Training CHW Instructors to Deliver the NCHWTC CHW Cancer Education & Navigation Curriculum

5 DSHS-Certified CHW Instructor CEUs
DISCLAIMER

THIS STUDY WAS FUNDED BY THE INSTITUTE FOR RESEARCH AND CANCER PREVENTION TEXAS (CPRIT) GRANT # PP160048. PRINCIPAL INVESTIGATOR: JANE N. BOLIN, BSN, JD, PHD.
Objectives:

• **Knowledge**: CHW Instructors will be able to describe the structure, content, and activities for the NCHWTC CHW cancer education curriculum.

• **Application**: CHW Instructors will practice message tailoring and adult learning strategies in groups.

• **Evaluation**: CHW instructors will demonstrate techniques to deliver CHW curriculum content and activities.
Today’s Outline

• Introduction
• DSHS CHW requirements
• NCHWTC Background & Affiliation Model
• Overview of NCHWTC Curricula
• Learning Activities
• Adult Learning
• Message Tailoring
• Closure
Pre-Test
Introduction Activity

• What is your name?
  • Name a word that has to do with a characteristic of a *promotora* that starts with the first letter of your name. For example: Paula is Persistent. Katy is knowledgeable.

• Where do you work?
• Why are you taking this course?
• What are your expectations for the course and the instructor?
• Tell us one thing about yourself that most people don’t know.
DSHS CHW/Promotora Program

- Promotor(a)/Community Health Worker Training and Certification Program
- Office of Title V and Family Health
- Provides leadership to enhance the development and implementation of statewide training, certification standards, & administrative rules
- [http://www.dshs.texas.gov/mch/chw.shtm](http://www.dshs.texas.gov/mch/chw.shtm)
- 512-776-2208 or 512-776-3860, chw@dshs.state.tx.us
Requirements for DSHS-Certified CHW Training

- Certified training center
- Certified instructors
- Certified curriculum

Certified CHW or Instructor Training
NCHWTC

• CHW & Instructor Certification
  • English/Spanish
  • In-person/Online

• CHW & Instructor CEUs (40+)
  • English/Spanish
  • In-person/Online

• Since 2001, the Center has provided over 89,000 hours of training to more than 2,770 CHWs, including 40,000+ DSHS-certified training hours to 2,300+ CHWs.
NCHWTC Capacity

- CHW Training
  - Instructors in Dallas, College Station, Corpus Christi, McAllen, and Brownsville

- CHW Curriculum Development

- Research

- Technical Assistance
ACTION PROJECT: Access to Cancer Treatment Information Outreach, and Navigation for CHWs
The ACTION project engages Community Health Workers and partner organizations to deliver more effective cancer education, training, and navigation. The project focuses on Colorectal, Cervical, and Breast Cancer prevention, detection, treatment, and survivorship.
ACTION Project

• Priority Regions:
  • Lower Rio Grande Valley
  • Coastal Bend
  • Brazos Valley
  • Northeast Texas

• Three Pieces:
  • In-person Training for CHWs
  • Online Training for CHWs
  • Affiliation/TA for CHW Instructors & Partners
NCHWTC Affiliation Model

- Under an affiliation agreement, instructors and institutions are able to use the NCHWTC’s curriculum to train CHWs, and the NCHWTC handles registration, payment, and student certificates.

Affiliate arranges training; informs NCHWTC  
Affiliate instructor delivers certified training  
NCHWTC issues student certificates, delivers rosters to DSHS CHW program
NCHWTC Affiliation Requirements

- Attend in-person training
- Be a certified CHW Instructor, affiliated with certified training center
- Review & sign Affiliation Agreement
- Review & sign User Agreement / M.O.U
NCHWTC Curriculum Overview

- Breast Cancer Prevention/Detection
- Breast Cancer Treatment
- Breast Cancer Survivorship
- Cervical Cancer Prevention/Detection
- Cervical Cancer Treatment
- Cervical Cancer Survivorship
- Colorectal Cancer Prevention/Detection
- Colorectal Cancer Treatment
- Colorectal Cancer Survivorship
- Cancer Navigation (5 CEUs)
Prevention & Detection

Objectives

• Define, identify risk factors, identify signs and symptoms, and list and describe early detection methods for Breast, Cervical, and Colon Cancer.
• Practice in groups in how to address barriers related to prevention and early detection.
• Show their knowledge through hands-on activities.
Prevention & Detection

- What is it?
- Statistics and Disparities
- Risk Factors
- Signs and Symptoms
- Detection/Screening
- Prevention
- Barriers
- Group Activity
Treatment Objectives

• Demonstrate an understanding and be able to list and explain treatment options for Breast, Cervical, and Colon Cancer.
• Practice in groups to apply knowledge of the main treatment categories to different types of treatments.
• Show their knowledge through hands-on activities.
Treatment

• Factors affecting treatment options
• Conventional treatments & side effects
  • Surgery
  • Radiation
  • Chemotherapy
• Complementary treatments
• Alternative treatments
• Clinical Trials
• Group Activity
Survivorship Objectives

• Define who is a cancer survivor, and demonstrate an understanding of Breast, Cervical, and Colon Cancer survivorship issues.
• Apply knowledge learned and develop “mock” Breast, Cervical, and Colorectal Cancer Survivorship Care Plans.
• Show their knowledge through hands-on activities.
Survivorship

- Prognosis & Survival Rates
- Definition of survivorship
- Recurrence
- Challenges facing survivors
- Support for survivors
- Role of CHWs in survivorship
Navigation Objectives

• CHWs will compare and contrast personal and system level barriers affecting cancer navigation.
• CHWs will discover the similarities between CHWs and Patient Navigators in the scope of cancer navigation.
• CHWs will gain practice in creating cancer navigation tools to use during their community outreach events.
• CHWs will identify the four phases of cancer navigation.
• CHWs will recognize the importance of communication skills in cancer navigation.
Navigation

• Communication Skills
• Four Phases of Cancer Navigation:
  • Education
  • Screening
  • Treatment
  • Support
• Examples of Cancer Navigation
• Role Play & Group Discussion
Breast Cancer Activities:
GROUP ACTIVITY: DESIGN CONTEST
DECORATE “YOUR SUPPORT BRA”
GROUP ACTIVITY: BREAST MODELS
Cervical Cancer Activities
GROUP DYNAMIC:
SEX IN THE DARK
PAPAYA TIME !!!!!
GROUP ACTIVITY: Scrabble
GROUP DYNAMIC: BINGO
Brainstorm Activity: Local Resources
Role Play: Community-based Education Scenarios
Group Dynamic: Bowling
Review Game: Jeopardy!

- Students will divide into two teams.
- The instructor projects the ‘Jeopardy’ screen so all students can see the categories and question values.
- Teams play ‘Jeopardy’ and answer 25 questions related to training topics.
- The winning team is the one with the most points after all questions have been answered.
What are key features of a successful training for CHWs on cancer education and navigation in general? In your community?
TAKE A BREAK!
ACTION CHW TRAINING OBJECTIVES

- Train CHWs to present information on breast cancer, cervical and colorectal in an effective manner in their communities;
- Answer questions from participants and guide the main activities that reinforce learning;
- Direct CHWs to resources and reference materials;
- CHWs will learn to lead discussions, listen effectively, make accurate observations and help others incorporate training into their work.
Overall, the instructor should have a constructive attitude while leading the training.

EXAMPLE: • create a pleasant working atmosphere in which challenges are achievable and positive comments prevail
Using the model of train the trainer, CHWs receive guidance and coaching from experienced teachers or facilitators.

For example: an experienced instructor could produce audio and video recordings of himself teaching sessions. These recordings can also help new CHWs to learn how to use presentation equipment, programs, browse resources and other logistical aspects associated with the operation of a training...
Search and prepare activities so that Community Health Worker/Promotor@s can build relationships with other participants.

For example, the instructor in a train the trainer workshop can conduct an introductory activity to break the ice to make participants aware of who is in the training and to spark networking.
Remember a training session you attended, and then identify the best aspects of the course that led to your retention of the topic material.
Keep in mind the end goal. At the end of the course, CHWs will be able to design, plan and carry out trainings, including applying participatory teaching methods and techniques effectively.
Adult Learning
Adult Learning – Critical Elements

1. Motivation
2. Retention
3. Reinforcement
4. Transference

These elements are what instructors use to prepare adult students to learn.

© by the Texas A&M School of Rural Public Health, Center for Community Health Development, 2012. DSHS Approved CHW Curriculum
Motivation

Discussion

• What motivates you to learn?

• What stops motivating you?
Motivation

• Set a friendly & open atmosphere
• Set an appropriate level of concern and stress in the classroom
• Set an appropriate level of difficulty
• Provide feedback
• Provide relevance
Motivation

What are some ways you can provide motivation...

- In a one-on-one setting?
- With a group of CHWs?
- With a group of community partners?
Retention

• To learn information, it must be retained
• Retention is related to how well a student responds to teaching
• Practice is the key to retention
• What else can encourage retention?
Retention

- How are you going to make sure CHWs are going to retain the information you have presented?
Reinforcement

- **Positive reinforcement**
  - Encourages appropriate behavior
  - Encourages excelling and performance

- **Negative reinforcement**
  - Attempts to curb inappropriate behavior
  - Discourages undesired performance

- Use of **both** when trying to change behaviors & old practices

- **Other reinforcement strategies**

© by the Texas A&M School of Rural Public Health, Center for Community Health Development, 2012. DSHS Approved CHW Curriculum
Reinforcement

What kind of positive and negative reinforcement can you give your CHWs while they are learning new material?
Transference

The ability to transfer or apply learning for a tangible or practical purpose

• Associating new information with knowledge they already know
• Finding similarities between the new information and things they already know
• Having a high desire for original learning
• Needing to learn information for a critical reason (job, certification, etc.)
Transference

➢ What opportunities can you provide for CHWs to apply the new knowledge they have learned?
Review: 4 Critical Elements of Learning

- What are some ways you can provide motivation in a one-on-one setting? With a group of CHWs?

- What kinds of opportunities can you provide for CHWs to practice the new knowledge or skill that you have taught? How can you make sure they are retaining the information you have presented?

- What kind of positive and negative reinforcement can you give your CHWs while they are learning new material?

- What opportunities can you provide for CHWs to apply the new knowledge or skill they have learned?
Message Tailoring
4 Communication Approaches
4 Communication Approaches

- General
- Targeted
- Segmented
- Tailored
General Messaging

• Disseminating information to reach a population
  • One message for the masses
  • For example, disseminating one message that encourages people to eat fruits and vegetables
Targeted Messaging

- Disseminating information to reach a specific subgroup of the population
  - One message for a subgroup.
  - For example, disseminating one message that encourages men in their 30s to eat fruits and vegetables
Segmented Messaging

- Disseminating different types of information to reach different subgroups of the population
  - Different messages for different subgroups.
  - For example, disseminating one message that encourages men to eat fruits and vegetables—but another message that encourages women to eat fruits and vegetables.
Tailored Messaging

• Disseminating information to reach one person
  • Customizing different messages for each person.
  • For example, creating one specific message about fruit and vegetable consumption for one person depending on his/her gender, age, BMI, cancer status, language skills, etc.
Why does it matter?

• Targeted messages are more effective than general messages.
• Segmented messages are more effective than general and targeted messages.
• Tailored messages are the most effective – more effective than general, targeted, and segmented messages.
Tailoring Messages

• We do this in everyday life.
  • For example, a woman tells her husband about what she did during the day in a different way then how she tells her child. She chooses different words, different information, and different verbal delivery.
  • Most health practitioners are already tailoring their messages to some extent.
• We want to help you do it better.
Why are tailored messages effective?

• Because people have different health behaviors, experiences, and motivations
• Because people have different levels of perceived information relevance and information processing skills
• As a result, people benefit most from messages that are created specifically for them
5 reasons to tailor messages
Hey, you should conduct self breast examinations, my friend says that adenocarcinoma is the most common type of tumor in the breast...

Conversation A

Did you know that breast self-exams can save your life? Be informed, do it every month and tell your doctor if you see any changes...

Conversation B

OH! Of course! Thanks for the information.
2) The information is more relevant to the recipient.

Conversation A

Hello Mr. Smith, today I will talk to you about Cervical Cancer...

What?

Conversation B

Hello Mr. Smith, today we will talk about Prostate Cancer

Oh good. I am interested
3) People pay more attention to information they perceive to be personally relevant.

**Conversation A**

??

Today I will talk about the importance of Breastfeeding

??

**Conversation B**

The best for you infant is breast milk

Yes! Thank you for your information. I learned a lot.
4) Personally relevant information is more likely to be remembered.

Conversation A

Ok CHWs, these are the steps to conduct a self-breast exam.

But how does it feel?

Conversation B

By using the models, you can tell what a breast lump feels like.

Oh ok I will not forget!!
5) When tailored information is heard and remembered, it is more likely to influence behavior change.

Conversation A

Today we will learn how to prepare carbohydrates, protein and iron.

How do you eat that?

Conversation B

Mmm lettuce tacos!!!

Today we will prepare a healthy and nutritious Mexican meal.
Research on Tailoring

• Tailored messages …
  • Increase attention and memory
  • Are more interesting and relevant
  • Are more likely to be discussed
  • Are more likely to influence knowledge, attitudes and behaviors
Steps in Tailoring

1) Analyze a health problem
2) Identify pertinent audiences and their characteristics
3) Develop pertinent messaging for each audience and people of each set of characteristics
Analyze Health Problem

- What do you know about the cancer education topic you chose to talk about?
Identify Audiences

- In your communities, who is most at risk for this particular health problem?
- How can we characterize these people?
- What are their values, cultural norms, and living patterns?
Developing Messaging Approaches

- What is the best way to reach these people?
- What behaviors can we expected them to adopt?
- Develop pertinent messaging for each audience
Group Activity

- **Adult Learning and Message Tailoring Role Play:** Students divide into groups of 2-3. The instructor gives a choice of scenarios involving instructors and students in a classroom setting. The groups of students have ten minutes to plan how to role play a series of classroom scenarios, and the responses must employ adult learning and message tailoring techniques. After ten minutes, the groups perform their scenarios to the rest of the students.
Scenarios

• A) One instructor is delivering a lesson in cancer prevention/detection to CHWs employed by a hospital system.
• B) A group of CHW students struggle to explain the difference between cancer prevention and detection behaviors. The instructor will help the students apply adult learning and message tailoring techniques so that they can explain the differences in their communities.
• C) An instructor notices that several CHW students are texting during a Cancer Navigation PowerPoint presentation.
• How are adult learning principles and message tailoring techniques were incorporated into each scenario?
• How do these examples influence how a face-to-face learning environment is organized?
Individual Activity: What Now?

• Make a plan!
• Based on the information from today’s session, identify a population in your community that can benefit from cancer education and navigation resources. Who are they?
• How can you, as a CHW instructor, connect this population to the necessary training, information, outreach, and navigation?
• Are there other CHWs in your community that can benefit from the cancer education and navigation training discussed today?
• If so, what is the best format to reach these CHWs: in-person or online? How will you connect these CHWs to these resources?
• Share with the group.
If you want to affiliate:

- Let me know!
- Review & sign paperwork
- NCHWTC will send:
  - Memo to DSHS adding you as an instructor
  - Lesson plans; PowerPoints; Handouts; Certificates
- Affiliate will send:
  - Notice to NCHWTC of any planned trainings
  - Rosters of CHW students to NCHWTC
Post-Test & Evaluation
More information

Contact Katharine Nimmons
Director
National Community Health Worker Training Center
(979) 436-9364
knimmons@sph.tamhsc.edu

http://nchwtc.tamhsc.edu/
General email: CHW-Training@sph.tamhsc.edu