
TOBACCO AWARENESS PROJECT FOR COMMUNITY YOUTH
FAMILY MEDICINE STUDENT CLERKSHIP
UNIVERSITY OF MIAMI SCHOOL OF MEDICINE

ORIENTATION

A nonprofit, education and community service targeting youth
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I. PREPARATION

- A. Check out the Teaching Packet from the Family Medicine Student Clerkship Office. The Packet contains: (1) an Orientation Guide, (2) a Videocassette (gold cover), (3) a tobacco tar-stained handkerchief, (4) transparencies of a tobacco and marijuana tar-stained handkerchief, (5) an Information Summary Handout Sheet (pg 7), (6) a Medical Student Evaluation Form (pg 8) and 7) if needed for a follow up session, an interactive CD ROM.
- B. Preview the Video (and rewind so it's ready for use).
- C. Review the Information Summary Handout Sheet (which includes speaker's notes for the tar-stained handkerchief) (pg 7).
- D. Review the Orientation Guide, particularly Chapter 2 (Video Study Plan) that contains answers to commonly asked questions about tobacco use. (Our website www.mededu.miami.edu/Tobacco also contains the Video Study Plan; see Main Menu.) Be prepared to answer the most common questions posed by adolescents after they see our Video, which are:
- What can I do about family members who smoke? (pg. 19)
 - What can I do if I and/or my family members try to quit and can't? (pg. 19)
 - What are the short- and long-term health risks if you continue using tobacco? (pg. 56)
 - What are the short- and long-term benefits if you quit? (pgs.32, 68)
 - Compared to cigarettes, what is the relative safety or lack of it regarding cigars, pipes, chewing (smokeless) tobacco and marijuana? (Questions on marijuana are very frequent.) (pgs. 29, 30)
 - What about Black and Mild cigarillos with the "cancer stick" removed?
 - Do low-tar, additive-free and/or filter-tip cigarettes reduce health risk? (pg. 30)
 - What are the hazards of breathing second-hand (environmental) smoke? (pgs.28, 69)
 - If tobacco is so bad why is it legal? (pgs. 9, 34)
 - Crossing a street is also a risk. You can be hit by a car! (pg. 34)
 - My parents smoke! My teacher smokes! Why shouldn't I? (pg. 35)
 - How long does it take to become addicted to tobacco? (pg. 19)
 - How was the tar-stained handkerchief made?
 - Do you smoke? Did you ever smoke?

Explode the following myths:

- I can quit anytime I want. (pgs.66, 67)
- It takes a long time to get addicted. (pgs. 66, 67)
- Tobacco is not a drug and is less addicting than heroin or cocaine. (Explain the steps of becoming hooked on tobacco; increasing tolerance to nicotine requiring more and more for the same effect and withdrawal symptoms when you try to quit.) (pgs. 66,67)
- It only harms older people (pgs.56, 67, 68).
- Marijuana is safer. (pg.29)
- Low-tar, additive-free and filter-tip cigarettes are safer. (pg. 30)
- Most kids and adults smoke. (pg. 69)
- Males are more at risk for health consequences from tobacco than females. (pg. 32)

- Smoking makes me look cool! (Explain that smoking is becoming much less socially acceptable and that most teens prefer to date non-smokers.) (pgs. 69, 70)
- People who won't stop smoking are bad. (Explain that they are addicted and need help, not judgment. Most people who smoke regularly want to stop but can't.) (pgs.32, 68)

E. Presentation Suggestions

1. Arrive at the school at least 15 minutes early to test the equipment (i.e., overhead transparency projector, VCR player and a microphone if the session is in an auditorium). Also insure that the school has made copies of the Information Summary Handout Sheet (pgs 7 and 7a) for each student and teacher. If not, they can usually do so quickly in time for your Session.
2. Arrive in your white medical jacket (optional).
3. Talk to students as adults, just present facts, avoid medical jargon and **don't** preach. Tell the class up front who you are, why you're there and what you'll be doing during the allotted time. A very brief personal anecdote (if you have one) is usually well received at the start of your presentation.
4. Keep well within the timeframe for your scheduled session and leave plenty of time for questions and class interaction. Be flexible. Have fun. Public Health statistics show that for every two kids that you prevent from becoming a long-term smoker, you prevent one from losing, on average, 15 years of life. According to the American Thoracic Society, for every one kid that you prevent from becoming a long-term heavy smoker, you prevent that kid from losing, on average, 25% of his/her life.

II. PRESENTATION OF SESSIONS

A. 60-MINUTE SESSION: The Health and Addictive Aspects of Tobacco Use in Patients and Teenagers

1. The Medical Student introduces himself/herself and explains why he/she is there. **In this Session we have three aims:**

Aim 1 is to show you what we see in our hospital every day as a result of smoking, explain how smoking causes it and explain the risk of it actually happening to you if you choose to smoke.

Aim 2 is to show how smoking affects you right now as a teenager.

Aim 3 is to answer your questions.
2. **Part 1 of the Video** (10 minutes) is then shown. Part 1 contains an anti-smoking RAP song, comments from Tim Hardaway (pro-basketball star) and testimonies from teenage smokers on how smoking affected their lives. After the Video is shown, state that these teenage smokers already had very serious problems from their smoking. They were all severely addicted to tobacco, they had problems with dating, problems

with physical fitness and sports activities, problems with their health, and they were all heading directly toward one or more of the diseases just seen in the RAP Video and to be seen in the next Video, which is a Science Video.

3. We're now going to show you a Science Video that presents medical histories of patients in our hospitals and explains how smoking caused their diseases. These patients looked horrible and felt horrible but still volunteered to get out of their beds and be videotaped. Why? (Let the class answer.)

Answer: "To deliver their message to you so you don't make the same mistake they did." Almost all of these patients are now dead. We ask you to be as quiet as possible during the video out of respect for them so you can hear their message to you and hear the explanations of how smoking caused their diseases.

Part 2 of the Video (24 minutes) is then shown on the medical and addictive consequences of smoking in patients and how smoking caused their diseases (i.e., pathogenesis).

After the Video is shown: Pose the **Question:** What is the risk that this will happen to you if you choose to smoke? **Answer:** If you start to smoke there is a HUGE risk that you won't be able to stop. You then have a 50% chance of dying, on average, 15 years early from one or more of the diseases that you just saw in the Video. This is a huge burden to take on! If you want to know how many of these patients felt, breathe out and then hold your breath for as long as you can. Try it. How do you feel right now? The only difference in how you feel right now and how the patients felt is that for the patients, the severe shortness of breath never went away. And this nightmare came directly from their smoking.

4. Review the Handout (pg 7 and 7a) with the class, items A-E. (As prearranged, the Handout is provided by the school to each student and teacher before or during the Session.) (5-10 minutes)

Item A in Handout: The Take-Home Message:

This is the **tar** that came from blowing the smoke of two filter tip Marlboro Light cigarettes through this clean handkerchief. (Show actual handkerchief.) Each brown spot represents one blow of smoke through the handkerchief and this amount of tar came from only two cigarettes! (You can also see the spots of tar on the overhead transparency and on the back of your handout, which is a Xerox copy of the handkerchief.)

This is the same tar, containing over 400 poisons, which **in older smokers** causes mouth, throat and lung cancer, chronic bronchitis, emphysema, black lungs, and heart attacks, all of which you saw in the Video.

This is the same tar, containing over 400 poisons, which **in teenage and pre-teenage smokers** causes cough and phlegm production, asthma, bronchitis, respiratory infections, black lungs, increased levels of carbon monoxide in the blood that robs the blood of oxygen, decreased physical fitness, decreased athletic ability and decreased

growth and development of **teenage** lungs. The poisons in this tobacco tar also cause abnormalities in blood fat, early hardening of the coronary arteries and pre-cancerous lung mutations **in teenage smokers!** Autopsy studies of youths who died in car accidents have revealed that the youths who smoked **already** had early hardening of their coronary arteries (which leads to later heart attacks). Research studies have also shown that youths who smoke, **already** have pre-cancerous lung mutations which, markedly increase their risk of later lung cancer (and about 50% of this cancer risk continues even if they quit smoking!)

What you don't see is the **nicotine** that is so addicting; there is a huge risk that if you start to smoke you won't be able to stop. You then have a 50% risk (one chance in two) of dying, on average, 15 years early from one or more of the horrible diseases seen in the Video! For heavy smokers the risk is even greater!

Therefore, the best advice is not to start smoking. If you have already started, the best advice is to quit now because later on it becomes much harder to do!

Ask the class to respond by a show of hands: "How many of you know someone who smokes and can't quit?" If there is a large show of hands (which there usually is), state to the class, "Look around. Your own experience shows how common and how severe tobacco addiction really is. If you're worried for these people, you're not alone because we find this response at almost every school."

Items B and C in Handout: How to Obtain Help to Quit Smoking

Announce that this Handout also contains **information on how to help someone quit smoking** (Item B) (which is of much concern to kids whose parents smoke) and **how to obtain copies of our Video to show to others** (Item C). The most important thing you can do to help addicted smokers quit is to encourage them to make, or at least consider, a quit attempt and then refer them to one of the telephone quit-lines or websites listed in the Handout. By calling these telephone numbers, or visiting these websites, the smoker receives free personalized counseling on effective stop smoking strategies, free practical literature on smoking cessation, referral to stop smoking programs in their area and information on the use of anti-smoking drug therapy such as the nicotine patch and nicotine gum that are available over the counter at all drug stores. (Be prepared to expound on this if asked.)

Item D in Handout: How to Improve Tobacco Resistance Skills

Alert students and teachers to Item D. **These exercises, if given as homework, will significantly enhance this Session and will facilitate student participation in the Follow-up Session if it is scheduled** (see pg 5).

Item E in Handout: How to evaluate Our Program Online

Alert students and teachers to Item E.

5. **The Session is concluded by questions from the audience.** (Insure at least 10 minutes for this.) The medical student can present initial questions, if necessary, to get the ball rolling (see pg 1). The transparency on tar from the smoke of 2 marijuana cigarettes and its significance can be shown and discussed here.

B. 90-120-MINUTE SESSION

The 90-120-minute session is essentially the same as the 60-minute session outlined on pages 2-4 with two differences:

1. We try to get a patient with a smoking-related disease that tells his or her story for 15-20 minutes. The patient is introduced by the medical student after Part 1 and before Part 2 of the Video is shown.
2. The question-and-answer period at the end of the session is longer, and the patient helps the medical student answer the questions.

C. FOLLOW-UP SESSION(S): The Social Aspects of Tobacco Use

60-120 minutes (Middle Schools only)

1. The medical student introduces himself/herself and explains why he/she is there. **In this Session we have three aims:**

Aim 1 is to show how tobacco companies sell their cigarettes and try to play you for a fool. (The Lure, the Addiction, the Consequences)

Aim 2 is to enhance tobacco refusal skills by understanding and verbalizing **why** to say “No” when offered a tobacco product.

Aim 3 is to enhance tobacco refusal skills by practicing **how** to say “No” when offered a tobacco product.

2. Present **Video parts 3, 4 and 5** on how tobacco companies sell their cigarettes (the lure, the addiction, and the consequences illustrated by a Techno Music Video), followed by a RAP Karaoke in which you’re the Rapper delivering the smoking prevention message, followed by Kids of the World saying “NO” to tobacco (24 min)
3. Then, have the class address the interactive exercises in their handout (pg 7, D 1-4) How to Improve Your Tobacco Resistance skills. (20 minutes).
4. Conclude the Session by asking the class to “think about the things you like about yourself” (D4 in their Handout). Then state, “You have too much to live for to hurt yourself by smoking, so don’t Smoke! Don’t start!”
5. If you’re scheduled follow-up Session is 90-120 minutes or if a third 60-minute Session is scheduled, Aims 1-3 can be further addressed by presenting the Interactive CD-ROM (sections on critical thinking, tobacco advertising, and how to say “No”). These are audiovisual interactive exercises conducted by teenagers for teenagers.

NOTE:

- Bring your own personal creativity in presenting this session that stresses the social and addictive aspects of smoking.
- Practice your presentation beforehand and insure that it fits into the allotted time frame. **Participation and interaction by classroom students is facilitated in this follow-up session if they have addressed/answered as homework Items D1-4 in their Handout (pg 7), which was provided to them at the initial session.**
- If the Interactive CD-ROMS are used, they are checked out at the Family Practice Office and are presented via the public school's PC computer with speakers and LCD projector. A Speaker and Audience microphone are also needed if the session is conducted in an auditorium. Arrive early to test the school's equipment. (You may also use your own laptop PC computer if feasible.)
- Before you leave, ask the students and teachers in the audience to fill out the "online" evaluation of our program within 24 hours as requested in the Handout (pg 7, Item E) and ask the TRUST Counselor to facilitate this.

III. RETURN THE TEACHING MATERIALS PACKET with your completed Evaluation Form (pg 8) to the Family Medicine Clerkship Office. (Highland Professional Bldg., 1801 N.W. 9th Avenue, Room 470.) Please return your packet on the day following your Session so that it can be made available and ready for the next student.

For scheduling questions, contact the secretary at the Family Medicine Clerkship Office (305) 243-2953.

For questions about medical content, contact Arthur Pitchenik, M.D., at (305) 575-3170 (Office).

“THEY’RE RICH, YOU’RE DEAD” Information Summary Handout Sheet

A. **The Take-Home Message:**

This is the **tar** that came from blowing the smoke of only 2 cigarettes through a clean handkerchief (see other side). <http://www.mededu.miami.edu/Tobacco/TablesAndImages>

This is the same **tar** containing over 400 poisons, that **in older smokers** causes mouth, throat and lung cancers; chronic bronchitis; emphysema; “black lung”; and heart attacks, all of which you’ve seen in our Video “They’re Rich, You’re Dead.”

This is the same **tar** containing over 400 poisons, that **in teenage and pre-teenage smokers** causes decreased growth and development of their lungs, “black lungs,” asthma, bronchitis, cough and phlegm production, respiratory infections, increased carbon monoxide in their blood, decreased physical fitness, abnormalities in their blood fat and early hardening of the coronary arteries, which lead to later heart attacks and pre-cancerous lung mutations, which lead to later lung cancer. (Reference: US Public Health Service, Tobacco Use Among Young People, Surgeon General’s Report, July 1994.)

What you don’t see is the **nicotine** in tobacco that is so addicting; there is a huge risk that if you start to smoke, you won’t be able to stop even though you want to! Therefore, the best advice is not to start. If you have already started, the best advice is to stop now because later on it becomes even harder to do!

For teens who continue to smoke, the risk of suffering and dying on average 15 years early from one or more of the diseases shown in the Video and listed above is 50% (one of two)! The risk is even greater for heavy smokers!

B. **How to Obtain FREE Information and FREE Personal Help to Quit Smoking:**

1. The Florida Quit Line (877) 822-6669 (provides free personalized telephone counseling, self-help booklets and referral to local stop smoking programs)
2. The American Lung Association (800) LUNG USA
3. The Cancer Information Service (800) 4-CANCER
4. Quit Smoking websites: www.quitnet.com , www.whyquit.com , www.nicotine-anonymous.org or www.champss.com (a site for kids who want to help their parents quit).

C. **How to View & Obtain Copies of “They’re Rich, You’re Dead” Science and Music Video:**

1. Your school’s Media Center might make you a **free** copy if you provide a VHS tape.
2. Purchase it with a credit card at a low **copying cost** by calling (305) 856-1245.
3. View it on The University of Miami Website: www.mededu.miami.edu/tobacco
4. It’s on the Dade County Public School TV Network –WLRN “Teacher’s Choice,” #931, 932.

D. **How to Improve Your Tobacco Resistance Skills (i.e., not starting)**

1. Provide examples of how to say “NO” if someone offers you a cigarette.
2. Fact: The great majority of teenagers don’t smoke and prefer to date non-smokers. Why do you think this is true? (List health, social, cosmetic and/or financial reasons.)
3. Provide an example of how big tobacco companies try to manipulate you into buying their poisonous product through the name of their brand, their ads, their promotions and/or a smoking scene in a movie (which tobacco companies sometimes pay for).
4. List three things that you like about yourself (see other side).

E. **How to evaluate Our Program Online:** Go to www.mededu.miami.edu/Tobacco/StudentEval

**MEDICAL STUDENT PRESENTER'S EVALUATION FORM
 "THEY'RE RICH, YOU'RE DEAD" TOBACCO AWARENESS PROGRAM**

**Return to:
 Secretary / Coordinator
 Family Practice Clerkship Office
 Highland Professional Building
 1802 N.W. 9th Avenue, Room 470
 Miami, FL
 (305) 243-2953**

School Presented at _____ Date of Presentation _____

Presenter's Name _____

Presenter's Affiliation _____

Check the box that best describes how you feel

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. I felt well prepared for my presentation.	_____	_____	_____	_____	_____
2. The audience was excited about my presentation.	_____	_____	_____	_____	_____
3. My presentation was informative and fun.	_____	_____	_____	_____	_____
4. The orientation session and handouts were helpful	_____	_____	_____	_____	_____
5. Would you be willing to present another program?	_____	_____	_____	_____	_____

Please describe your overall experience, what worked and what can be improved. Were there any questions you couldn't answer? What were they?

“THEY’RE RICH, YOU’RE DEAD”

Video, DVD and CD-ROM Descriptions and Prices

(To order at copying cost, call 305-856-1245 or 800-833-1245)

A. Video “They’re Rich, You’re Dead” Smoking Prevention Video by Kids for Kids (on the health and social aspects of smoking). (English) TRT 60 Minutes.

This Video is presented in 5 parts. Part 1 (10 min) consists of a RAP Music Video followed by comments from Tim Hardaway (pro-basketball star) followed by testimonies from teenage smokers on their tobacco addiction, dating, athletic ability and health. Part 2 (24 min) is an award winning Science Video. Each of the Surgeon General’s warnings are presented as medically illustrated patient histories followed by explanations of how smoking caused their diseases (pathogenesis). Part 3 (15 min) consists of teen outrage on tobacco advertising, peer pressure to smoke, tobacco addiction and second hand smoke followed by a Techno Music Video on the consequences of these. Part 4 (6 min) consists of RAP Karaoke music and lyrics. (You’re the Rapper delivering a smoking prevention message). Part 5 (2 min) “Kids of the World Against Tobacco”. Kids from 18 different countries say “No” to tobacco and why in English and in their native languages.

Quantity	Video Tape Format	Unit Price	Shipping (Continental US via FedEx Ground)	Shipping (International)
1	VHS NTSC	\$30.20	FedEx charges	FedEx charges
2-9	VHS NTSC	\$15.25	FedEx charges	FedEx charges
10-19	VHS NTSC	\$ 8.25	FedEx charges	FedEx charges
20-49	VHS NTSC	\$ 6.75	FedEx charges	FedEx charges
50-99	VHS NTSC	\$ 6.00	FedEx charges	FedEx charges
100-200	VHS NTSC	\$ 4.75	FedEx charges	FedEx charges
201-500	VHS NTSC	\$ 4.00	FedEx charges	FedEx charges

B. Video “They’re Rich, You’re Dead” (Spanish) TRT 30 Minutes

Contains the Science Video in Spanish

Quantity	Video Tape Format	Unit Price	Shipping (Continental US via FedEx Ground)	Shipping (International)
1	VHS NTSC	\$25.20	FedEx charges	FedEx charges
2-9	VHS NTSC	\$13.75	FedEx charges	FedEx charges
10-19	VHS NTSC	\$ 6.75	FedEx charges	FedEx charges
20-49	VHS NTSC	\$ 4.77	FedEx charges	FedEx charges
50-99	VHS NTSC	\$ 4.05	FedEx charges	FedEx charges
100-200	VHS NTSC	\$ 3.25	FedEx charges	FedEx charges
201-1000	VHS NTSC	\$ 2.75	FedEx charges	FedEx charges

C. Video “They’re Rich, You’re Dead” (Mandarin Chinese) TRT 30 Minutes

Contains the Science Video in Mandarin Chinese

Quantity	Video Tape Format	Unit Price	Shipping (Continental US via FedEx Ground)	Shipping (International)
1	VHS NTSC	\$24.95	FedEx charges	FedEx charges
2-9	VHS NTSC	\$13.75	FedEx charges	FedEx charges
10-19	VHS NTSC	\$ 6.75	FedEx charges	FedEx charges
20-49	VHS NTSC	\$ 4.77	FedEx charges	FedEx charges
50-99	VHS NTSC	\$ 4.05	FedEx charges	FedEx charges
100-200	VHS NTSC	\$ 3.25	FedEx charges	FedEx charges
201-1000	VHS NTSC	\$ 2.75	FedEx charges	FedEx charges

D. DVD “They’re Rich, You’re Dead” TRT 120 Minutes

Contains all of the above Videos (A, B, and C) each with multiple submenus for spot presentation and viewing if desired.

Quantity	Video Tape Format	Unit Price	Shipping (Continental US via FedEx Ground)	Shipping (International)
1	DVD	\$25.00	FedEx charges	FedEx charges
2-9	DVD	\$12.75	FedEx charges	FedEx charges
10-19	DVD	\$ 9.45	FedEx charges	FedEx charges
20-49	DVD	\$ 6.83	FedEx charges	FedEx charges
50-99	DVD	\$ 5.60	FedEx charges	FedEx charges
100-200	DVD	\$ 5.25	FedEx charges	FedEx charges
201-500	DVD	\$ 4.55	FedEx charges	FedEx charges
501-999	DVD	\$ 3.50	FedEx charges	FedEx charges
1000+	DVD	\$ 2.97	FedEx charges	FedEx charges

E. Interactive CD-ROM-1 and 2 (combined): “They’re Rich, You’re Dead” (English)

Contains interactive audiovisual presentations on critical thinking and decision making, Surgeon General’s warning visualizations, analyses of ads and counter ads, True/False Test on teen smoking, shared experiences and color illustrated mini lectures for print out (Part 1). Also contains multiple choice and open-ended interactive exercises on how to say “No,” illustrated RAP songs, RAP karaoke, a presentation on smoking consequences in kids and comments by pro-basketball star, Tim Hardaway (Part 2).

Quantity	Video Tape Format	Unit Price	Shipping (Continental US via FedEx Ground)	Shipping (International)
1	CD ROM	\$25.00	FedEx charges	FedEx charges
2-9	CD ROM	\$12.75	FedEx charges	FedEx charges
10-19	CD ROM	\$ 4.50	FedEx charges	FedEx charges
20-49	CD ROM	\$ 3.50	FedEx charges	FedEx charges
50-99	CD ROM	\$ 2.25	FedEx charges	FedEx charges
100-200	CD ROM	\$ 1.75	FedEx charges	FedEx charges
201-500	CD ROM	\$ 1.25	FedEx charges	FedEx charges
501-999	CD ROM	\$ 0.99	FedEx charges	FedEx charges
1000+	CD ROM	\$ 0.89	FedEx charges	FedEx charges

F. CD-ROM-3 (Video Study Plan) “They’re Rich, You’re Dead” (English)

Contains answers to commonly asked questions on tobacco use. The answers are illustrated by color slides and video clips. The answers are also supplemented by suggestions for interactive exercises, demonstrations and projects that could be carried out by youths in classrooms. This serves as a teacher’s resource for self-study and an aid to answer class questions and promote class discussion following presentation of any of the materials listed in A-E.

Quantity	Video Tape Format	Unit Price	Shipping (Continental US via FedEx Ground)	Shipping (International)
1	CD ROM	\$25.00	FedEx charges	FedEx charges
2-9	CD ROM	\$12.75	FedEx charges	FedEx charges
10-19	CD ROM	\$4.50	FedEx charges	FedEx charges
20-49	CD ROM	\$ 3.50	FedEx charges	FedEx charges
50-99	CD ROM	\$2.25	FedEx charges	FedEx charges
100-200	CD ROM	\$1.75	FedEx charges	FedEx charges
201-500	CD ROM	\$1.75	FedEx charges	FedEx charges
501-999	CD ROM	\$0.99	FedEx charges	FedEx charges
1000+	CD ROM	\$0.89	FedEx charges	FedEx charges

ORDERING INFORMATION

The above Smoking Prevention Videos, DVD and CD-ROM's are available as a non-profit public service. The listed charges are, therefore, limited to the usual charges of the reproduction company (Accord Broadcasting) for copying the material.

To order, call Accord Broadcasting at 305-856-1245 or 800-833-1245 and identify our "They're Rich, You're Dead" Program. (NOTE: All Videos are also available in PAL format.)

COPYING INFORMATION

Since these materials are meant to be viewed by as many youths as possible, they may be copied locally provided they continue to be used for non-profit educational purposes, are not edited and are copied intact.

PREVIEWING THE VIDEOS AND CD-ROM'S ON THE INTERNET

The Videos and CD-ROM's may be previewed on our website,
<http://www.mededu.miami.edu/Tobacco>

To view the Video, a rapid Internet connection and the Plug-in Real Player are required.

To view Interactive CD-ROM's 1 and 2, a rapid Internet connection and the Plug-ins Shockwave and QuickTime are required.

To view CD-ROM-3 (Video Study Plan) there are no special requirements, except for the Video Clips, which require a rapid Internet connection and the Plug-in Real Player.

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