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↑ Shuell, A., & Farkas, B.¹ 1987!! Welcome to my world• Buffalo! Educational
Communications Center

□□Shuell, A.)□□People with disabilities.

Rehabilitation□□□Videocassette□□□Designed to promote better understanding of the
world of people coping with a disability or chronic illness

□□This film is older, which is ok, but fortunately, with the passage of the American's with Disabilities Act (ADA), there are more options and better access than in 1987. Granted, not lots of access at the University. The film is in the form of a guest lecture. The "author" addresses issues of independence, coping skills, caregiver stress, and sexuality. This film could be used in a class related to oppression, or with family systems. Throughout the video, the presenter/author had a flat affect, which was off-putting.3□□Instructional Technology Services (24 Capen) U23030□□óD%ôþþÿ?□□□□

□V□□Friendly, F., Nesson, C. R., MCFadden, C., Miller, B., Elliott, M. J. H., &
Atwood, D.□□□1992
□□Malpractice,□□Managing our miracles, healthcare in America

Program #1041 videocassette (59 mn.) New York Columbia University
Seminars on Media and Society Friendly, F. W., & Nesson, C. R. Malpractice--
United States Physicians--Malpractice--United States Medical personnel--
Malpractice--United States Medical laws and legislation--United
States Videof Panelists explore the meaning of medical malpractice to
doctors, patients, and their attorneys, using a hypothetical case study of a
child born with Cerebral Palsy I found the tape interesting from a legal
standpoint; this could be very useful in the MSW-JD concentration. Litigation
in the United States is high and this has an impact on persons with disabilities
in many ways, including implied support of the view that people with
disabilities are simply "too expensive" for society to care for. Koren Law
Reserve KF1289.M35

m <record><field id="23"><run start="0" /><run face="italic" start="513" /><run start="521" /></field></record>< Rivkin, S., Hunter, C. Justice Institute of British Columbia 1996K Charting new waters: responding to violence against women with disabilities 1 videocasste (35 min.) Chicago, IL Terra Nova Films Women with disabilities--Violence against Women with disabilities--Services for video Designed to raise awareness of the issues faced by women with disabilities who are experiencing or who have experienced violence in their lives. It includes interviews with criminal justice personnel and disability advocates as well as three dramatic scenarios. Useful as a teaching tool for caregivers, social workers, advocates and criminal justice personnel and disability advocates as well. The very most important point this film makes, in my opinion, is that there is a dearth of options for people with disabilities when it comes to protection from their abusers. The equivalent of a gauntlet has been thrown; what are social workers going to do about this? Social workers are highly involved with shelters for battered women and their children. According to the video, women with disabilities are one and a half times more likely to be abused than the "average." Since these figures are based on reported cases, the video authors state that the actual figure is double that of the "average" abused woman. As with other victims of abuse, those with disabilities are most often abused by a family member. They are also very often abused by other caregivers coming into the home, such as home health aides. It is vital that this type of video lead to discussion of solutions to inaccessible shelters, self-determination of home care staff (e.g., where people with disabilities are allowed to use Medicaid funding to hire, train, and fire their own aides, rather than being dependent on agencies), and better training and sensitization of social workers, health care workers, and home care workers to the situation too many people with disabilities face. Koren Law Reserve HV6250.4.H35 C436 Responding to violence against women with disabilities s DEöppÿ?]

□ **Weisberg, R., Aronson, J., Filmmakers Library, Inc., Aronson Film Associates, Public Policy Productions, Inc., & Next Wave Films^l 20002 Sound and fury: the communication wars of the deaf- Award winning films and videos | 1 videocassette (80 min.) □□□New York□□□Filmmakers LibraryE□□Deaf children□Choclear implants□Deaf parents□Children of deaf parents□□□VHSñ□□Two related families with a history of deafness go through the process of deciding whether their children should have cochlear implant surgery. The surgery would allow the children to hear, but would weaken their connection to deaf culture.å□□This is an excellent film and should be shown to ALL of the social work students in the school. I cannot emphasize enough that Deaf Culture is something that all students should be aware of and conversent with. It is Deaf culture that the comes closest to the most used definition of "culture" existing within the majority society. □The video centers around two brothers, one deaf, one hearing, their families, and their in-laws. Each brother has a deaf child, both children are being considered for cochlear implants. This procedure includes extending wires and a small magnet into the brain, which are then magnetically attached to an exterior receiver so the child can "hear." The surgery works best with infants, as older deaf children and adults are unfamiliar with sound and find it difficult to learn what is "meant" by sounds they hear. This is a highly charged subject in the Deaf community and in this film. The video is in the Koren Law Library on the 5th floor of O'Brien Hall.□□□Koren Law Reserve HV2391 .S68□□□»rÄËöppÿ?

Ginzberg, A.¹ 1994 Breaking down barriers: Report and model guidelines for integration into the legal profession of law students and attorneys with disabilities 0001 videocassette (32 min.) + 1 report (40 leaves) 000San Franscisco, CA 00Bar Association of San Francisco 000Lawyers-- United States 0Law students--United States 0People with disabilities--Employment--United States 0People with disabilities--Legal status, laws, etc.--United States 0Discrimination in employment--United States { 0Illustrates through personal interviews and dramatic sequences the difficulties faced by disabled lawyers and law students. # 0While this is an older film, it is an excellent one. The ADA has made entry into the workforce somewhat easier for people with disabilities, but unfortunately not much. In 1994, when this film was produced, there were NO people with disabilities employed in private law firms in the state of California. Some of the approach used in the film was a bit "perky" for me; it made it seem that if a person with a disability just kept a positive attitude during an interview, they'd breeze through and get the job. It is illegal for an employer to ask about a disability until after a job offer has been made, but there are two schools of thought about revealing a disability up front. Some feel that if the potential employee addresses the issue immediately, then there won't be an "elephant in the living room" situation. Others feel that it is no business of the potential employer unless there is a part of the job description that would make it impossible for the employee to do the job. This video would be of very good use in the MSW/JD concentration.- 00Koren Law Reserve KF299.H2 B74 000@ 0DĚôppÿ? 0000

□)□□**Turnbull, A. P., Bright, C., & Reed, S.□□□1996□□□Understanding families@□□Human Development: families of young children with special needs%□□1 videocassette (25 min.) + 1 booklet
□□Irvine, CA□□□Concept Media-□□□Developmentally disabled children--Family relationships□Children with mental disabilities--Family relationships□Parents of children with disabilities□Adjustment (Psychology)□□□VHSê□□□Looks at disabled children and the contemporary view of early intervention using the family systems approach. Discusses the components of this approach which include family characteristics, interaction, functions, and the life cycle.ñ□□This is another excellent resource for the School of Social Work. "The second program in a continuing education course. Other program titles include: Family crisis, and Reducing risk factors." (From the ITS print-out). This film would be useful incorporated with other family systems teaching sessions. Disability affects all family members, including extended family, even spreading ripples into family connections within the community. The video also addresses strengths perspective, empowerment, inclusion, and cross-cultural competence. It contains relevant, direct information for use in class. In order for social workers trained at UB to understand the profound effects of disability on the family, assets such as this video are essential.3□□Instructional Technology Services (24 Capen) V21028□□□□□€□□DĚôppÿ?□□□□

Bright, C., & Reed, S. 1996. Family crisis. Human development: families of young children with special needs. 1 videocassette (28 min.) + 1 booklet

Irvine, CA. Concept Media. Developmentally disabled children--Family relationships. Children with mental disabilities--Family relationships. Parents of children with disabilities. Adjustment (Psychology). VHS. Discusses the practical and emotional stresses of raising a child with special needs, and the role of the professional in helping the family. Illustrates supportive techniques for revealing a diagnosis, and discusses possible parental reactions. "First program in a continuing education course. Other program titles include: Understanding families, and Reducing risk factors." (From ITS print-out). This film contains solid information for use with child and family, group work, couples counseling, and ethics. Film is broken down into information sections on diagnostic crises, values crises, and reality crises. When dealing with diagnostic issues, prompt, direct, and honest information given in a kind and supportive environment is essential. Given the social stigma connected to disability, how the information is delivered can have a profound effect on how the family reacts to the individual with a disability. In the section on values crises, the difficulty of the parents' acceptance of a child diagnosed with a disability is highlighted by the social attitudes generally held toward disability. If the family members particularly steeped in these social attitudes then there is often anger, rejection, fear, and pity directed toward the child. These feelings are often countered or exacerbated by parental depression, guilt, shame, and self-pity. Families frequently self-isolate because of these feelings, cutting themselves off from social supports and even extended family support. The reality crises section discusses bonding problems experienced by family members and low expectations for the child, which may, in time, become self-fulfilling prophecy as the child is not encouraged to achieve his or her potential. Instructional Technology Services (Capen 24) DEÖppý?

h Moyers, B. D., Moyers, J. D., O'Neill, J. D., Mannes, E., Pellet, G., Public Affairs Television, & WNET 2000 A Death of one's own! On our own terms: Moyers on dying 1 videocassette (90 min.) Princeton, NJ# Films for the Humanities & Sciences VHSú Three patients, their families, and their doctors discuss some of the issues surrounding death and how dying people can exert some control over the manner of their death. issues include paying for care, humane treatment, balancing dying and dignity. This video is the fourth in a series of films on dying. It is compassionate, unbiased, and explores very difficult issues; the issue of death, whether or not people have a "right to die" when they wish to do so, how this affects family members, medical opinion, and legal issues related to death with dignity. With relation to individuals with disabilities, physician assisted suicide (PAS) and the fact that family members often make decisions for, rather than with, people with disabilities, has caused much furor in the disability community. While this issue isn't addressed in this film, it is important to include in class discussion that there is a sharp divide between those with disabilities who want PAS and those who see it as carte blanche to be "weeded out" of society. This film can be especially useful in a class on ethics. One star was used to indicate that while the reviewer thinks the video was well done and should be used by professors, especially with respect to ethics and family systems, that the absence of an opposing view from the disability community should be presented as cautioning social work students to realize that many people with disabilities feel threatened by this issue.3 Instructional Technology Services (24 Capen) V04123gÄ<öppy?

□"□Oberkotter Foundation Film Project□□□1998R□□Dreams spoken here: a documentary about teaching deaf children to speak and listen□□□1 videocassette (57 min.)□□□Palo Alto, CA"□□Oberkotter Foundation Film Project □□Orrocks, S.□□Deafness--infant--videocassettes□Deafness--child--videocassettes□Language development--videocassettes□Cochlear implants--videocassettes□Hearing aids--videocassettes□□VHS□□□1998V□□Film shows how deaf children can learn to speak and listen through oral deaf education[□□I found this film to be somewhat offensive. The single emphasis in this video was on oralism, or teaching deaf children only how to use their voices to communicate and for them to read lips. The film contains such statements as; "Mark didn't let his deafness stop him;" "Any child can do it. All it takes is hard work and a dream. The dream of teachers and therapists whose dedication makes it possible for a deaf child to learn to speak and hear and listen;" and "Dream of parents whose faith and hard work is rewarded that is beyond words; and finally "It is important for children to have/do what they want and need." However, throughout the video, it's the hearing parents of the children making the choices for their children. According to anecdotal information, only about 10% of deaf people are ever able to learn to lip read effectively and also communicate well vocally, which contradicts these statements strongly. There is no input from the Deaf community in this film. If this film is used, and it could be, there MUST be counter information given, preferably by someone from the Deaf community.

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Bayles, K. A., Brislin, R. W., Pacheco, M. T., National Center for Neurogenic Communication Disorders (University of Arizona), & National Institute on Deafness and Other Communication Disorders (1994). Understanding cultural diversity: the perspectives of minority professionals. Videocassette (59 min.)

Tucson, AZ: Arizona Board of Regents. Bayles, K. A., Brislin, R. W., Pacheco, M. T., Stauss, J., Harris, J., & Tomoeda, C. Cultural Characteristics--videocassettes; Communication--videocassettes; Cross-Cultural Comparison--videocassettes; Workplace--videocassettes; Minority Groups--videocassettes. VHS. 1994. "Four professionals who represent Hispanic American, African American, American Indian, and Asian American cultures are interviewed for insights about their own cultures and suggested guidelines for successful interactions between cultures." This video felt condescending in tone to me. It opened with a blonde, white woman introducing the film, and the moderator was a white male, both of which were somewhat disconcerting in a film on "minority" status. A model was presented that stated that there are eight features that describe cultures: collectivist or individualist, concept of time & space; role of place of work; language; roles & role differences; rituals & superstitions (this category already leans in the direction of oppression in my opinion); values; and clan & status (including power and use of power). Everybody in this tape "sounded" the same (i.e. both accent and use of language) and all but the Asian representative looked "white". It seemed to me that there were more "buzz words" used than necessary. For instance, discussion on "exchange of literature." "successful sojourners into culturally diverse settings," and the need for ethnically diverse professionals to be good "role models" to the community. All were in agreement that change can only come from education, however it seemed like the education was to be fed to ethnically diverse students rather than education of the majority regarding appropriate ways to interact with someone from another culture. The big conclusions of this panel were that Latino individuals had behaviors that differed from whites, that Native Peoples believed in group cohesion and followed "event time" over "clock time" (i.e., that milestones in a person's life were more important than the dates on which they happened), and finally, that Asians followed collectivist social mores and tended to be indirect when approaching topics of importance. As with some of the other videos in this videography, if this film is used, there MUST be counter information included in the class time or in reading. The best use of this video might be to show the differences between academia and the "real" world. HF5549.5.M5 U552& Perspectives of minority professionals \$Ä&öppÿ?

©F©©**Rogers, G., Telefilm Canada, Pope Productions Ltd., & CBC
Newsworld.©©©2000

My left breast 1 videocassette (57 min.) New York Women Make Movies
Rogers, G.r Breast--Cancer Breast--Cancer--Patients--Biography Breast
Neoplasms--Videocassettes Women's Health--

Videocassettes VHS 2000 "Filmmaker Gerry Rogers recounts her story of breast cancer survival. Shortly after being diagnosed at age 42, Rogers began to document her ordeal on camera in an attempt to confront her own questions and fears about breast cancer. Rather than present a somber and morose meditation on this difficult experience, she decides to invoke humor to frankly reflect on the meaning of this disease on her life, as well as on the lives of her friends and family." "This film was amazing in it's frankness and personal view of what having breast cancer can be like. Chronic illness is often overlooked when it comes to disability; people tend to minimize the effect chronic illness can have on family and friends, as well as on the individual who is ill. Another reason to incorporate this film into either a diversity class or a class on health issues is that Ms. Rogers and her partner handle the topic with grace and humanity. No fuss about the fact they are a couple, but no avoidance of the relationship either. This video is also close-captioned in case a class member is deaf or has another hearing impairment.

WP870 R726 Ä&öppÿ?

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□□**Young, D.□□□1997.□□Raymond's portrait: life and art of Raymond Hu□□□1 videocassette (30 min)□□□Boston□□□Fanlight Productions□□□Hu, R....□□Down Syndrome--videocassettes□Mental Retardation--videocassettes□Mentally Disabled Persons--videocassettes□Pediatrics--videocassettes□□□VHS documentary□□□1997a□□"Profiles the brush painter, Raymond Hu, who was born with Down Syndrome. Shows how Raymond transforms photographs of animals into paintings. Includes interviews with Raymond, his family, and his art teacher. Raymond discusses the challenges of coping with Down Syndrome, and his experience as one of the first full-inclusion students in his school."k□□This is a fine film and well worth including in a class focused on diversity, oppression, practice, or strengths perspectives. Child Welfare as well as Health, Mental Health, and Disability concentrations should make use of the video. It is an outstanding picture of what can be accomplished when someone with a significant disability has barriers removed from their path. It is somewhat difficult to understand Mr. Hu's speech, but this can be adapted for students by providing a written narrative to go along with the film. This would be an excellent film to show alongside Geraldo Rivera's expose on Willowbrook.

□□WM3000 R268□□!□D%öppÿ?□□□□

> Williams, V. B., Clifton, L., Peterson, J. W., & Walter, M. P. 1997 A
chair for my mother Reading Rainbow 209 1 Videocassette (30 min.) + 1
teacher's guide and 6 books
Lincoln, NB Lancit Media Productions

Burton, L.V.--Family life--Fiction--Social service--
Teamwork--VHS--1997W--"Le Var (Burton) illustrates teamwork within families or
through other societal groups"--The library only has "A chair for my mother."
The original package contained "I have a sister, my sister is deaf," which might
have been useful for child welfare classes, but otherwise this video is of no
particular use for disability issues or cultural issues.
PZ7 .C42 Ch--qD<øþþÿ?

Trynieszewski, C. 2000 Diabetes mellitus Pathophysiology for nurses [1 Videocassette (30 min., 49 sec.) + 1 CE test booklet (8 p.) + 1 self-test booklet (13 p.)] Glenmoore, PA Blanchard & Loeb Publishers Trynieszewski, C., Goldberg, E. K., & Ortelli, T. Diabetes Mellitus--physiopathology--Nurses' Instruction Diabetes Mellitus--prevention & control--Nurses' Instruction Diabetes Mellitus--therapy--Nurses' Instruction VHS 2000 • "Approved for 1 contact hr. of CE credit" Nicely enough done, but no more so than any of the other tapes available from the medical library. Each tape discusses diabetes in slightly different ways and adds or subtracts certain points. There is nothing in this tape that is out of the ordinary with regard to disability or other "minority" issues. Not recommended for use by the School of Social Work.

WK 810 D538 v Å<öppÿ?ÿ

InforMed Inc. 1993 Diabetes: an introduction 1 Videocassette (20 min.)
Houston, TX InforMed Inc. Brison, F. R.L Diabetes Mellitus--
Videocassettes Diabetes Mellitus--therapy--Videocassettes VHS 1993 "This
program discusses types of diabetes, its warning signs and symptoms, and what
the patient can do to control the effects of the disease" Very basic; no
special emphasis on ethnic groups with high incidence rates of diabetes. No
special disability issues addressed. Cute analogies and pictures to illustrate
diabetes. Not recommended for use by the School of Social Work. WK 810
D53621 'D%öppÿ?

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□□Kushner, D.□□□1999F□□Post-stroke rehabilitation: promoting recovery through a team approach/□□NCME (Network for Continuing Medical Education)□□□757□□□1 Videocassette (60 min.)

Secaucus, NJ (Network for Continuing Medical Education
Kushner, D. \Cerebrovascular disease--Patients--Rehabilitation Health care
teams Medical protocols Family VHS 1999é "Stroke is the third leading cause
of death in the United States. and the leading cause of disability among adults.
Approximately 550,000 people suffer a stroke each year; nearly 150,000 of these
individuals die. Those remaining are part of the 3 million people who live with
varying degrees of neurological impairment. Restoring lost abilities in these
patients is the goal of post-stroke rehabilitation. Critical to its success is
an interdisciplinary approach that requires the active participation of the
patient and family. Dr. Kushner gives the viewer an insider glimpse into the
daily activities of a cutting-edge stroke rehabilitation program, where
dedicated professionals offer expert assessment and management of these
patients." "This video is probably a bit too medically focused for use in
learning about disability issues that address the social difficulties of
disability or for other ethnic specific information. Of note is that only
elderly people were shown in the film, while even infants can have strokes.
Those considering discharge planning as a career should see this. Also of
potential interest to the School of Social Work is the concern regarding social
workers being "forced out" of discharge planning and other health related
positions by nurses. It's important for social workers (in general) to learn
some medical terms as well as symptoms of disease/disability and "usual" medical
interventions in case they end up in a health related field. Otherwise, this
video of less importance to the diversity center.
WL 355 K97 ~D%öþÿ?

□□□□Bernstein, G.□□□20003□□Diabetes: managing a 21st century lifestyle disease

NCME; no.7697691 Videocassette (60 min.)Secaucus, N. J.(Network for Continuing Medical EducationBernstein, G.bDiabetes Mellitus--therapyDiabetes Mellitus--physiopathologyInsulin resistancePatient educationVCR2000"Diabetes mellitus affects nearly 6% of the U.S. population, making it one of the most common medical problems seen by physicians. Dr. Bernstein reviews the rising prevalence and pathophysiology of diabetes, including the disturbing rise in Type 2 diabetes among children. in addition, he discusses how associated syndromes, such as insulin resistance, are joining diabetes as major lifestyle diseases of the 21st century."wThis video is not appropriate for use with the diversity center. I found it to be both boring and extremely technical.
WK 810 B531Döppý?

□□□□American Heart Association□□□□1996□□□□Diabetes and heart
disease;□□Cardiovascular conditions: patient information video series%□□1
Videocassette (10 min.) + 1 handout□□□□United States□□American Medical
Communicationsä□□Arteriosclerosis--prevention & control--popular works--
videocassettes□Patient education--videocassettes□Diabetes Mellitus--
complications--popular works--videocassettes□Heart Diseases--complications--
popular works--videocassettes□□□□VHS□□□□19961□□"This video discusses the
relationship between diabetes & atherosclerosis and suggests preventive
measures."Ã□□This video was decent; clear, concise, and short. It would be easy
to use in a class because of this. Probably best used in Health, Mental Health,
Disability; or a class focused on gerontology.
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□□Mouton, S.□□□1990\$□□Anesthesia in complicated obstetrics□□□NCME□□□578#□□1
videocassette (15 min.) + 1 guide□□□Secaucus, N. J.(□□Network for Continuing
Medical Education

□□Mouton, S.□□□Anesthesia, Obstetrical--videocassettes□□Pregnancy complications--
videocassettes□□□VHS□□□1990°□□"A specialist in obstetrical anesthesiology
provides ananalysis of potential pitfalls and usable solutions in a patient with
preterm labor, diabetes, and pregnancy induced hypertension."è□□This video is
combined with an update on antiretroviral therapy and recombinant human
erythropoietin. It could be used in a class discussing AIDS, but it's very
technical and it is not recommended for use with the diversity center. □□Not
found□□~□D<öppÿ?□□□□

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□□Koop, C. E.□□□1996□□□Diabetes□□□Time Life Medical&□□1 videocassette (30 min.)
+ 1 workbook□□□New York□□□Patient Education Media

□□Koop, C. E.□□□Patient education--videocassettes□□Diabetes Mellitus--
videocassettes□□□VHS□□□1996□□□"This video includes understanding the diagnosis,
insights by health professionals, treatment & management options, and frequently
asked questions are addressed."□□□This film is close-captioned. The preview
emphasizes personal and individual needs. There is an emphasis on
understanding; gaining knowledge and information. All social workers would do
well to learn some basics on diseases and/or disabilities so they're not caught
short when working with clients. With Type 2 (mostly older, 30+, adults, but
also alarmingly in children) diabetes on the rise in the United States, social
workers from all types of jobs are likely to come in contact with individuals
with diabetes. This video is one of the more "understandable" of the films
available. Ethnicity is also address. Emphasis is on patient responsibility.
This tape is probably one of the best to use in the classroom because it's not
over technical.

□□WK 810 D536□□□□D<öppy?□□□□

X Pasquarello, C. B., Beaser, R. S., Springhouse Corporation, & Creative Specialists, Inc. 1990 Diabetes emergencies Emergency video \$1 videocassette (30 min.) + 1 guide. Springhouse, PA Springhouse Corporation # Pasquarello, C. B., & Beaser, R. S. Diabetic coma--diagnosis--videocassettes Diabetic coma--nursing--videocassettes Emergencies--videocassettes Hyperglycemia--diagnosis--videocassettes Hyperglycemia--nursing--videocassettes Hypoglycemia--diagnosis--videocassettes Hypoglycemia--nursing--videocassettes VHS 1990 "Shows how to cope with a wide variety of diabetic emergencies. Discusses signs and symptoms, causes, patients at risk, differentiation of Type I from Type II diabetes and of diabetic ketoacidosis from hyperosmolar nonketotic coma, and insulin and other emergency drug therapy." The video isn't half as technical or alarming as the abstract makes it seem. The best part of the film is that they show symptoms of reaction to hyper and hypo glycemia. These may be very helpful for social workers in medical settings, working with the elderly, or with other high risk groups. It is fairly technical, but contains explanations of technical terms as well.

□□WK 880 D5361□□□□□□D<đpÿ?□□□□

Rosenzweig-Hinchcliffe, D. 1987. The adolescent neuromotor assessment and treatment planning: cerebral palsy, athetosis. Pediatric assessment (1 videocassette (50 min.) + 37 pg. guide) Baltimore, MD: Video Press, University of Maryland. Rosenzweig-Hinchcliffe, D. Athetosis--rehabilitation--videocassettes Cerebral Palsy--adolescence--videocassettes Cerebral Palsy--rehabilitation--videocassettes Disability evaluation--videocassettes VHS 1987. "Assess the motor and functional skills of a fifteen year old girl with cerebral palsy-athetosis and outlines a treatment plan to overcome major problems interfering with functions." This video is helpful because of its emphasis on client self-direction and desires. Additional emphasis on independence is a big plus. The Occupational therapist is respectful and allows Jamie to do by herself what she needs; only helping when asked or directed to do so. This is a keeper; primarily because of the respect and give and take between the client and OT. At times, social workers may be in the position of attending meetings or appointments with clients with disabilities or with colleagues with disabilities. To have this example helps show appropriate ways to interact with someone with a disability.

WS 342 A239ñÄ<öppy?

Gage, J. R., Hagen, B. T., Trost, J., & Stout, J. 1994/ Principles of pathologic gait in cerebral palsy 1 videocassette

St. Paul, MN<Meditech Communications Inc., & Gillette Children's
HospitallGage, J. R., Hagen, B. T., Trost, J., & Stout, J.bCerebral Palsy--
diagnosis--videocassettesGait--child--videocassettesGait--infant--
videocassettesVHS1994-"This program focuses on the principles of
pathologic gait in cerebral palsy. Building on the knowledge and principles of
normal gait, this video illustrates common gait deviations at each of the major
lower extremity joints, using live action and a simulated walking skeleton with
attached muscles."0This, like many of the films, has good basic information.
I don't like the use of "normal" and "abnormal," but the usage doesn't surprise
me. Given the disinterest of students/faculty in disability, I doubt either
will bother with this film. If it's used at all, it's probably best for Health,
Mental Health, Disability, or someone going into school or hospital social work.
This has good information mostly in lay terms or with explanation of medical
terms. Discriptions like the ones in this film MIGHT help ameliorate fears and
misconceptions about CP.

WS 342 P957üÄ%öppÿ?□□□□

5 National Hanadicapped Sports & Recreation Association 1986< Fitness is for everyone! Strengthening for disabled persons 1 1 videocassette (50 min.) Cleveland, OH Invacare Corporation Bauer, K., Fox, T., & Mackay, W.A Disabled persons--videocassettes Physical fitness--videocassettes VHS 1986â "Demonstrates exercises for the disabled using a length of rubber tubing for strengthening. Participants include a non-handicapped instructor, a person in a wheelchair, and a leg amputee who adapt the exercises as necessary."» There are five films in this set, none of which is particularly of use in the diversity center. However they are good, basic information and like other exercise tapes, show the workouts. QT 255 F544 Pt.1

Terry, D., & Kulick, M. B. 1982 Fitness is for everyone! Aerobics for paraplegics 2 videocassette (33 min.) Cleveland, OH Invacare Corporation
Terry, D., & Kulick, M. B. Disabled persons--videocassettes
Paraplegia--videocassettes
Physical fitness--videocassettes
VHS 1986 "An aerobics workout is demonstrated by a non-handicapped instructor and a paraplegic who adapts the exercises as necessary. Shows that handicapped persons don't have to give up physical fitness."
Again, not really appropriate for the diversity center, unless faculty or students have an interest in disability. Contains good, basic information and examples of how to exercise from a wheelchair.
QT 255 P544 Pt. 2 V

□ □□Terry, D.□□□19864□□Fitness is for everyone! Aerobics for
quadraplegics□□□3□□□1 videocassette (33 min.)□□□Cleveland, OH□□□Invacare
Corporation □□Terry, D.^□□Disabled persons--videocassettes□Physical fitness--
videocassettes□Quadraplegia--videocassettes□□□VHS□□□1986Æ□□"An aerobics workout
is demonstrated by a non-handicapped instructor and a quadraplegic who adapts
the exercises as necessary. Shows that handicapped persons don't have to give
up physical fitness.^□□See other videos in this set for commentary. Not
suggested for use with the diversity center.□□□QT 255 F544 Pt.
3□□□□□□Ä%öppy?□□□□

□ Bauer, K. 1986 Fitness is for everyone! 4 1 videocassette (32 min.) Cleveland, OH Invacare Corporation Bauer, K.Z Amputees-- videocassettes Disabled persons-- videocassettes Physical fitness-- videocassettes VHS 1986 "An aerobics workout is demonstrated by a non-handicapped instructor and a leg amputee who adapts the exercises as necessary. Shows that handicapped persons don't have to give up physical fitness.", See other commentary from this set of tapes. QT 255 F544 Pt. 4 Ä%öþÿ?

4 National Handicapped Sports & Recreation Association 1986B Fitness is for everyone! Aerobics for persons with cerebral palsy 5 1 videocassette (35 min.) Cleveland, OH Invacare Corporation Fensterman, K., & Foster, L. Cerebral Palsy--videocassettes Disabled persons--videocassettes Physical fitness--videocassettes VHS 1986 "An aerobic workout is demonstrated by a non-handicapped instructor and a person with cerebral palsy in a wheelchair who adapts the exercises as necessary. Shows that handicapped persons don't have to give up physical fitness." This tape breaks out of the mold, so to speak. It contains good examples of excuses used by people with disabilities avoid exercise. It emphasizes the positives of exercise for people with disabilities better than the other tapes. It is also more explicit about the pluses and minuses of exercise as well as including warnings about overdoing. I could see this as being helpful for Health, Mental Health, Disability classes. QT 255 F544 Pt. 5 Äöppý?

□F□□Blackwell Corporation, Mandala Communications Corporation, & PBS
Video□□□1989S□□The health century: the fight against infectious disease: from
yellow fever to AIDS□□□1 videocassette (60 min.)

Washington, DC Blackwell Corporation Communicable disease control--trends--videocassettes Microbiology--history--videocassettes VHS 1989p "Traces the history of the fight against infectious diseases from yellow fever, pneumonia and measles to polio and AIDS. Explores the dynamic processes of medical discoveries by probing current work in the nation's laboratories and research institutes." There is a really annoying 'beeping' at the beginning; when using, it's a good idea to run the tape past this part. Could be used for Health, Mental Health, Disability. There is an emphasis on the complexity of 'new' medicine. According to this video, microbiology needs strong, international teamwork in order to combat disease. Shows how the National Institute of Health (NIH) contributes to getting rid of multiple diseases and disabilities. Contains fascinating explanation from a doctor who voluntarily went into an iron lung to see what it felt like. Unfortunately, it shows the misconception that polio has been conquered (this is true in the United States, but not world-wide) and there is no information on post-polio sequelae. There is little ethnic diversity shown in the presenters of the film; it's mostly white men; if the video is used, it would be strictly for the disability content.

WC 100 F4721 YD%ðpÿ?-

□/□□**Bradshaw, K. D., Elkins, T. E., & Quint, E.H.□□□1996B□□The patient with physical disabilities: issues in gynecologic care□□□NCME Special Series□□□105□□□1 videocassette (20 min.)□□□Raritan, NJ & Secaucus, NJ*□□Ortho-McNeil Pharmaceutical & Secaucus, NJ.□□Bradshaw, K. D., Elkins, T. E., & Quint, E. H."□□Women's Health--United States--Videocassettes□Women's Health Services--United States--Videocassettes□Disabled persons--United States--videocassettes□□□VHS□□□1996U□□"Of approximately 43 million U.S. citizens who have physical disabilities, one-third are women. 67 percent of these do not receive routine primary health care services. Gynecologic care for this patient population is critical. This program heightens awareness of some of the barriers and stereotypes which may adversely affect their care."□□This video is excellent! I highly recommend its use in interventions, women's issues, and/or for oppression classes. Several discriminatory issues are brought up with regard to women with disabilities and child birth, as well as regular gynecologic needs and barriers to care. Different women with disabilities tell about their experiences with gynecologists, family members and others in society.

WA 309 P2981 - New York State Bar Association 1998 \$ Article 81 of the Mental Hygiene Law; Not applicable to the diversity center. Way too technical. x D < ö p p y ?

Rosenzweig-Hinchcliffe, D. 1983= Neruomotor assessment of cerebral palsy-spastic quadriplegia Pediatric assessment 1 videocassette (50 min.)

Baltimore University of Maryland, School of Medicine, Dept. of Physical Therapy Rosenzweig-Hinchcliffe, D. j Quadraplegia--videocassettes Cerebral Palsy--case studies--videocassettes Physical therapy--videocassettes VHS 1983 "Demonstrates the relationship of assessment to treatment planning, goal development and selection of appropriate treatment strategies. Emphasis on the importance of the therapist's assessment. Includes a case history." V This video could be used in Health, Mental Health, Disability, or in Child Welfare classes. I don't know how useful this will be for the diversity center, but at least there is education related to disability. The therapist is very gentle and matter-of-fact, which is encouraging. This film might be best used in bits and pieces for class.

WS 342 N4941 ©Äöppý?!

B Gryphon Productions, & Nuu-Chah-Nulth Community and Human Services 1998 Diabetes: lifetime solutions 1 videocassette (30 min.) West Vancouver, BC Gryphon Productions, Inc. Diabetes--videocassettes Indians, North American--videocassettes VHS 1998 "This video explores different ways of preventing diabetes, such as improved diet and exercise as well as reduction of stress. For those with diabetes, the program emphasizes methods of maintaining good health and blood sugar levels. The video is designed for Native and non-Native health professionals, hospital, and community groups seeking to provide diabetes information to First Nations." This is appropriate because of the emphasis on how diabetes became so prevalent in First Nations people. It also goes into ways to minimize and care for diabetes. As well, it talks about how fast food has such a negative effect on Native peoples. Of course this is also true of most people with diabetes, but the drastic change in diet for Native Americans from healthy foods to fast food has had a huge negative impact on health. Each of the types on diabetes and Native people emphasize the need of returning to a better lifestyle. Residential schools are touched on as detrimental to physical health of First Nations people. There is positive commentary on disability and staying positive, active, and keeping spiritually in tune to offset bad health.
WK810 D537 EÄ<öppÿ?"

□ □□Bliss, M.□□□1988□□□Glory enough for all□□□1 videocassette (196 min.)□□□Toronto3□□Gemstone Productions & Primedia Productions Limited<□□Applebaum, L., Thomson, R. H., Wisden, R. Woodvine, J., Zelniker, M., Henry, M. Trotter, K., Behrens, B., Hess, H., Marks, S., & Gordon, B.v□□Diabetes Mellitus--history--videocassettes□Diabetes Mellitus--therapy--videocassettes□Insulin--history--videocassettes□□□VHS□□□1988.□□"The story of Dr. Frederick Banting, a veteran of the Canadian army medical corps in World War I, the man who discovered insulin. His often-strained relationships with J.J.R. MacLeod, his patron at the University of Toronto, Charles Best, his partner and research assistant, and James Collip, the biochemist who worked with them, are examined. The passion and the agony felt by the people involved in Canada's first great scientific achievement are recreated. Also profiled is of Elizabeth Hughes, the young daughter of the American Secretary of State, whose life was among the first of millions saved by insulin. Based on Michael Bliss's *The Discovery of Insulin, and Banting, a biography.*"□□□This was a fascinating video, but not really appropriate for the diversity center. For an interesting view of what it may have been like during this time (some time after 1918), I would encourage any student or professor to watch the video for entertainment/educational purposes.

□□WK 820 G5621□□□D%đpþý?#□□□

□□□□Bloomgarden, Z. T.□□□□2003%□□Approaches to diabetes mellitus,
2003□□□□NCME□□□□816□□□□1 videocassette (60 min.)

Secaucus, NJ (Network for Continuing Medical Education) Bloomgarden, Z. T. Diabetes Mellitus VHS 2003 "Diabetes mellitus is increasing at an alarming rate. Currently, this chronic disease affects approximately 16 million people in the United States and 150 million people worldwide. These figures are projected to rise to 28 million in the US and 300 million worldwide by 2025. Primary prevention has become a focus of attention in recent years due to the morbidity and mortality of diabetes complications. Dr. Bloomgarden reviews the rising prevalence of the disease and discusses effective diabetes prevention programs. In addition, Dr. Bloomgarden presents data related to the metabolic syndrome and describes successful management approaches to diabetes, including glycemic, blood pressure, and lipid treatment regimens." Again, good info on diabetes but nothing in particular related to diversity. It does show diabetes by world regions, with the Western Pacific having 45 million; followed by South-East Asia. Native Americans have a 25 million index of diabetes patients. This video includes some information on African Americans (with approximately 6-10% having diabetes in 2000). They also draw the connection between income & diabetes; i.e., the poorer you are, the greater the risk. Given this, portions of the video may be very informative as part of diversity discussions.

□□WK 810 B655a□□åÄ<öpy?§□□□

Schwiegerling, J. 1988 Diabetes and exercise \$1 videocassette (10 min.) + 1 guide.

Amherst, NY Video Educational Services Schwiegerling, J.B. Diabetes Mellitus--videocassettes Physical fitness--

videocassettes VHS 1988~ "Explains the benefits of exercise for the diabetic. Issues recommendations about the safety of different types of exercise." [Good, basic advice on exercise for diabetics, but not appropriate for the diversity center.

WK 815 D536 / D%öpy?%

Jelinek, J. E. 1995\$Cutaneous manifestations of diabetes NCME 687 1
videocassette (10 min.)

Secaucus, NJ (Network for Continuing Medical Education

Jelinek, J. E. Diabetes Mellitus--complications--videocassettes Skin manifestations--videocassettes VHS 1995j "Dr. Jelinek discusses three cutaneous conditions that are virtually diagnostic of diabetes: Diabetic bullae; limited joint mobility and waxy-skin syndrome; and diabetic dermopathy. He also describes other skin conditions which occur most commonly in the diabetic population: Necrobiosis lipoidica diabetorum; granuloma annulare; and scleroderma diabetorum." This video is kind of annoying in that the larger part of the tape is devoted to travel-related illness (30 min.) and only 10 minutes refers to skin conditions of diabetics. This 10 minutes is similar to other diabetes tapes but also speaks of blisters and shows good, clear, pictures of what to look for, which could be helpful for discharge planners, child welfare workers, or gerontologists. not available

Hunt, C. 1999 Diabetes and heart disease* Patient education video series in diabetes" 1 videocassette (18 min., 13 sec.)

□□Timonium, MD

Milner-Fenwick Hunt, C. Diabetes Mellitus--complications--
videocassettes Heart Diseases--etiology--videocassettes Heart Diseases--
prevention & control--videocassettes VHS 1999

"Explains why people with diabetes have an increased risk of heart disease.
Discusses increased risk of complications and how to minimize risks. Includes
information about health food choices, stress reduction, rest and exercise,
regular check-ups and medications." Good basic info, but not really for
cultural center because there were no "diversity" issues.

WK835 D537 D%öpy?'

(Network for Continuing Medical Education 1998 Report from Geneva: critical issues from the 12th World AIDS Conference NCME 7391 videocassette (60 min.)

Clifton, NJ (Network for Continuing Medical Education) Polsky, B., Bozzette, S., Currier, J., Murphy, R., & Pantaleo, G. Acquired Immunodeficiency Syndrome--congresses--videocassettes VHS 1998-"The 12th World AIDS Conference was held in Geneva, Switzerland, June 28 through July 3, 1998. On the last day of the week-long meeting, NCME convened a panel of expert scientists and clinicians to reflect on the most important advances to come out of the conference. Among the questions addressed: Can HIV be eradicated in the age of highly active antiretroviral therapy (HAART)? Are the complications of lipodystrophy and diabetes directly related to therapy with immune reconstitution? How can adherence to therapy be improved with newer agents and combinations? This information-packed program provides perspectives on the clinical issues that affect you and your patients." This video is probably only of interest for those with a focus on HIV/AIDS. I don't see any real application to the diversity center.

WC503 R425 iD%ôppÿ? (

□-□□Pass, H. I., & De Laney, T. F.□□□no date available...□□Photodynamic therapy
(with: Initial evaluation of head trauma & Report from Japan: harmonizing
ancient tradition and modern medicine)□□□NCME□□□585%□□1 videocassette (15 min.)
+ 1 booklet

Secaucus, NJ (Network for Continuing Medical Education—Pass, H. I., & De Laney, T. F.) Photochemotherapy—videocassettes VHS "Photodynamic therapy can target and destroy cutaneous and visceral malignancy, with less profound effects on normal tissue. Presents the latest clinical findings on this experimental therapy via the case study of a patient with pleural malignancy." This is an odd little video, with three parts; each part having two sections, and each part about 15 minutes long. The first 3rd is too technical and not of any use in the diversity center, however, the second and third sections have potential. In the second part, the information given on how to diagnose head trauma might be useful for those going into discharge planning, nursing homes, or child protective/preventive. The final section gives a look at bioethics from a traditional Japanese point of view. The doctor narrating this section also speaks about how Western ideas have influenced bioethics in Japan. Discussion about the differences in cultural expectations, the doctor-patient relationship, mutualism vs individualism, and end-of-life decision making. This section could prove very useful in relation to the diversity center. No call number listed (kD%öppy?)

Ellsweig, B. A. 1997> Managing diabetes in the primary care setting: a team approach NCME 726 1 videocassette (60 min.)
Clifton, NJ (Network for Continuing Medical Education) Ellsweig, B. A. H. Diabetes Mellitus, non-insulin-dependent--videocassettes Diabetes Mellitus, non-insulin-dependent--diagnosis--videocassettes Diabetes Mellitus, non-insulin-dependent--therapy--videocassettes Primary health care--videocassettes Physicians, family--videocassettes Physician's role--videocassettes Patient care team--videocassettes VHS 1997\$ "In this video, Dr. Ellsweig explores current issues in diagnosis, tight glucose control, lifestyle modification and pharmacologic therapy to illustrate the primary care physician's role in the team approach to managing diabetes. 'The primary care physician must be able to take the information provided to us by patients, by consultants, by the tests we have done and by whatever therapeutic intervention we have initiated, and coordinate it, collate it, and give the patient back the information so that he or she can manage his or her own care.'" This video presents rather technical information in several places, but the basic information is of use to Ph.D. students and faculty interested in work with Native American, Black, and Latino populations where the rate of diabetes is on a dramatic increase. WK810 E47 Å%öppy?*

□'□□Aronne, L., Rippe, J. M., & Vash, P. D.□□□19970□□Significant advances in the treatment of obesity□□□NCME□□□719□□□1 videocassette (60 min.)

Secaucus, NJ (Network for Continuing Medical Education) Aronne, L., Rippe, J. M., & Vash, P. D. Obesity--videocassettes Obesity--therapy--videocassettes Obesity--drug therapy--videocassettes Weight loss--videocassettes VHS 1997 "Obesity is second only to smoking as a leading cause of preventable deaths. Obese patients suffer from a number of serious comorbid conditions, including insulin resistance, hypertension, dyslipidemia, cardiovascular disease, and onon-insulin-dependent diabetes mellitus. A distinguished faculty reviews epidemiology and treatment with emphasis on newly approved pharmacotherapies that help these patients achieve long-term weight loss and improved health." This video is probably too technical for most, but is potentially useful with students looking at health and wellness cross-over. There is a huge rise in obesity in America; this video shows the relation between obesity and mortality (death) and morbidity (illness). There is a direct link between obesity and heart disease and high blood pressure.

WD210 A7697D%øppÿ?+

□-□□Bernstein, G., Scher, R. K., & Sanders, L. J.□□□20016□□Onychomycosis in diabetes: an often overlooked problem□□□NCME□□□786□□□1 videocassette (60 min.)

Secaucus, NJ (Network for Continuing Medical Education--Bernstein, G., Scher, R. K., & Sanders, L. J.k Onychomycosis--videocassettes Diabetes Mellitus--drug therapy--videocassettes Diabetic foot--videocassettes VHS 2001Ñ "Health care professionals realize the need to manage glucose control in their patients, but recent studies show that stronger emphasis need to placed on foot care. Recommendations include freuent and thorough foot examinations for patients with diabetes, and early intervention to treat fungal nail disease and related disorders. Patients with chronic nail disease such as onychomycosis (OM) whether it occurs on the hand or foot, require efficacious treatment." This video is probably best used with students interested in intensive case management, especially where they may be accopanying clients to doctor's appointments. Also, if the social worker may be in the position to see a client's feet, e.g., barefoot at home, or in the summer. Onychomycosis shows up in toenails most often and can lead to secondary conditions, especially and most ominously, osteomyelitis, or bone infection. Bone infections are difficult to cure and a client with such an infection very likely faces amputation. Candidiasis is responsible for <1% of onychomycosis, but can be an indicator for HIV. This video also emphasizes the need for psycho-social and familial relationship supports.

WK835 B531 \D%öppÿ?,

Braverman, I. M. 1995* Recognizing skin signs of systemic disease NCME 689 1 videocassette (30 min.)

Secaucus, NJ (Network for Continuing Medical Education) Braverman, I. M. Skin manifestations--videocassettes Skin diseases--etiology--videocassettes Endocrine diseases--complications--videocassettes Diabetes Mellitus--complications--videocassettes Metabolic diseases--complications--videocassettes Hypersensitivity--complications--videocassettes VHS 1995P "In this program, Dr. Braverman illustrates cutaneous manifestations of endocrine and metabolic disorders, hypersensitivity disorders, and disorders related to specific organ systems. Pt 1. Diabetes mellitus--pt. 2. Other endocrine and metabolic diseases--pt. 3. Hypersensitivity disorders--pt. 4. Underlying organ system disorders." As with several of the NCME films, this one also contains information on "high-dose chemotherapy with autologous hematopoietic progenitor cell support for the treatment of breast cancer." That aside, this is good basic information on what to look for with a chronically ill client; sort of like looking for signs of child abuse, e.g., burns, specially shaped bruises. It's technical, but not too bad. The Dr. speaks in a monotone, so you might want to fast forward during the lecture and focus on the examples. no call number available ŽÉöppý?-

□/□□Genuth, S., Lebovitz, H. E., & Sperling, M. A.□□□1990Y□□Insullin therapy
for diabetes mellitus: guidelines from the American Diabetes
Association□□□NCME□□□562□□□1 videocassette + 1 booklet

Secaucus, NJ (Network for Continuing Medical Education) Diabetes Mellitus--
Videocassettes Diabetes Mellitus, Insulin-Dependent--drug therapy--
videocassettes Insulin--pharmacology--videocassettes VCR 1990q Discusses the
use of insulin for treatment of both insulin-dependent and non-insulin-dependent
diabetes mellitus. j This film MIGHT be useful for those planning to go into
discharge planning; otherwise it is too technical.
none found

Littlejohn, W. W. 1988% Transfer skills for medical personnel A
Living and learning series 1 videocassette (18 mn.) Chicago Y 13
Productions Littlejohn, W. W. = Nursing Care--Videocassettes Patient Transfer-
-Videocassettes VCR 1988+ Discusses principles of body mechanics and
demonstrates bed, bed to cart, wheelchair, and floor to bed transfers of a
disabled patient: This video could be used for those interested in discharge
planning or case management. Suggested for use in informing family members how
to transfer someone with a disability. The only problem is that the
patient/clients seems to be ignored, as if they were just props. The video at
least uses diverse actors.

□□WY 100 T7721□□□□ø□Ä<ðpÿ?/□□□

0 Switkes, B., Crawford-Mason, C., & Silver, D. D. 1984 Armchair fitness 1 videocassette (60 min.) Chevy Chase, MD CC-M Productions
Switkes, B. Exercise--Aged--Videocassettes Disabled persons--videocassettes Physical fitness--Aged--videocassettes VCR 1984 Betty Switkes leads participants in three aerobic armchair workouts of twenty minutes each. The class, gathered in a living room, includes a senior citizen, a woman in a full leg cast, a pregnant woman, and middle-aged and young exercisers. Uses big band music. Fairly much like other exercise tapes viewed. The leader has an annoying voice and manner. Could be used on a personal level for a student with disabilities looking for ways to exercise.
QT 255 A727 y Ä ö p p y ? 0

Granger, C. V. 1999J Stockton Kimball lecture: medical rehabilitation
outcomes and predictions 1 videocassette (43 min.)
Buffalo, NY. Uniform Data System for Medical Rehabilitation

Granger, C. V. i Rehabilitation--Videocassettes Recovery of Function--
Videocassettes Disability Evaluation--videocassettes VHS 5/26/99 U This
video describes the work of the Center for Functional Assessment Research and
the Uniform Data System for Medical Rehabilitation Science of Functional
Assessment. These groups their support functional assessment instruments and
reporting systems for adults, children and outpatients: The FIM system, WeeFim
System, and LIFEware system. This video contains decent examples of acceptable
language to use with people with disabilities. It is pretty technical but still
good in terms of language and research. Also helpful that it was made at UB, so
contact with the programs at UB should be easy. Video shows links between cost,
appropriate care, and disability; suggested for use in Health, Mental Health,
Disability classes. The video also shows excellent support for community-based
services over institutionalization. Average costs for institutionalized client
more than twice that for community living.

WB320 G758 ÈÄöppÿ?1

Leutholtz, B. C. 1999- Prescribing exercises for special populations
videocassette (60 min.)

Monterey, CA; Monterey Bay Video Production Co. : Healthy Learning
VideosZ Heart Diseases--videocassettes Lung Diseases--Videocassettes Peripheral
Vascular Diseases--Videocassettes Obesity--Videocassettes Hypertension--
Videocassettes Diabetes--videocassettes AIDS--Videocassettes Pregnancy--
Videocassettes Exercise Therapy--Videocassettes Sports Medicine--
Videocassettes Acquired Immunodeficiency Syndrome--
Videocassettes VHS 1999 Leutholtz, professor at Old Dominion University,
reviews exercise prescription for heart disease, lung disease, peripheral
vascular disease, obesity, hypertension, diabetes, AIDS, and pregnancy. This
video would probably be more for individual student use rather than in class.
It is suitable for classes in gerontology or health, mental health, and
disability classes; it's basically a lecture.
QT255 P934 @<öppy?2

□k□□<record><field id="23"><run start="0" /><run face="italic" start="43" /><run start="66" /></field></record>-□□*Berle, M., & McDonald, J. E.□□□1983"□□Be well: health in the later years□□□Be well, the later years3□□1 videocassette (24 min.) + 1 small teaching manual
□□Los Angeles□□□Churchill Films □□Berle, M.9□□Health Status--Aged-- Videocassettes□Aging--Videocassettes□□□VHS□□□1983X□□Howt/narrator Milton Berle tries to convince older people that aging does not equal disability. He gives a general overview of the main health concerns for people over sixty years of age, with advice on medical care, medication, self prescription, and smoking. He also shows the importance of nutrition, physical fitness and stress reductionÊ□□Best for use in a gerontology section, but good example of ageism! This video emphasizes over-all fitness and life-long exercise and could be used well in health, mental health, and disability section.□□□WT 120 B365 pt.
1□□□□òÄ<öppÿ?3□□□

'**O'Dowd, D., Skeeter, J., & Brumit, K. 1986 Keep fit while you sit 1 videocassette (34 min)

Los Angeles Slabo Productions Skeeter, J., & Brumit, K. Exercise-- Popular Works--Videocassettes Disabled Persons--Popular Works--

Videocassettes Physical fitness--Popular Works--videocassettes VHS 1986 An exercise video designed for handicapped persons to exercise in a sitting position. Demonstrates various aerobic exercises. This video should definitely be purchased for the diversity center or at least recommended for use in interventions and health, mental health, disability classes. There is nothing in this tape to connect it with social aspects of disability, but it shows that persons with disabilities can exercise (after first consulting with their doctor to discuss risk factors). It could also be used by case managers, or hospital discharge planners to work with clients to offset arguments against exercise.

QT 255 K261 'D%đpy?4

Gambert, S. R., Frishman, W. H., Sivak, S., & Wolf-Klein, G.
P. 1996 Clinical strategies for successful aging: management of geriatric syndromes
NCME 7061 videocassette (60 min.)

Secaucus, NJ (Network for Continuing Medical Education) Gambert, S. R., Frishman, W. H., Sivak, S., & Wolf-Klein, G. P. ± Geriatrics-- Videocassettes Aging-- Videocassettes Disease-- Aged-- Videocassettes Dementia-- Videocassettes Cardiovascular Diseases-- Aged-- Videocassettes Osteoporosis-- Videocassettes VCR 12/30/96f Despite efforts of health promotion, aging takes an inevitable toll, leaving older patients vulnerable to increasing illness and progressive disability. In this second segment of a two-part series on aging, a panel of geriatricians and internists discusses specific strategies to decrease morbidity and mortality and minimize disability in elderly patients. This video is fairly technical, but could be useful in health, mental health, and disability classes or in a class on gerontology. The video discusses co-morbid diagnoses, like Alzheimer's disease and depression. There is reference to people with disabilities being a "burden to society" which doesn't sit well with this reviewer. On a side note, it appears that the moderator is either deaf or hearing impaired.

none found; ; 5

+ Rocky Mountain Regional Brain Injury Center 1993 When the cheering stops% 1 videocassette (27 min.) + 1 manual Chicago, Rocky Mountain Regional Brain Injury Center^ Brain Concussion--Videotapes Unconsciousness-- Videocassettes Athletic Injuries--Videocassettes VHS 1993 This video is intended as a guideline for coaches and medical technicians to use for the evaluation of concussion in athletes. Also covers the return to competition clearance exam. H This video isn't terribly useful for the diversity center in my opinion.
QT 261 W567 æ À < ö p ÿ ? 6

␣k␣␣<record><field id="23"><run start="0" /><run face="bold" start="495" /><run start="501" /></field></record>

␣␣**Grace, E.␣␣␣1987"␣␣Lily: a story about a girl like me␣␣␣1 videocassette (14 min.) ␣␣Davis, CA␣␣␣Davidson Films, Inc.␣␣␣Grace, E., & Grace, L....␣␣Down Syndrome--videocassettes␣Mentally Disabled Persons--videocassettes␣Mental Retardation--videocassettes␣Pediatrics--videocassettes␣␣␣VHS (from 8mm camera)␣␣␣1987--␣␣Focuses on the educational experiences of Lily, a ten year old child with Down's syndrome. Originally filmed in 1976 by Lily's mother Elizabeth Grace.^␣␣This video begins with an extremely annoying trailer; if shown in class, be sure to forward beyond the color bars before showing. This is a touching, true story; Lily is probably higher functioning than many other Down syndrome kids, but with acceptance, removal of barriers (both psychological and physical) and the proper supports, people with mental retardation can function very well in society. This film is vital as an example of the potential of individuals with disabilities when they do not face oppression. It was very unusual for someone with down syndrome to be mainstreamed as early as the '70s. It is also very unusual to find the kind of acceptance Lily found in a community and school. There are two more short videos made by the same author; it makes sense to show all of them at the same time. They're very short, but show the progression of Lily's education and living situation.␣␣WM300 L731␣␣␣␣r␣Ä<öppÿ?7␣␣␣

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□□**Grace, E.□□□19884□□Lily, a sequel: a film by her mother Elizabeth Grace□□□1 videocassette (15 min.) □□Davis, CA□□□Davidson Films; Alpha Video □□Grace, L....□□Down Syndrome--videocassettes□Pediatrics--videocassettes□Mentally Disabled Persons--videocassettes□Mental Retardation--videocassettes□□□VHS□□□1988»□□A documentary about Lily, a young woman with Down's [sic] syndrome. Includes her high school graduation ceremony and her current life as a restaurant worker and resident in a group home.c□□This is the first sequel to "Lily: a story about a girl like me." Again, this situation was very advanced for the century. I would encourage this film to be used in practice classes, HBSE classes, wherever you can. It is an excellent example of the potential of persons with disabilities when they're not blocked by oppressive attitudes and situations. □□WM300 L7311□□□□-□Ä<öppÿ?8□□□

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□□**Grace, E.□□□19964□□Lily at thirty: a film by her mother Elizabeth Grace□□□1
videocassette (15 min.) □□Davis, CA

Davidson Films Grace, L...Down Syndrome--videocassettesMentally Disabled Persons--videocassettesMental Retardation--videocassettesPediatrics--videocassettesVHS1996oDescribes how Lily, at age thirty, lives and works, and how she is supervised in an independent living program. This is so much more than "how she is supervised in an independent living program," but given the continued attitudes toward people with disabilities, it's not surprising that this is how the abstract reads. The original notes section also reads, "This is a follow up to Lily: a story about a girl like me and Lily: a sequel." All three of these films are delightful and "real." All of the students in the school of social work should have the chance to see these short videos.

WM300 L7312 2@Éöppÿ?9

m<record><field id="23"><run start="0" /><run face="italic" start="448" /><run start="455" /></field></record>- Moore, D. P., & Webster, J. B. 2002. Physical medicine and rehabilitation: a multidisciplinary commitment over time. NCME 805 1 videocassette (60 min.)

Secaucus, NJ (Network for Continuing Medical Education) Physical Therapy Techniques Rehabilitation Disability Evaluation Complementary Therapies Diagnosis, Differential VHS September 5, 2002r Today's widespread recognition of the value of active rehabilitation as a necessary and integral part of the individual's overall medical management is enabling increasing numbers of patients to experience a return to full active life, or at least to achieve a quality of life that they find acceptable given their particular illness or injury. Rehabilitation services are provided throughout the continuum of medical care and in a variety of health care settings--from the intensive care unit to long-term facilities. Two physicians who specialize in physical medicine and rehabilitation take you through the experience of how they and the nurses, therapists, psychologists, and other allied health professionals work as a team with patients with chronic pain, carpal tunnel syndrome, spinal cord injury and stroke to achieve the best possible individualized functional outcomes. This video can be used in practice, HBSE, and health, mental health, disability classes, to show advocacy possibilities for people with disabilities. I strongly disagree with rehabilitation evaluation #3; handicap = the degree to which a person fulfills their role as spouse, parent, or professional worker. The most accurate definition of handicap, according to the National Institute of Health and the World Health Organization is, rather, how society impacts the person with regard to their impairment or disability. Unfortunately, the video is kind of boring and not really about the social aspects of disability, but can be especially useful to demonstrate advocacy as well as the advancements made in human behavior with regard to how people with disabilities are treated. Caution: be careful against falling into either scepticism or excess sympathy with regard to pain issues. It is very difficult to quantify pain; there is an excellent pain clinic in Buffalo, run by Dr. Gosy. Future practitioners could suggest the use of this clinic if they think it appropriate for clients.

WB 460 P5775æDÉðþý?:

Mulrow, C.D., & McGroarty, J. 1992r Sensory deficits in primary care: screening for hearing loss in the elderly and preventing blindness from diabetes NCME 612\$ 1 videocassette (29 min) + 1 booklet

Secaucus, NJ (Network for Continuing Medical Education) Hearing Loss, Sensorineural--Aged--videocassettes Hearing Disorders--diagnosis--videocassettes Hearing Tests--videocassettes Diabetic Retinopathy--diagnosis--videocassettes Mass Screening--videocassettes VHS 19927 Demonstrates use of a self assessment questionnaire and a hand held audioscope to screen for hearing loss in the elderly, and methods for detecting retinopathy in diabetic patients. Discusses the role of the primary care physician in screening for these sensory deficits and the importance of patient referral. © This video best used in classes focused on gerontology, but also for health, mental health, and disability classes. If clients have an acquired hearing impairment, this film may be useful in referring to appropriate medical personnel. The video is probably best used independently by a student interested in gerontological issues rather than in class. (Also included on this tape is "Update: polyps and colorectal cancer")

none shown 'DEöppÿ?;

Milner-Fenwick, Inc. 1999\$ Coronary angiography and angioplasty Video
counseling library" 1 videocassette (14 min., 58 sec.)

□□Timonium, MD

Milner-Fenwick R Coronary Angiography--methods--videocassettes Angioplasty--
methods--videocassettes VHS 1999 Through illustrations and live footage
this video takes patients through the angiography, angioplasty, and stenting
procedures. The videos [sic] show how the heart works, what atherosclerosis is,
and the risks of the procedures. Actual patients offer reassuring recollections
of the procedures and recovery process. This video is closed captioned for
Deaf individuals. It is pretty clear and straightforward; might be best for
gerontology focused classes, but patients shown include middle-aged people as
well. I would suggest this more for students who might want to become hospital
social workers or gerontologists, rather than for in-class viewing.
WG300 C822 .@Éöppÿ?<

Aronow, W. S. 2003@ Treatment of hyperlipidemia: expanding the horizon of prevention NCM 812 1 videocassette (60 min.)

Seavey, N. G. 1990 A Paralyzing fear: the story of polio in America

□□PBS Home Video□□□1 videocassette (89 min.)□□□Washington, D. C.□□□George
Washington University

Chodorov, S.M. Poliomyelitis--history--videocassettes Poliovirusess--history--videocassettes VHS 1990= This video tells the story of America's battle against polio. This video contains good general information about polio and its eradication in the United States. It's a well-done documentary and could be useful in health, mental health, disability or HBSE classes; however it does not include any information on the abuse of children who got polio, nor does it address post-polio sequelae, both of which are vital to understanding what the "polio experience" was like for people with disabilities. To the best of my knowledge, there are no video sources of these issues.
WC 555 P222 YÄ<öppÿ?>

Goodrich, P. W. 1994: How to perform an excellent independent medical evaluation 1 videocassette (45 min.) United States Y SEAK, Inc. Legal and Medical Information Systems; Rob Cooper Creative Production Services Goodrich, P. W. Disability evaluation--videocassettes Malpractice--videocassettes Workers' Compensation--United States--videocassettes Referral and Consultation--videocassettes VHS 1994

None available. This video could be used in policy classes. It also includes emphasis on psycho-social events/symptoms experienced by people who have been injured, which could be useful for intervention classes. The issues relayed in this video are about on-the-job injuries and employment. MSW students often enter supervisory or directory positions, so knowing how to deal with workmans' compensation issues are important. The video isn't vital to have for the diversity center, but certainly worth having in this listing. Alumni of the MSW or Ph.D. programs would be well advised to come back to view this film if they find themselves involved in a workmans' comp case. The video gives detailed information on the "outside" or independent doctors' evaluation process from a medical point of view, but it is still helpful for social workers or patients to know what or what not to do during one of these evaluations. W925

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*American Medical Association 1992 & Physicians guide to ADA
videorecording AMA video journal
v.1, no. 6 1 videocassette (16 min.) + 1 booklet
Chicago, IL American Medical Association Hammarley, J.s Employment--
United States--legislation--Videocassettes Disabled Persons--United States--
legislation--Videocassettes VHS 1992 Discusses how the Americans with
Disabilities Act effects hospitals, clinics and physicians. What has to be done
and what does not have to be done to comply with the law. Title on booklet:
The Americans with Disabilities Act: a prescription for compliance. This video
contains a very good overview of the ADA, with better clarification than most.
Can be used for policy classes, personal information for those social workers
graduating and entering a supervisory or directory position. Documentation of
all compliance related expenses recommended. The issue of "undue burden"
addressed. This is when a business can claim it is unable to comply with
portions of the ADA because it cannot afford to do so. Social workers should
take this with a grain of salt; many employers claim undue burden even though
they can afford accommodations or other compliance requirements. WX 33.AA1
P5781 è Äöppÿ?@

Mobility Limited 1993: Pathways: exercise video for people with limited mobility #1 videocassette (48 min.) + 1 guide Morro Bay, CA Mobility Limited Exercise--Videocassettes Disabled Persons--Videocassettes Physical fitness--videocassettes Instructional video on exercise for anyone with limited mobility, including seniors, people with multiple sclerosis, arthritis or other limitations, as well as people who are overweight or temporarily limited. This video isn't that important for the diversity center, but is a decent example of exercising that can be done if there are physical limitations. Hospital social workers (or students planning to enter the health field) will find this informative.

QT 255 P927 ^Ä<öppÿ?A

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□□**Lasch, C.□□□1998y□□A new I.D.E.A. for special education: understanding the system and the new law: a guide for parents, a tool for educators□□□1 videocassette (37 min.)

Fair Haven, NJ Edvantage Media, Inc. Hanlon, G. M. P. United States. Individuals with Disabilities Education Act Special education--Law and legislation--United States Children with disabilities--Education--Law and legislation--United States Video recordings for the hearing impaired Education, Special--legislation & jurisprudence--United States Disabled Children--education--United States VHS½ Helps parents and educators better understand the recent changes to the Individuals with Disabilities Education Act (I.D.E.A.), the law governing special education. Covers the referral process in special education, the evaluation process, creating an individualized education program, placement and related services, and preparing for transitions. Also discusses discipline, mediation, and standardized testing for students with special needs. This video is essential to the diversity center. It can be used for policy, interventions, and health, mental health, and disability classes. For those students planning to go into the school system as counselors or advocates it is vital. The video contains clear information on rights of students with disabilities and their families, on what it appears as a strengths-based perspective. Discussion regarding services, discipline, mediation and due process hearings are included as well. The video contains a list of telephone numbers for resources and reading material.

LC 4031 N532 FÄ<öpy?C

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□□Reiter, D.□□□2000"□□The art of effective communication□□□1 videocassette (27 min.)□□□Indianapolis, IN

□□JIST WorksH□□Anderson, J., Bane, D., Johnson, S., Kruze, C., Preston, W., & Young, A.«□□Business communication□Interpersonal communication□Oral communication□Written communication□Nonverbal communication□Communication□Video recordings for the hearing impaired□□□VHS□□Verbal, non-verbal, listening, and written communication skills are all things that remain vital, no matter how advanced our technology becomes. In fact, some technological developments have required even greater demands on our ability to get our message across clearly. Communication is an essential part of ervery business...every family...every relationship! This video impacts each of these important life skills.□□□"Program content has been based on research and writings by J. Michael Farr." (From the library printout) This was fine as an introduction to communication skills, but not for the diversity center. I could easily see this video being used at the baccalaureate level.

□□HM 258 A784□□□□¥DÉöþÿ?D□□□

□□□□*Gross, P. A.□□□1995<□□Emporiatics: preventing and treating travel-related illness□□□NCME□□□687□□□1 videocassette (30 min.)

Secaucus, NJ (Network for Continuing Medical Education) Travel--
videocassettes Communicable disease control--videocassettes Diarrhea--prevention
& control--videocassettes Malaria--prevention & control--videocassettes Yellow
Fever prevention & control--videocassettes Hepatitis A prevention & control--
videocassettes Typhoid Fever prevention & control--videocassettes Vaccines--
videocassettes VHS 10/23/95 In this program, a panel of experts in
"emporiatrics" (from the Greek emporos <to go on board ship> and iatrike
<medicine>) present the latest information on immunizations, prophylaxis,
treatment guidelines and information resources on travel related illness. Pt.
1, Preventing and treating traveler's diarrhea -- Pt. 2. Malaria and yellow
fever -- Pt. 3. Hepatitis-A and typhoid fever -- Pt. 4. Other vaccines and
pediatric patients.² From the library print-out; "With: Cutaneous
manifestations of diabetes." Which is why this particular video came up during
the lit search. All but a few minutes of this video is indeed taken up with
travel illnesses, but that last couple of minutes are at least valuable for
students who may be working as intensive case managers or in hospital work. The
examples of what specific skin problems for diabetics look like might be life-
saving for clients in the mental health system or for those with mental
retardation. Teachers who want their students to be able to identify certain
warning signs in clients would do well to guide them to this video, whether it
is used in class or not. not available NÄËöppÿ?E

3 Berrol, S., Bond, M. R., Kolpan, K., & Ratcliff, G. 1984 Head trauma: a system of care" 1 videocassette (120 min.) + guide

Pittsburgh, PA+ American Rehabilitation Educational Network5 Craniocerebral Trauma--rehabilitation--videocassettes VHS A three and one-half hour (4 part) teleconference dealing with selected topics on the care delivery system for the traumatically head-injured adult. Sponsored by AREN, the American Rehabilitation Educational Network. This video is technical but well presented (much better than some of the other tapes on health issues). With over 700,000 adults per year sustaining a traumatic brain injury, many students from both the masters and Ph.D. programs may very well come in contact with someone in this category. It should be previewed by the professor prior to showing it in class to see if appropriate, but I can see it used in health, mental health, disability classes. Other career options in which students are interested (rehab counselor, hospital work, child welfare, etc.) should consider viewing this video.

WE 706 H432 -Ä<ôppÿ?F

*Pardell, H. 2000t Programming the dysfunctional brain: discover options for the treatment of cerebral palsy and traumatic brain injury 1 videocassette (45 min.) Ft. Lauderdale, FL Successful Images

Pardell, H. Cerebral palsied children--Rehabilitation Brain-damaged children--Rehabilitation Children--Diseases--Nutritional aspects Hyperbaric oxygenation Brain--Wounds and injuries--Treatment Brain Damage--Treatment Cerebral palsy--Treatment Cerebral palsy--Therapy--Child--Videocassettes Brain Injuries--therapy--Child--Videocassettes Child Nutrition--Videocassettes Hyperbaric Oxygenation--methods--Child--Videocassettes VHSk Through heredity, birth trauma, or injury, the brain may not function correctly. This video is designed to help brain-challenged individuals reach their full potential by covering topics such as the four stages of brain development, techniques that can help the injured brain, how to create new neural pathways, and the impact of nutrition on the body and brain.

As is true with all the medically-based videos, this one contains technical language, but don't let that stop you from using it, particularly in child welfare or gerontology classes. This video shows one very controversial type of therapy, that of using a hyperbaric chamber (oxygen "bed"), and one less controversial, that of patterning (manipulation of limbs to mimic crawling and other deliberate movement) Both are said to be effective in treating people with brain damage. Suggestions for nutritional supplements made.

WS240 P964 åD%öpy?G

Donshik, P. C. 1996# Ocular findings in systemic disease NCME 690 1
videocassette (60 min.)

Secaucus, NJ (Network for Continuing Medical Education

Donshik, P. C. Eye manifestations--videocassettes Eye Diseases--etiology--videocassettes VHS 1/1/96² The human eye is often a window to underlying systemic disease. In this video guide for primary care physicians, Dr. Donshik presents visual examples of ocular findings which provide early diagnostic clues to a variety of diseases. Ocular manifestations which suggest late developments in patients with known problems are also examined. Pt. 1. Hypertensive retinopathy; arteriolosclerotic retinopathy -- pt. 2. Papillidema; optic neuritis; optic atrophy; retinal artery occlusion -- pt.3. Retinal vein occlusion; proliferative sickle cell retinopathy -- pt. 4. Connective tissue disorders; thyroid orbitopathy -- pt. 5. Diabetes mellitus -- pt.6. Sarcoidosis; metastatic carcinoma; AIDS. Potentially useful simply because of the idea that eye exams should be used with certain diagnoses. Other than that, very technical. Of note is that the risk of becoming blind if you have diabetes is 20 times greater than if you are healthy. No matter who the client population is, if any members have diabetes, regular eye exams are exceptionally important. Good to keep in mind when working with Native American and African American clients, where diabetes has a higher level of incidence than with other people. none shown nÄËôppÿ?H

□□□□Eli Lilly and Company□□□1994/□□People with diabetes can enjoy healthier lives!□□□1 videocassette (15 min.)

United States Eli Lilly and Company Diabetes Mellitus, Insulin-Dependent--
videocassettes Self Medication--standards--videocassettes VHS® This video
shows that if you keep your blood sugar level as near normal as possible, you
may dramatically reduce your risk for long-term eye, kidney, and nerve
complications. Good basic introduction to diabetes; might be useful in health,
mental health, and disability. On the downside, there's an annoying buzzing
throughout the video.

□□WK 815 P4191□□□□H□Ä<ôppÿ?I□□□

****Yu, J. 1994 Breathing lessons: the life and work of Mark O'Brien
videocassette (35 min.)

Boston, MA Fanlight Productions

O'Brien, M.L. O'Brien, Mark Polio--videocassettes Disabled Persons--

Videocassettes VHS Poet-journalist Mark O'Brien was stricken with polio in

childhood and has spent most of his life in an iron lung. He describes how he

has fought against illness and bureaucracy for his right to lead an independent

life and offers his reflections on work, sex, death, and God. This is an

extremely powerful film and should be required watching for everyone in the

school of social work. This video "gets it" when it comes to the issues of

independence, oppression and living when you have a disability. Unfortunately,

even the abstract plays to the pity of the crowd when it comes to the word

"stricken." Only one word, but powerful and negative connotations are driven by

it. Among other things, Mark talks about what it is like to live in a nursing

home, "I've never been so scared as the two years I was in a nursing home - the

nurses injured me in the nursing home." He also points out that it cost

\$5,000.00/mo. to house him in a nursing home vs the \$1,800.00 he needed to live

independently. Figuring in inflation, the figure is quite a bit higher in 21st

century dollars.

□□HD 7255 B828□□)ÄÛôþÿ?J□□□

****Palfreman, J. 1993 Prisoners of silence (Frontline) 1 videocassette (57 min.) PBS Video Autistic Disorders--Videocassettes Communication Aids for Disabled--Videocassettes Communication Disorders--rehabilitation--Videocassettes VHS A documentary on facilitated communication, a controversial, new technique used to help those with autism to communicate. Many scientists now believe this technique to be invalid. This is indeed a controversial, even inflammatory technique of 'communicating' with those profoundly affected with autism. Douglas Biklin, Ph.D., from Syracuse University was a strong proponent for this method. In the face of studies purportedly debunking facilitated communication, Dr. Biklin stated he believed the studies were flawed. This is a good tape to use to foster discussion on ethics, research design, communication techniques and therapeutic intervention with autistic clients. I would encourage showing this film to students in a broad spectrum of classes; from diversity to research.

WM 203.5 P9591 Ä&öpy?K

□=□□*George Washington University Center for History in the
Media□□□1998'□□Conquering fear: epidemic disease today□□□1 videocassette (30
min.)□□□Washington, D. C.'□□George Washington University; PBS Video□□□Simon, S.,
& Satcher, D.?□□Poliomyelitis--videocassettes□Internal Medicine--
videocassettes□□□VHS³□□A panel discussion featuring U. S. Surgeon General Dr.
David Satche looks at three contemporary epidemic disease issues: post-polio
syndrome, polio eradication and future vaccines□□□I object to the language in
this video; victims, suffer, heart wrenching, and crippled are not conducive to
acceptance of people with disabilities. That said, this video is important in
that it at least addresses post-polio syndrome (PPS), about which little is
known, even in the medical community. Because polio has been eradicated in the
U. S., little attention has been paid to the late effects sequelae of this
disease. On the other hand, polio is still epidemic in many developing
countries and immigrants/refugees come to the U. S. with PPS. Also, many of the
"epidemic" children (from this country) are part of the baby boomer generation
and are finding they face unexplained fatigue, pain, weakness and difficulty in
breathing or swallowing. These symptoms are often misdiagnosed, and left
untreated, PPS can worsen, eventually leading to lost time on the job, loss of
self-esteem and even truncated careers. Individuals who had polio were trained
by rehabilitation workers that all they had to do was work hard and they could
overcome whatever damage the virus caused. When PPS occurs (in roughly 80% of
people originally infected), people with PPS may feel like shirkers when they
slow down because of these symptoms. Since so few medical personnel understand
PPS, it is difficult to get a diagnosis and even more difficult for the person
with PPS to find out how to stem deterioration in symptomology. □□Information
from this video would be useful for students in health, mental health &
disability or for those intending to enter hospital social work. While it is
unlikely that therapists would see many clients with PPS, there are certain
commonalities between people who had polio. The most important of these is a
sort of programming toward perfectionism they underwent during rehabilitation.
□□WC 555 C753□□Ï□ÄËöppÿ?L□□□

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><run start="110" /></field></record>
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□□**Corbet, B.□□□1988 □□Survivors□□□1 videocassette (28 min.)
□□Golden, CO

Access, Inc. Disabled Persons--personal narratives--videocassettes Aging--videocassettes Quality of Life--videocassettes VHS "A film about long term disability: how it was then, how it is now, how it may be. A quality of life statement about getting old with a disability. This is an excellent view of disability from the point of a person with a disability, rather than a film about people with disabilities. Mr. Corbet shows through narrative, music and visuals what the world is like for those with physical disabilities; the difficulty in gaining employment, forming relationships, and being independent. These things are not difficult because of the person's disability, but rather due to the negative attitudes held by the able-bodied majority about people with disabilities. It is vital that films like this be included in classroom materials throughout the curriculum for both the master's and Ph.D. programs if the School of Social Work is to combat oppression of people with disabilities. HV 3011 S9631 ñÄöpp?M

Walker, W., & Hynes, P. 1985. Just like me: disabled and non-disabled students in transition. 1 videocassette (30 min.) Tucson, AZ: Medical Electronic Educational Services. Disabled Children-- Videocassettes. Mainstreaming (Education)--Videocassettes. VHS1. Depicts the life of a disabled university student. My reaction to this video is quite mixed. The intent is to show how similar students with disabilities are to able-bodied students, which is partially achieved, but there are so many platitudes that I wonder if there was any input in the script from the woman portrayed as the disabled student. I'm fairly sure the person who wrote the script was able-bodied....or so programmed by social pressures that he (they?) weren't able to see how condescending some of the dialogue is. Lines like "Sure, but I've learned that everybody has a disability of some sort," "There's always somebody less fortunate than yourself," and "In fact, I'm glad I'm not blind and some quads have it worse than I do." are insulting to many people with disabilities, including myself. Other than that, the video is, overall, decent. There's good interplay between the female students that play the main characters and indications that the biggest differences between someone who uses a wheelchair and someone who doesn't, is the physical surroundings (i.e., access to campus buildings)

HD 7255 J96. . . . N

↔ **Grunstein, M., & Kruzic, D.¹ 2002

Kiss my wheels | 1 videocassette (57 min.)

Boston, MA | Fanlight Productions | Zia Hot Shots | Wheelchair
basketball | Athletes with disabilities | Disabled

Persons | Basketball | Wheelchairs | VHS% | Follows the Zia Hot Shots, a nationally ranked junior wheelchair basketball team, through a season of training and tournament competition. This is a great film! The team is co-ed and has players from differing ethnicities. The players talk about the barriers they face in their personal lives, such as a Zuni boy who talks about how other people from his reservation talk about him like he's not even present. During the season, the team loses one of its members to kidney failure and there's discussion about how this type of thing is a daily presence in their lives. My favorite line from the video is; "If you look at me and you see the chair, then you don't see me..." [Äöþÿ?]

□□□Texas Rehabilitation Commission□□□198? (from print-out) □□Meeting people with disabilities□□□1 videocassette (13 min.)

□□Austin, TX□□Texas Rehabilitation Commission,□□Attitude to Health--videocassettes□Blindness--videocassettes□Deafness--videocassettes□Disabled Persons--videocassettes□Mental Retardation--videocassettes□Public Opinion--videocassettes□□VHS□□□(on cassette: Oct. 1992)a□□Discusses types of disabilities and the socially correct way to approach persons who are disabled<□□Four types of disabilities are portrayed in this video, someone blind, deaf, mentally retarded, and a wheelchair user. The information is sort of stilted but basically o.k. The mentally retarded and deaf people are both unusual in that the level of communication/functioning are quite high. Speech as the average person expects is quite difficult for most Deaf people and only a small percent of the Deaf can lip read with any degree of clarity. The best part of this video is the emphasis on independence and dignity. Asking if you can help someone with a disability rather than just assuming help is needed and forcing the issue, is extremely important when interacting with people with disabilities. And there will be widely varying replies to offers of help. This video might be well used in an interventions 1 class.

HV 1553 M494ADA...get the message<öpy?P

☐\$☐☐** Canadian Broadcasting Corporation☐☐☐1991☐☐☐Disability network:
natives☐☐☐1 videocassette (28 min.)☐☐☐Toronto, Ont.!☐☐Canadian Broadcasting
Corporation

☐☐Couglin, J.P.☐☐Disabled Persons--videocassettes☐☐Indians, North American--
Canada--videocassettes☐☐☐VHS^☐☐This video discusses the problems of the disabled
among native [sic] americans [sic] in Canada☐☐There are some interesting
discrepancies in the information given in this tape. For instance, disabled
children are said to be "gifts from God," but at the same time, statements like,
"There's not a lot of interest in disability by Native leadership," and "They're
at the bottom rung of the ladder for interest and resources" are peppered
throughout the film. Another issue is the general level of poverty found on
reservations; one example given was that there was no TTD machine on the
reservation and a Deaf woman had to call a family member in Rochester, NY, to
ask them to call for help for the woman's sick child. In another vignette, a
woman with a disability had to ask the police to stop using the handicapped
parking space in front of the council office. ☐This video could be used
effectively in classes on oppression, cultural diversity, and probably
interventions.

HD 7255 D611Ä&öpy?Q

Coastal Video Communications Corp. 1992 ADA: the Americans with Disabilities Act (other titles include: A tool to work with, Employment and the ADA, supervisor summary)- 1 videocassette (18 min.) + 1 summary booklet Virginia Beach, VA Coastal Video Communications Corp.

Tada, J. E., United States. Americans with Disabilities Act of 1990 Disabled Persons--United States--legislation & jurisprudence-- Videocassettes VHS Discusses the Americans with Disabilities Act of 1990, signed into law by President Bush. Tells why the law was needed and how it helps disabled Americans This was a pretty good video - could be used in a policy class, or in cultural diversity or oppression classes. Also in health, mental health, and disability. It is important for social work students to understand that while the ADA actually has some power behind it, how it is interpreted by the courts makes a huge difference in its efficacy. So far, virtually all of the cases involving employment have been decided in favor of the employers, which sets a dangerous precedent for those who want to work, but need reasonable accommodations. As the population ages and as more people with disabilities live longer, the laws protecting them will be of utmost importance.

□□WA33.AA1 A1911□□²□ÄÛppÿ?R□□□

Kahn, R. 2002. In our midst: exploring the long-term impact of neonatal intensive care" 1 videocassette (55 min., 51 sec.)

Boston, MA: Fanlight Productions. Disabled Children Intensive Care, Neonatal--Personal Narratives Quality of Life--Child--Personal

Narratives VHS | I have reservations about this video. It has good points, but needs lots of discussion and exploration of personal feelings and counterpoint or what is most likely to happen is that students will come away from seeing this film grateful that they don't have a child with a disability. A question that should come up during discussion is why, when one set of parents has more than one premature child with serious breathing difficulties, do they continue to have children? If the question doesn't come up, then the class isn't being honest. The high cost of medical care and the life-long needs of some of the most disabled is forefront in insurance debates, so the thoughts have to be there... It isn't necessarily "bad" to ask this question; it's important to think about it from both sides, however. This video would be a good one to show during a class on ethics or policy. Positives in the video include the emphasis on advocacy, allowing kids with disabilities to have household responsibilities, and exploring the issue of non-disabled or less disabled kids taking on more responsibilities than their more severely disabled sibling(s).

WS 368 I35 .ÄÄöppý?S

□,□□*University of California Center on Deafness□□□1991;□□Meeting the challenge:
working with deaf people in recovery□□□1 videocassette (20 min.)□□□San
Francisco, Salem, OR'□□UCSF Center on Deafness; Sign Enhancers_□□Counseling--
Videocassettes□Deafness--Videocassettes□Substance-Related Disorders--
Videocassettes□□□VHS□□This video is for drug and alcohol service providers
working with individuals who are deaf or hard-of-hearing:□□This video is a good
example of concrete services that can be provided for the Deaf community. It is
also a good example that just because someone has a disability doesn't mean that
they won't abuse drugs and alcohol. There is an unfortunate tendency for people
to assume that disability conveys a life-long innocence; in fact, people with
disabilities have a high rate of drug and alcohol abuse. This film is
appropriate for classes dealing with substance abuse and probably interventions
1 classes.□□□HV 2395 M4951□□mÄËôppÿ?T□□□

Y**UCSF Center on Deafness, San Francisco State University Rehabilitation Training Program 1993/ Counseling deaf people: a skill training series%3 videocassettes (180 min.) + 1 guide San Francisco; Salem, OR8 Deafness Rehabilitation Training Program; Sign Enhancers3 Counseling-- Videocassettes Deafness--videocassettes VHS Vignettes are presented by a deaf multi-cultural cast and then analyzed to assist the viewers in learning counseling skills applied to working with deaf individuals. Program 1: Rehabilitation counseling -- program 2: Community college counseling -- program 3: Personal counseling. I would recommend the use of this video with the faculty in the School of Social Work first. It's well done, but takes awhile to assimilate the content. All of the interactions are done in total communication (speech & sign).

□□WV 270 C8551□□6□Äöppÿ?V□□□

□□**Golfus, B.□□□1994□□When Billy broke his head, and other tales of wonder□□□1
videocassette (57 min.)

□□Boston, MA□□□Fanlight Productions□□□Disabled Persons--Videocassettes□Brain
Damage, Chronic--Videocassettes□Social Perception--Videocassettes□□□VHS□□A
documentary about how the handicapped experience life in the United States.
Personal interviews portray realities, hardships and coping mechanisms in the
face of governmental bureaucracy and overwhelming odds. Closed-captioned for
the hearing impaired□□□This video is an excellent look at disability from the
lives of people who face discrimination and oppression every day; those with
disabilities. Mr. Golfus has a front row seat in this action against
oppression; he himself has a traumatic brain injury, and he shares his
experiences with the viewer. This is another film that I would urge all of the
professors in the school of social work to see, whether or not they choose to
use the film in a class. The video is especially appropriate for classes in
cultural diversity, oppression, and health, mental health, disability, but
should be shown to each student somehow. Golfus shows how it was, is, and
continues to be in the struggle between able-bodied and disabled and also shows
how things can be better for those with disabilities.

HD 7255 G625>DÉôpÿ?W

□ □□Trout, M.□□□1986;□□Birth of a sick or handicapped infant: impact on the familyF□□The awakening and growth of the human: studies in infant mental health□□□5-□□1 videocassette (57 min.) + 1 guide (20 pgs.)□□□Champaign, IL□□□Infant-Parent Institute□ Developmental Disabilities-- Videocassettes□Family--Videocassettes□Disabled Children--Videocassettes□Mental Health--Videocassettes□□□VHS-□□This video discusses the birth of a sick or handicapped infant and the impact on the family. Pt. 1. Birth of a handicapped child (28 min.) -- pt. 2. Life at home (29 min.)G□□This video was o.k. in a clinical way; the music was sort of sappy. There were good & bad points to this film; some of the language was annoying (the use of us and we in a context where the narrator wasn't disabled). On the other hand, in one scene, a doctor is shown asking the parents of a child with a disability to teach him what he needed to know about treating the baby. The video discusses the tendency for support systems to breakdown; from those at the hospital (the nurses became cold and stopped coming to the room as often and doctors tended to withhold information) to spouse (with divorce as a result), family, and friends (both self and other isolation). Discussion points should include the concept of "future losses" and social withdrawal. What is missing from this film is the sense that these scenerios aren't fixed in stone; if this film is used in class it is important to present differing viewpoints. Not all families fall apart and not all disabilities are seen as horrible. □This video could be used in interventions and health, mental health, disability classes.□□□WS 105.5.M3 B619□□□□DĚôppÿ?X□□□

□□Mosby Lifeline□□□1996C□□Dealing with difficult behaviors: guidelines for nursing assistants*□□Mosby's health care education video series.□□1 videocassette (20 min.) + 1 guide (9, 27 p.)□□□St. Louis, MO□□□Mosby-Year BookN□□Aggression--psychology--Nurses' Instruction--Videocassettes□Hostility--Nurses' Instruction--Videocassettes□Professional-Patient Relations--Videocassettes□Mental Disorders--rehabilitation--Nurses' Instruction--Videocassettes□Disabled Persons--rehabilitation--Nurses' Instruction--Videocassettes□Nurses' Aides--education--Videocassettes□□□VHSÌ□□□Designed to give caregivers an understanding of the different behaviors they are likely to encounter when caring for clients, patients, family members or friends who are either physically or mentally ill.β□□This video is mostly about nursing homes, so it would be especially appropriate for gerontology classes. Given the preponderance of younger people with traumatic brain injuries or other dementias (alcohol related, MS, etc.) who may also be in nursing homes or other long-term care facilities, it is also appropriate for interventions classes, and of course health, mental health, and disability classes. Perhaps the most imprtant is the issue of choice; even in a nursing home.

□□WM 600 D279□□β□□ÄËôppÿ?Y□□□

Thomson, S. 199? (from library print-out); When parents can't fix it:
living with a child's disability 1 videocassette (58 min.)
Denver, CO Sixth Street Productions Disabled Children--
Videocassettes Child Development--Videocassettes VHS • Delving into the lives
of five disabled children and their families, this program explores in depth the
issues of raising children with disabilities.) This video addresses culturally
diverse children as well as different disabilities, so is well suited for
cultural diversity, oppression, interventions, and of course, health, mental
health, and disability classes. It is an extremely good look at real life with
a disability, both up and downsides. Humor as a coping skill, spirituality, and
the conflicting emotions present when parenting a child with a severe disability
addressed. I highly recommend this video for all professors in the School of
Social Work whether or not they choose to show it. HQ 773.6
W56700 Déýppÿ?Z

□(□□Network for Continuing Medical Education□□□not available'□□Neurological emergencies in head trauma□□□NCME□□□624□□□1 videocassette (18 min.)

Secaucus, NJ (Network for Continuing Medical Education VHSB) Too medically technical to be appropriate for the diversity center not available

□

□□Pechman, K.□□□1991\$□□Rehabilitation: the diabetic amputee□□□NCME□□□607%□□1
videocassette (32 min.) + 1 booklet

Secaucus, NJ (Network for Continuing Medical Education) Amputation--rehabilitation--videocassettes Amputees--psychology--videocassettes Diabetes Mellitus--complications--videocassettes VHS-Complications of diabetes mellitus is the leading cause of lower extremity amputation. Rehabilitation begins with the physical therapist's teaching the patient to function without a prosthesis, to build physical strength and confidence. After prosthesis is fitted, patient learns from the occupational therapist how to move about in settings outside the hospital. Postoperative complications and positive steps patient can take to control them and to avoid secondary amputation are discussed. Psychosocial issues are examined in an interview with a patient who has successfully completed the rehabilitation process. (With: Battered women in your practice?) Too medically technical for the diversity center; with the possible exception of the tiny portion about the psychosocial issues. Probably not worth using this small section out of context as a film clip, but professors can choose. not shown,,@Ëôppÿ?\

ÿ<record><field id="23"><run start="0" /><run face="italic" start="207" /><run start="222" /><run face="bold" start="277" /><run start="279" /></field></record>

Bobath, B. 1982M Berta Bobath: assessment and treatment planning. A child with cerebral palsy The Bobath approach% 1 videocassette (52 min.) + 1 booklet Baltimore, MDT The Video Services (University of Maryland at Baltimore. Dept. of physical therapy) 8 Physical Therapy-- videocassettes Cerebral palsy--therapy VHSe Berta Bobath demonstrates her assessment and treatment planning for a child with spastic quadriplegia The video is a bit blurry in sections. It uses the strengths perspective and presents the client in situation, but in general, the video is probably too technical and boring for students. Dr. Bobath talks around or about the little boy she's assessing on camera, rather than to him for the most part. There is no cuddling or comforting as he cries while she physically manipulates him, which is an example of what many people with disabilities complain about when they say they spent their childhoods as pieces of meat. The only way this video would be appropriate or helpful in classes would be if it were coupled with one or more of the "experiential" (i.e., personal interviews) tapes, or with other material regarding disability culture and issues incorporated into class time.
WB 320 B536 \$@Ëöppÿ?]

1995 Gestational diabetes: Women and their pregnancies: beyond the textbook 1 videocassette (21 min., 32 sec.) + 1 teaching guide Minneapolis, MN: University of Minnesota, School of Public Health. Diabetes, Gestational--Videocassettes Pregnancy in Diabetics--Videocassettes Nutrition--Pregnancy--Videocassettes VHS Fall 1995b Defines and discusses gestational diabetes and offers dietary strategies to control the condition. This video mentions the fact that certain ethnic groups are more prone to diabetes, but the example patient is white, so that sends the message that although perhaps African-American or Native American people are more likely to become diabetic, white people are still somehow more important than these people. The video is nicely clear and not too technical, but there's not really any emphasis on cultural issues or relation to disability (other than the fact the people have diabetes). I would think this is not a valuable addition to class materials in the School of Social Work.

WQ 248 G393 DEöppÿ?^

Xavier, F., & Pi-Sunyer (1994). Diabetes management: a clinical update. NCME 667% 1 videocassette (43 min.) + 1 booklet

Secaucus, NJ (Network for Continuing Medical Education--Diabetes Mellitus, non-insulin-dependent--therapy--videocassettes Diabetes Mellitus, Insulin-Dependent--therapy--videocassettes Insulin--therapeutic use--videocassettes Diabetic diet--videocassettes Blood Glucose Self-Monitoring--utilization--videocassettes Diabetes Mellitus--complications--videocassettes Diabetes Mellitus--psychology--videocassettes Patient Compliance--videocassettes Referral and Consultation--videocassettes VHS 10/1094\$ Within the past several years, there have been significant changes in the recommended management of diabetes mellitus. These include the Report of the Diabetes Control and Complications Trial (DCCT) and the new nutritional recommendations of the American Diabetes Association (ADA). This program provides useful suggestions for implementing some of these new approaches. Pt 1. Introduction--pt.2. Issues of management -- pt.3. ADA dietary recommendations -- pt.4. Results of the DCCT -- pt. 5. Patient compliance -- pt.6. Managing complications. I wouldn't necessarily recommend this video for the diversity center. It might be of some interest to those planning a career in hospital discharge planning, but in that case, a student can make the choice to view the film on his or her own.

none given ÖÉôÿþ?_

Kohn, M. 1991% The initial evaluation of head trauma NCME 585% 1
videocassette (14 min.) + 1 booklet

Secaucus, NJ* Network for a Continuing Medical Education
Brain Injuries-- Videocassettes
Craniocerebral Trauma--diagnosis--videocassettes
Craniocerebral Trauma--therapy--Videocassettes.
Wounds and injuries-- Videocassettes
VHSa
Minor head trauma, if not properly evaluated and appropriately referred, can lead to brain herniation and death. An emergency medicine specialist provides a step-by-step guide to the office evaluation of a patient with an apparently mild head injury (With: Photodynamic therapy and Report from Japan: harmonizing ancient tradition and modern medicine)
none given
D%ôppy?`

****Wade, C. M. 2000 Disability culture rap Tools for change 5B1
videocassette (22 min., 34 sec.) + 1 facilitator's guide (71 p.)

□□St. Paul, MNX□□Advocation Change Together; (Distributed by: Program Development Associates, Cicero, NY)

□□Wade, C. M.-□□People with disabilities□People with disabilities--Civil rights□People with disabilities and the arts□Disabled persons-- Videocassettes□Social Identification--Videocassettes□□VHSE□□An experimental documentary exploring disability identity and cultureí□□What a great film! It combines consciousness raising with humor, entertainment with truth, and self-advocacy with performance art. Cheryl Marie Wade may well be a cultivated taste, but when you take the time to think about what she's saying, it makes sense. Ms. Wade is a radical "crip" in the best sense of the word and has spoken out on the various issues related to disability oppression. I recommend that a way be found to show this video to all students in the MSW and Ph.D. programs.

□□HV 1568 D611□□Z□ÄËöppÿ?a□□□

NAACOG 1992, Cross training for obstetrical nursing staff/6 videocassettes (186 min.) + 1 resource manual Baltimore, MD# Williams & Wilkins Electronic Media Obstetrical Nursing--videocassettes Pregnancy complications--nursing--videocassettes VHSd Covers the nurses' role in assessment, observation, and care of the obstetrical patient from a multi system approach. 1. Antepartum care (30 min.) -- 2. Intrapartum care (33 min.) -- 3. Postpartum care (30 min.) -- 4. Preterm labor and third trimester bleeding (38 min.) -- 5. Diabetes in pregnancy (28 min.) -- 6. Pregnancy induced hypertension (27 min.) Four of these six videos have potential for the diversity center. They can be used in classes on oppression, cultural diversity, and as always in some way in health, mental health, and disability classes. #s 1, 4,5,& 6 discuss issues that might be found in minority populations and include psychosocial concerns. Rather than showing the entire films in class, I would suggest the professor preview the videos and use film clips from them to illustrate concerns.

WY 157 C951 áÄöþÿ?b

**** NBC News Productions 1989/ Just like anyone else: living with disabilities! 1 videocassette (30 min.) + guide Pleasantville, NY# National Broadcasting Company, Inc. f Rehabilitation Paraplegics--Rehabilitation People with disabilities Disabled Rehabilitation Paraplegia VHS This program introduces viewers to five disabled teenagers, emphasizing what they can do with their lives rather than what is beyond their grasp. The program helps to encourage a new understanding of the hurts, triumphs, and goals of the disabled. This is a good, strong film about disability. The teens in the video have different disabilities and discuss what it's like to deal with them: Deafness, cerebral palsy, autism, neurofibromatoma, and wheelchair use. This is another video I would encourage somehow using with all the students in the School of Social Work. The only caveat being that it may be a bit too upbeat, especially the last section which leans toward the depiction of people with disabilities as "super crips." It is important to focus on the positive, i.e., the strengths perspective, but not at the expense of making sure students know how much oppression still exists with regard to disability. HV1569.3 .Y68 .J87 ;ÄËöppÿ?c

House of Commons 1990 Partners in change: a work experience program at the House of Commons 1 videocassette (13 min.) Ottawa- Human Resources Directorate, House of Commons Canada. Parliament. House of Commons-- Officials and Employees Learning disabled youth--Employment--Canada Youth with mental disabilities--Vocational education--Canada Education, Cooperative-- Canada Representative government and representation--Canada VHS JuneT...a guide...on how to establish...co-op work program for students with disabilities This video is about a mainstreaming employment program in the Canadian House of Commons. Most of the students highlighted are mentally retarded, so the breadth of disability is lacking. It's also quite a short film, but a good one to use to show the strengths perspective with regard to disabling conditions. It could be used for interventions and policy classes. X 9-14 DËôppÿ?d

Smith, H.¹ 2000 □ The idealistic HMO: can good care survive the market?
(Also Critical condition with Hedrick Smith: how good is your health
care?)# Films for the Humanities & Sciences | 1 videocassette (42
min.) □□□ Princeton, NJ# □□ Films for the Humanities & Sciences" □□ Delivery of Health
Care--United States--videocassettes □ Health Maintenance Organizations--United
States--videocassettes □ Health Care, Costs--United States--
videocassettes □□□ VHS > □□ Pulitzer Prize-winning journalist Hedrick Smith
investigates Kaiser Permanente-- the largest nonprofit HMO in the U.S. -- and
its social mission of lifetime care. Although it has pioneered improvements
such as mass screening for colon cancer and special team care for patients with
diabetes and HIV, Kaiser has also drawn fire for unpopular cost-cutting measures
and for allegedly neglecting needy communities. § □□ The best part of this film is
its emphasis on the strengths perspective and self-advocacy of patients. It
shows how "little people" can make changes. The diseases/disabilities featured
are mostly AIDS and cancer. It could be used in a policy class, but I'm not
sure just how well it fits in with the diversity center. Although, with the
commentary about neglecting needy communities, perhaps that's the best
connection. □□□ W84 I38 □□□ " □□ DÉôppÿ?e □□□

Moore, M. A. 1992W End-stage renal disease: preventing dialysis through early recognition and intervention NCME 609% 1 videocassette (49 min.) + 1 booklet

Secaucus, NJ (Network for Continuing Medical Education) Kidney Failure, Chronic--videocassettes Hypertension--prevention & control-- Videocassettes Diabetes Mellitus--complications--videocassettes Antihypertensive Agents--therapeutic use--videocassettes Renal Dialysis-- videocassettes VHSy The stages of renal failure leading to end stage renal disease (ESRD) are identified and methods for recognizing and treating symptoms are discussed as a means of saving the kidneys and preventing the need for dialysis. Risk groups include diabetic hypertensives; non-diabetic hypertensives with nephrosclerosis; and patients with glomerulonephritis and other kidney diseases. The tape quality is poor; the voice over fluctuates dramatically. There's also interference and the screen "jumps." The video is quite technical and probably not what we're looking to include in the diversity offerings. There is reference to the fact that African Americans have a high risk for hypertension and diabetes.

not listed aÄ<ôppÿ?g

*Lambert, R. 1993' A video guide to (dis)ability awareness 5
videocassette (25 min.) + employer's guide (194 p.) Santa Barbara, CA; Idea
Bank (Boston, MA; distributed by Fanlight Productions) Mulgrew, K.
(narration) Communications--Videocassettes Disabled Persons--
Videocassettes Interpersonal Relations--Videocassettes Public Opinion--
Videocassettes Workplace--Videocassettes VHSá Provides guidelines and
communication for employers to consider when a person has a disability. Guide
includes state and federal listings of agencies and organizations who provide
services and information covering the A.D.A. This is a good video, containing
practical, clear, and concise advice on employment and job applicants with
disabilities. It represents an attitudinal change in the workplace toward
people with disabilities that is encouraging. The only place where I saw a lack
was in the suggestion (by omission) that developmental disability only refers
to mental retardation. This film could be used for interventions, policy, and
health, mental health, disability classes. HD 7255 V6521 ÉÉôppÿ?h

□C□□*Tomoeda, C. K., Chitwood, J. L., Bayles, K. A., & Beardsley, L.
M.□□□1999a□□Understanding cultural diversity: the importance of culture in
building therapeutic relationships □□Understanding cultural diversity□□□5.□□1
videocassette (57 min.) + 1 guide (5 leaves)
□□Tucson, AZ6□□National Center for Neurogenic Communication DisordersÅ□□Ethnic
Groups--United States--videocassettes□Cultural Characteristics--
videocassettes□Communication--videocassettes□Cross-Cultural Comparison--
videocassettes□Delivery of Health Care--videocassettes□□□VHS£□□Kathryn A. Bayles
interviews Dr. Lisa M. Beardsley about how cultural differences between health
care providers and clients are accentuated in times of crisis and illness.
Discusses how illness is mediated by culture, the characteristics of the four
most common cultural groups in the U.S., how acculturation differs among
individuals, and how to develop better intercultural skills to build therapeutic
relationships.ã□□This video probably came up in a search on disability and
culture because it was produced by the National Center for Neurogenic
Communication Disorders, however, it would be very useful in general for
diversity classes. The film paints the picture of each of the ethnic groups
included (African American, Asian, Latino, and Native American) with a slightly
broad brush, but covers aspects of religion, communication, health beliefs,
identity development, and historical information.□□□HF5549.5.M5
U555□□Æ□□Éôppÿ?i□□□

<*Tomoeda, C. K., Chitwood, J. L., Bayles, K. A., & Perez, J. 1998. Understanding cultural diversity: providing health care to Hispanic immigrant children. Understanding cultural diversity. 4. 1 videocassette (46 min.) + 1 guide (4 leaves)

Tucson, AZ. National Center for Neurogenic Communication Disorders. Hispanic Americans--videocassettes. Emigration and Immigration--United States--videocassettes. Cultural Characteristics--videocassettes. Communication--videocassettes. Cross-Cultural Comparison--videocassettes. Delivery of Health Care--videocassettes. VHS. Kathryn A. Bayles interviews Janie Perez about the challenges facing health care workers in reaching the Hispanic immigrant children population. Addresses some of the needs of the children and their families, and discusses some solutions. Shows interview vignettes and reviews for technique. Emphasizes the importance of understanding the Hispanic culture, and characteristics of a successful cross-cultural practitioner. This video seems to be very informative and useful. The largest needs appear to be in connecting to services. This video is most likely to be useful in diversity and intervention classes. HF5549.5.M5 U554 'Ä&öppÿ?j

□ □□Siple, L.□□□1990□□□Models in oral interpreting□□□1 videocassette (46 min.)□□□Rochester, NY~□□Alexander Graham Bell Association for the Deaf; National Technical Institute for the Deaf at Rochester Institute of Technology)□□Rizzolo, M., Castle, D., & Rosenstein, J.A.□□Lipreading□Interpreters for the deaf□Deaf-- Means of communication□□□VHS□□Includes several short segments that demonstrate oral interpretation techniques for lipreading. Three people interpret the same speech, showing their different interpretation styles. They also demonstrate correct and incorrect techniques of oral interpretation. Contents: NTID state of the institute address -- Working together: presidential acceptance speech for AGBAD -- Growing up in a mainstreamed education: reflections of a deaf person -- Political science lecture (use of gesture) -- Observations of nursery school children -- Examples of inappropriate facial expression -- Mary had a little lamb (under articulation, over articulation, correct articulation) -- Talking about sex (inappropriate pausing.)□□The tape is damaged; the color and sound flicker in and out. I would not suggest this video for use through the diversity center; oralism is not, in general, well accepted in the Deaf community. According to other sources, both videos in this filmography and other sources, either total communication (combination of lip reading/speech and sign) or sign are preferable to oralism. Unless students are planning to become sign language interpreters, or work exclusively in the Deaf community, I would not suggest this video. It is boring unless you have a specific interest in learning sign.

□□HV2487.M62□□š□ÀÈôppÿ?k□□□

Project for independent living in occupational therapy (PILOT) \$1 videocassette (39 min.) + workbook (Rockville, MD) American Occupational Therapy Association Occupational Therapy--Videocassettes Mental Retardation--rehabilitation--Videocassettes Rehabilitation--Videocassettes VHSK Part 1: A portrait of Sherri (18 min.). Part 2: Three classmates (21 min.) It is difficult to understand the speaker. It might be possible to use film clips or show the film to a particularly sensitive, open class. Most non-disabled people will be very disturbed by this video and may not be able to see the independence illustrated. It might be best for various professors considering the use of this tape to watch it more than one time themselves and take a little time to process feelings that might crop up personally before using with a class. It might also be a good idea to ask someone with a significant disability to speak to the class, either with an interpreter (in case of a speech impediment) or alone.

WB 555 P643 DËôpy?l

□ □□Smart, J.□□□1997!□□Cultural issues in rehabilitationI□□Vocational rehabilitation counselor training: distance educations project?□□This class has 10 sections, each on one videocassette (60 min.) □□Logan, UTB□□Utah State University, Dept. of Special Education & Rehabilitation"□□Utah State University. Dept. of Special Education and Rehabilitation□Distance education-- Utah□Vocational rehabilitation--Utah□Video recordings for the hearing impaired□□□VHSU□□PD-VV 110a Multicultural rehabilitation overview, a practice-oriented perspective -- PD-V 110b. Disability as associated with race -- PD-V 110c. Acculturative stress -- PD-V 110d. Importance of language and implications for individuals in rehabilitation -- PD-V 110e. Culture and ethnicity is related to an individual perception of, and adaption [sic] to, a disability -- PD-V 110f. The need for rehabilitation services for individuals of ethnic minorities -- PD-V 110g. Involving the family of minority clients in the rehabilitation process and counseling and interviewing techniques with minority clients in rehabilitation -- PD-V 110h. Counseling and interviewing techniques with minority clients in rehabilitation -- PD-V i. The rehabilitation of seasonal and migrant workers -- PD-V 110j. Job placement - vocational and psychological assessment.□^l I had a hard time deciding whether to list this telecourse as separate topics, but decided to go with an overview of the 10 videos and allow individual professors decide which films they might want to use in class. I think it would be a very good idea to offer this telecourse as an elective under the auspices of the health, mental health and disability concentration. These tapes fit well with the bio-psycho-social view held by social workers. While there are some discrepancies, i.e., when the presenter states that "race has never, ever, ever been viewed as a determinant to behavior by researchers," basically these tapes are very worthwhile for use with the diversity center. They may be best used with cultural diversity classes or with health, mental health and disability classes. Any students planning to become case managers or health care social workers should be exposed to this set of videos.

LC5806.U8 C897ZÄöppÿ?m

***Anishnawbe Health Toronto 19903 Our foods are our medicine:
understanding diabetes 1 videocassette (28 min.) Toronto, Ont. Anishnawbe
Health Toronto Diabetes Mellitus---Videocassettes Indians, North American--
Canada--videocassettes VHSr This video discusses the correlation between the
emergence of diabetes and changes in the diet of Native Americans. This is an
excellent film; both for medical sense and for insight into at least these
people's needs and lifestyle. There are similarities to other tapes on
diabetes, of course, but in order to get a view of how holistically the makers
of this video see the balance between Native foods and diabetes control, this is
important to watch. The video could easily be an addition to any interventions,
diversity, or health, mental health and disability class.

□□WK 815 A5991□□□□ÉÄöþÿ?n□□□

4 Clairmont, A. C., Johnson, E. W., & Ostrowski, J. A. 1987 [sic?]
1992/ Electrodiagnostic finding in myotonic dystrophy# 1 videocassette (11
mni.) + 1 guide

Columbus, OH Ohio State University, College of Medicine, Center for Continuing Medical Education
Electrodiagnosis--Videocassettes
Myotonic Dystrophy--Videocassettes
VHS
This video consists of oscilloscope tracings. EMG findings in myotonic dystrophy (9 min.) - Progressive muscular atrophy in polio (2 min.)
This tape is totally useless for the diversity center. It looks like It is simply a home movie camera pointed at an oscilloscope. Perhaps the material means something to a neurologist, but not for us.
WE 141 E381 IÄËôþÿ?o

***NARTC1988%Medicine people: teaching and healing1 videocassette (18 min.)

Tucson, AZ,Native American Research and Training Center Indians, North American--VideocassettesMedicine, Traditional--Southwestern United States--VideocassettesAlcoholism--rehabilitation--California--

VHS;Describes the tradition and continuing role of the medicine people in the Navajo (Dine) culture. Also describes an alcohol abuse rehavilitation center for Native Americans in Long Beach, CA.0This video contains a good look at Dine society. Unfortunately it is somewhat worn; perhaps the library could be persuaded to buy a new copy. The content addresses alcoholism, smallpox, and TB as diseases brought by Europeans to America. This video is well suited to diversity and intervention classes.

WB 50 M489AÄËöppÿ?p

Hodges, C. C., & Hodges, J. 1989 Wheelchair aerobics 1 videocassette (35 min.)

Roanoke, VA Eye Video Productions and A/V Health Services, Inc. Disabled Persons--Videocassettes Exercise Therapy--Videocassettes Wheelchairs--

Videocassettes Exercise--Videocassettes VHS An aerobic exercise program that is designed for people with physical limitations to help improve and maintain their cardiovascular system. This video is much more oriented to physical therapists than social work. Not really appropriate for the diversity center.

WB 320 W561 #DÙôppy?q

*Karpinski, M. (2000). How to communicate with someone who has aphasia. Home care companion, Communication series 2001 videocassette (24 min.). Healing Arts Communications. Aphasias--Videocassettes. Communication--Videocassettes VHS. Aphasias is a major adult language disorder that impairs one's ability to speak and comprehend what is said by others. This video teaches the importance of communication and defines aphasia and its effects. This video is particularly good at showing the difficulties that can occur as the result of aphasia, which is caused by a loss of oxygen to the brain, usually during stroke. Individuals often become withdrawn, fearful, or paranoid. The speaker is a bit stilted, but this is especially good for students going into gerontology or hospital work, also intensive case management. This condition can overlap multiple sclerosis, traumatic brain injuries, Dysphagia, Autistic disorders, combined loss of hearing and sight, and perhaps even deafness and post-polio sequelae.

WL340.5 C734DËppÿ?r

Y 13 Productions 1988 Amputee therapy Living and Learning Series 1 videocassette (27 min.)

Chicago IL Y 13 Productions Amputees--videocassettes Amputation stubs--rehabilitation--videocassettes Phantom limb--videocassettes Physical Therapy--videocassettes VHS Physical therapist takes below-knee amputee patient from post-op to prothesis [sic]. Segments cover basic ambulatory skills - with and without the prothesis [sic], exercisess, stump wrapping, phantom pain and ADL (activities of daily living) techniques.» This video is probably best for those students interested in gerontology and discharge planning. Not mainstream, but very good, maybe essential for students in those two categories. Extreme patience is needed to deal with the pain and fears of the post-amputee patient. I would also include students who might be working as therapists in VA hospitals. Could be used in intervention and health, mental health and disability classes as well.

WE 172 A5261 "DËöppÿ?s

Milner-Fenwick, Inc. 2000 Women and heart disease Video counseling library 1 videocassette (20:58 min.)

Timonium, MD Milner-Fenwick, Inc. Coronary Disease--Videocassettes Heart Diseases--prevention & control--Videocassettes Women's Health-- Videocassettes VHS] Here's a video that underscores the prevalence of heart disease among women and helps them assess their individual risks. This video shows women how to protect and promote their heart health. The role of estrogen is discussed. This video presents the unique symptoms of heart disease in women and a range of options for reducing long-term risks. This video is particularly good for those interested in gerontology, but also for interventions classes and those interested in hospital work. By age 65, women now have the same risk of heart attacks as do men, and should undergo heart health assessments each year after age 50.
WA309 W872zDÉöppÿ?t

□F□□Blackwell Corporation, Mandala Communications Corporation, & PBS
Video□□□1989□□□Damage control: advances in cardiovascular medicine, brain
disease and diabetes□□□The health century□□□1 videocassette (60 min.)

□□Alexandria, VA□□Blackwell Corporation; Mandala Communications Corporation;
distributed by PBS Video¹□□Cardiology--trends--videocassettes□Diabetes Mellitus--
--videocassettes□Neurology--trends--videocassettes□Parkinson Disease--
videocassettes□Transplantation--rehabilitation--
videocassettes□□VHS□□Highlights discoveries involving molecular receptors and
genetics that hold great promise for the diagnosis and treatment of heart
disease, Parkinson's disease, diabetes and brain disorders. Documents the
progress of heart surgery and organ transplants.^□□Be sure to advance beyond the
color bars at the beginning of the tape. The video has some damage - primarily
"speckles" across the screen. Also there are at least 2 instances where color
and sound are both lost. Possibly a good resource, but may not have enough
"special" categories, e.g., disability or diversity. May also be too damaged to
use.

WG 100 D1541?DÉôpÿ?u

'Buckman, R., Baile, W. F., & Korsch, B. (1999) Genetic testing, pediatrics & end-of-life Communications skills in clinical practice, a video guide 51 videocassette (69 min.) Niagara Falls, NY) Medical Audio Visual Communications, Inc. Counseling--videocassettes Interviews--videocassettes Physician-Patient Relations--videocassettes VHS° In this tape you will see illustrations of: How to discuss the principles of genetic testing with a patient before the test. How to discuss the results of a genetic test. Major areas in which communication in pediatrics differ from that in adult medicine. Discussing a diagnosis of Down syndrome with a new mother. How to discuss a Do Not Resuscitate order with a patient. Discussing discontinuation of ventilator support with a family. This tape is potentially extremely useful, however it is quite damaged. Perhaps the library could be persuaded to purchase a new copy. It would be useful in interventions, hospital oriented student learning, and health, mental health and disability courses. WM55 G328ÉDéppÿ?v

(Evra, G., Carson, R. C., & Katkin, E. S. 1991 Organic mental disorders
The world of abnormal psychology 10! 1 videocassette (60 min.) +
guide New York* A. H. Perlmutter: T. Levine Communications B Delirium,
Dementia, Amnestic, Cognitive Disorders--Videocassettes VHS This video
focuses on three types of organic mental disorders, all of which are related to
brain dysfunction: disorders associated with traumatic brain injury, brain
disorders and disorders associated with or arising from nutritional
deficiency This video would be especially appropriate for classes in the
health, mental health and disability concentration. There is discussion about
traumatic brain injuries, multiple sclerosis, alzheimer's disease, and other
dementias caused by medical problems or toxic substances. There is a great
program available to treat these injuries/diseases, but probably not available
to people in socio-economic distress.
WM 220 068 "ÄËöppÿ?w

□-□□**Films for the Humanities & Sciences; WellMe□□□20028□□Now is our time:
healthy living for black women 40 to 55□□□1 videocassette (37 min.)□□□Princeton,
NJ#□□Films for the Humanities & Sciences□□Women's Health--Middle Age□Blacks--
Middle Age□Health Promotion--Middle Age□Life Style--Middle Age□□□VHSx□□In
America, black women have statistically high incidences of certain illnesses and
conditions. Therefore, as they go through their menopausal years--a time of
greater health risks for all women--it is especially [sic] important that they
focus their attention on wellness. In this program hosted by dancer/celebrity
Debbie Allen, several black women talk about their midlife health concerns,
while two doctors and a diabetes educator discuss the importance of monitoring
for diabetes, heart disease, and cancer; the pros and cons of hormone
replacement therapy; and other topics, including the importance of a healthy
lifestyle.Z□□This is an excellent film addressing health problems that affect
black women to a greater extent than other women. The emphasis is on making
"self" a priority, lifestyle changes, and connection with the community as a
support system. This video would be appropriate in interventions, diversity and
health, mental health and disability classes.

□□WA 309 N9465□□□□ýD<ôpþÿ?x□□□

□(□□National Institute of Mental Retardation□□□19831□□Medical aspects of mental retardation (parts 1-5)%□□Medical aspects of mental retardation)□□5 videocassettes (roughly 30 min. apiece)□□□Downsville, Ont.□□□The Institute□□□Kappel, B. (narrator)Ž□□Mental Retardation--Videocassettes□Mental Retardation--therapy--Videocassettes□Ethics--Videocassettes□Mental Retardation--prevention & control--Videocassettes□□□VHS@□□Pt. 1. Describes the three day process used to assess a child's development. Includes: general physical exam, neurological, psychological and functional testing, blood tests and hearing exam. A physician-parent conference follows. Pt. 2. Discusses how physician should tell parents that their child is mentally retarded. Recommends a positive, aggressive approach for maximum benefit to the child. Parents need information and support from the physician. Pt. 3. Describes the causes of mental retardation including genetic abnormalities and environmental factors. Lack of oxygen or drug, alcohol or tobacco use can cause retardation. Pt.4. Discusses the importance of treating the mentally retarded child as a person. Deciding how health care funds are to be spent, getting consent for treatment, and the sexual rights of the mentally handicapped are also discussed. Pt. 5. Discusses the ways that mental retardation can be prevented by early detection of high risk factors. Presence of PKU or other genetic diseases can be detected and treatment applied to combat the effects.□□□These videos are pretty technical, but film clips could be of use in interventions and health, mental health and disability classes. Also #4 in ethics classes. There are good points in each of the videos; perhaps the best thing would be for professors to screen the 5 films to see which ones would be most appropriate for use in class. Tapes 2 & 4 are probably the best bets for classroom use, but pt. 3 is also useful in showing how various forms of mental retardation are caused and manifest in individuals.

□□WM 300 M549□□š□DÉöppÿ?y□□□

□.□□**Elkins, T. E., Lawson, J. D., & Quint, E. H.□□□1996?□□The patient with mental retardation: issues in gynecologic care□□□NCME□□□S106□□□1 videocassette (23 min.)

□□Raritan, NJ□□Ortho-McNeil Pharmaceutical; Secaucus, NJ: distributed by Network for Continuing Medical Education□□Women's Health--United States--Videocassettes□□Women's Health Services--United States--Videocassettes□□Delivery of Health Care--United States--videocassettes□□Mental Retardation--United States--Videocassettes□□□VHS□□□4/30/97\$□□Community-based physicians will increasingly be expected to provide reproductive health care services to women with mental retardation. This program emphasizes that successful delivery of gynecologic care will depend upon a superior clinical ability as well as a number of extra-medical factors, including good communications and interpersonal skills as well as a broad understanding of the issues that affect these women.Ū□□I see this as an extremely important video for any student, but especially for those that might go into case management. Often persons with mental retardation are ignored or (even in this day and age), sterilized. While sterilization can be a very positive move for some mentally retarded women, it should be their choice, not the choice of family members or doctors. It is important for social workers having contact with people with mental retardation to realize that simplified information on birth control and sex education is vital to the decision making process. Whether the decisions are about having sex, how to protect themselves, or whether to have a baby. This video would be very appropriate for ethics, interventions and health, mental health and disability classes. Professors should preview the film before showing it and take the time to process any preconceptions or prejudices they might have. If not, these attitudes will convey themselves to the class members.

□□WA 309 P298□□□□□ò□□DÉôþÿ?z□□□

Magrun, W. M. 1993. Differences in motor development between normal and learning disabled children. Development series. pt. 3. Videocassette (48 min.). Albuquerque, NM. Clinician's View. Developmental Disabilities--diagnosis--Videocassettes. Occupational Therapy--Child--Videocassettes. Occupational Therapy--Infant--Videocassettes. Motor Skills--Child--Videocassettes. Motor Skills--Infant--Videocassettes. Posture--Child--Videocassettes. Posture--Infant--Videocassettes. VHS. Children with learning disabilities also exhibit motor problems which need special treatment. This video may be good for those planning to work with children and teens; it could be used in health, mental health, and disability classes as well as interventions and ethics classes. The word "normal" is used throughout the video, which will probably be offensive to any students with disabilities in class. It is best to mention that this word is offensive and that the word average is less so.

WE103 D4912 D%öD%öppÿ?{

***Lenzer, A., & Curlee, J. 1993 Illness & disability Growing old in a new age 10 1 videocassette (58 min.)

Alexandria, VA PBS Adult Learning Satellite Service and The University of Hawaii, Center on Aging
Stamberg, S. (narrator) "Aged--United States--
Videocassettes Health Services for the Aged--
Videocassettes Institutionalization--Videocassettes Long-term care--
Videocassettes VHS 8/2-4/93 This program examines chronic health problems of the elderly and availability of support services. Older people discuss how they cope with physical and mental illness and face tough decisions regarding institutionalization and costs of long-term care. I would suggest the use of this video in almost any class, but particularly for those in gerontology, diversity, interventions, and health, mental health and disability classes. These physical conditions can have a profound effect on mental health. There are good points about bio-psycho-social issues. WT 120 G8841 (pt. 10) YÄ<ôppÿ? |

****NARTC19884Living with diabetes (A Native American Perspective)1
videocassette (25 min.)

Tucson, AZ,Native American Research and Training CenterSmith, K.

(moderator)Attitude to Health--ethnology--Videocassettes

Diabetes Mellitus--epidemiology--Videocassettes

Diabetes Mellitus--personal narratives--Videocassettes

Indians, North American--VideocassettesVHSrA panel discussion, conducted by

Native American diabetics recounting their reactions and attitudes toward

diabetesHThis video has some damage; it would be a good idea to encourage the

library to get a new copy. This video would be especially useful in

interventions, diversity, and health, mental health and disability classes. The

film discusses issues of native food, using the community as a resource and

myths about disease transmission.

□□WK 810 L7861□□□ÄËöppÿ?}□□□

***Seneca Productions 1990\$ Native diabetes: Mohawk elders speak 1
videocassette (26 min.) Kahnawake, Quebec Canada Kahnawake Mental Health
Center, Diabetes Education Committee Diabetes Mellitus--videocassettes
Indians, North American--Canada--videocassettes VHSa This video emphasizes
self management of diabetes and the importance of knowing about the
disease This video uses humor to address the connection between diabetes,
heart disease and high blood pressure. It also stresses use of the community as
a support resource and life balance; regaining and sustaining life balance and
unlearning harmful lifestyles. This is a good tape to use with diversity,
interventions, and health, mental health and disability classes.

□□WK 815 N2781□□9DĚôppÿ?~□□□

Rosenzweig-Hinchcliffe, D. 1987. Neuromotor assessment and treatment planning. Cerebral palsy - spastic quadriplegia: four year follow-up, Autumn Pediatric assessment 1 videocassette (50 min.) + 1 study guide (37 p.)

Baltimore, MD University of Maryland, School of Medicine, Dept. of Physical Therapy
Cerebral Palsy--rehabilitation--Videocassettes
Quadraplegia--Child--Videocassettes

Quadraplegia--Infant--Videocassettes VHS • A four year follow up to :

Neuromotor assessment of cerebral palsy: spastic quadriplegia, which showed a 15 month old girl with spastic quadriplegia. I feel this video is too medically focused for use in the diversity center. If a student has a particular interest in hospital social work, he or she might be interested, but I think not for a class.

WS 342 N494