Use of Videos as Supplemental Education Tools Across the Cancer Trajectory

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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, technological 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.