

# *Missing Voices*® Teaching Guide

This Teaching Guide, a companion piece for the *Missing Voices*® CD, provides healthcare educators with learning exercises to be used in a variety of settings for multiple audiences. The intended audiences include academic settings of nursing, allied health and medical education; practice settings for frontline workers and management staff; and advocacy settings for ombudsmen, consumers, and regulators. Because the dynamics between health care professionals and patients (residents) and their families and friends are similar despite the setting, this video and teaching guide is appropriate across the spectrum of service areas.

*Missing Voices*® and the accompanying guide are designed to lead to a greater awareness of how internal processes and culture create environments that can unintentionally exclude the family as part of the health team. When these dynamics are identified and examined, the understandings that emerge can lead to changing practice behaviors to create more positive environments for family, residents and staff alike.

It is important to remember that the stories you see in this video are told by people whose experiences come from the heart. They are not scripted but rather reveal actual events families have experienced as a result of caregivers' actions and, equally important, their inactions. In this film, the caregivers mentioned include doctors, nurses, nurse aides, as well as non-direct care staff.

The Teaching Guide is divided into four sections:

- I. Teaching Strategies for Staff Development Coordinator/Educator (page 2)
- II. Exercises to Examine Facility Culture for the Administrator/Department Head/Manager (page 13)
- III. Process Guide and Tools for Quality Assurance/Improvement (QA) (page 17)
- IV. Reference List (page 23)



## **D. Strategy: Self-Evaluation**

Allow 45 minutes for film review and explanation of the activity. Follow up sessions should be scheduled within four weeks following the showing of the film.

This activity is intended for participants to witness staff's non-therapeutic actions that are depicted in the film, and then given an opportunity to make a deliberate attempt to discover if they react in similar fashion within their professional role.

1. Distribute the Self-Evaluation Forms just before viewing the film.
2. Ask the viewers to write down staff behaviors they found disturbing as they view the film, making their notations on the Self-Evaluation Form.
3. Tell participants that completed Self-Evaluation Forms should be returned in a week and placed in the designated collection area. (This may be a sealed box with a slot placed near a time clock or some other convenient place.)
4. Let the participants know that this will be a confidential activity, and none of the forms need to be signed.
5. Announce the scheduling of a follow up session(s) to have a general discussion of the feedback and "lessons learned".





#### IV. Reference List

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