying your shoes!	
Text Slide: For more information, contact the Occupational Therapy Department at Children's Colorado at 720-777-6611.	For more information, contact the occupational therapy department at Children's Hospital Colorado	



Suggested video shot	Voice Over (Narration)	Text on screen (optional)
	How to create a back to school asthma care plan for your child	How to create a back to school asthma care plan for your child
School: Parent and child are coming home from shopping for child's back to school supplies. School supplies are on table, parent is reviewing checklist. Child gets up and gives parent the Back to school asthma care plan . Camera will zoom in on form	If your child has asthma, it is important to fill out the Colorado Asthma Care Plan. The "Colorado Asthma Care Plan" is a form that helps you, your child's school nurse, and your child's doctor work together to plan for your child's asthma care during the school day.	
	There are several steps to successfully fill out this form	
Text on screen	Step 1: Get a the "Colorado School Asthma Care Plan" form from your child's school nurse	Step 1: Get the "Colorado School Asthma Care Plan" form from your child's school nurse
Text on screen	Step 2: Make an appointment with your child's doctor	Step 2: Make an appointment with your child's doctor
Text on screen	Make sure you take the form with you to the doctor's appointment	Make sure you take the form with you to the doctor's appointment
Provider office: Parent, child and provider meet. Provider checking child. Reviewing and completing the form	Step 3: Review and complete the "Colorado School Asthma Care Plan" form with your child's healthcare provider.	Step 3: Review and complete the "Colorado School Asthma Care Plan" form
Visual: Colorado Asthma Care Plan	Once the provider fills out the form, it will have important information that tells the school nurse about your child's asthma triggers, how to prevent asthma symptoms and what to do if the child has an asthma attack.	
Show two "quick relief" inhalers and spacers	Step 4: Ask for 2 quick relief inhalers and spacers; this way your child will have one for school and one for home.	
On a table: Completed Colorado School Asthma Plan form, inhaler, and spacer.	Step 5: Take your finished Colorado Asthma Care Plan form, one inhaler, and one spacer to your child's school	
School office: School nurse, parent, and child meet and greet. Parent gives completed form, medication and spacer to school nurse.	Step 6: Go over your child's completed asthma care plan with the school nurse	
	For more information, visit the website on your screen	For more information, visit childrenscolorado.org/asthma



Suggested video shot	Voice Over (Narration)	Text on screen (optional)
Mimics voice over	Bring crutches close to the step and push down on the handgrips	
Mimics voice over	Caregivers, stand behind and slightly to one side of your child. Place one hand on his/her back. Stay close.	
Mimics voice over	Place your good foot on the next step and straighten, bringing your sore leg up with it. Do not put weight on your sore leg unless instructed to by your doctor.	
Mimics voice over	Bring up crutches, place close to the next step and repeat.	
Mimics voice over	Caregivers step up with your child on each step after they have completed the step up staying close.	
Transition to next section: How to go down with crutches		
Mimics voice over	Bring crutches down to step below.	
Mimics voice over	Caregivers stand on the step below the one your child is about to step down on. Do not stand directly in front of your child, rather to the side.	
Mimics voice over	Have one hand on your child's back and one hand hovering in front of your child's chest. Do not get your hands in the way of the crutches. Stay close.	
Mimics voice over	Lower your sore leg between the crutches, do not put weight on your sore leg unless instructed to by your doctor.	
Mimics voice over	Lean forward towards your crutches, this will help you to not fall back as you go down the step.	
Mimics voice over	Step down with your good leg, putting weight on the handgrips.	



Suggested video shot	Voice Over (Narration)	Text on screen (optional)
Mimics voice over, show distance with two fingers	Underarm supports should stand 2 inches below the armpit	
Mimics voice over	Adjust the handgrip so the elbow bends a little	
Mimics voice over	Use the bolts and wing nuts to adjust the height	
Transition Slide to next section: How to stand up with crutches		
Mimics voice over	With your good foot flat on the floor, place both crutches in one hand, and place the other hand on the seat or armrest	
Mimics voice over	Caregivers stand next to your child, not in front. Place your hands around your child under the outside of his/her shoulder blades. If needed, give them support as they stand up. Do not pull them by their hands or arms.	Do not pull them by their hands or arms (show with "X")
Mimics voice over	Slide your bottom to the edge of the seat.	
Mimics voice over	Leaning forward, put your weight on your hands and good leg and foot, and then stand.	
Mimics voice over	Caregivers, keep your hands on their upper back if they need help to stay balanced and steady.	
Transition Slide to next section: How to walk with crutches		
Mimics voice over, show distance with arrows and length in inches	Place the tips of the crutches about 3 to 4 inches in front of you	
Mimics voice over	Balance on your good leg and keep your sore leg lifted. Do not put weight on your sore leg unless instructed to by your doctor.	
Mimics voice over	Push your weight into the handgrips and step up to the crutches with your good leg.	
Mimics voice over	Caregivers, walk next to your child at a close distance.	
Mimics voice over	As they learn to walk with the crutches, they may be unsteady or uncoordinated at first. If they are, have one hand around their back keeping out of the way of their arms and crutches.	
Show parent helping an unsteady child	Keep a close eye on them in case they start to lose their balance and need you to help steady them.	
	Make sure they are not walking too quickly or taking too big of a step as they are learning.	Make sure they are not walking too quickly or taking too big of a step as they are learning (Show with an "X")



Filming: Picking Your Location

- Find a location that makes sense for the context of the video
 - Studio is helpful for videos where you need the viewer to focus on the actions
- Background isn't too busy or distracting
 - Too many people, too much visual clutter



Filming: Finding Your Actors

- Attire
 - Limit busy patterns
- Consent forms
 - Make sure consent forms are signed
 - Make sure consent forms include photo
- Challenges



Let's Practice

From script to video shot



Editing

- Audience
- Sensitive Information
 - Patient Information
- Duration
- Audio
 - Music
 - Voice Over
- Design
 - Text placement
 - Graphics
- Dialogue
 - Clear do vs. don't



How to Stand Up With Crutches



Editing

- Audience
- Sensitive Information
 - Patient Information
- Duration
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**How to Stand Up and Walk
With Crutches**



Editing

- Audience
- Sensitive Information
 - Patient Information
- Duration
- Audio
 - Music
 - Voice Over
- Design
 - Text placement
 - Graphics
- Dialogue
 - Clear do vs. don't



Marketing Your Videos

- YouTube
 - Embedding other videos
 - Playlists
- Social Media
 - Engaging with your audience

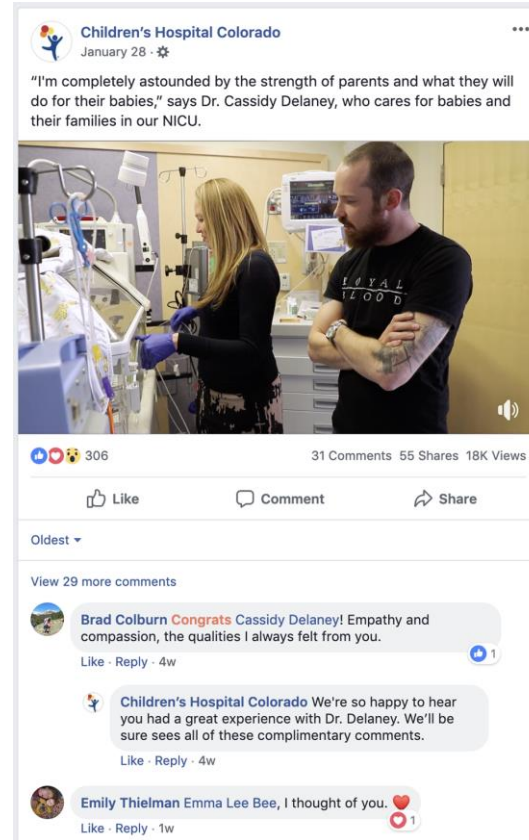


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Lessons Learned:

- This process takes time
- Need to have script finalized before you start filming
- Need to determine criteria
- Need to be flexible



Questions?

References

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