

Trainer Section

Welcome and Overview

Contents of Overview Section

- PowerPoint presentation
- Pre-test, found in Participants Manual under PreT
- Table of Contents in the Participants Manual

Length: 45 min

- Introductions and Training Overview
- Group Norms & Training Expectations
- Pre-test

Materials

- Participant Manual
- Self adhesive Flip Chart, markers, tape to put non-adhesive flip chart on wall
- Pre-test Handouts

Trainers Notes

Steps 1-7: 15 min

Welcome & Overview

Purpose

To introduce trainers to each other and orient participants to the overall course objectives. Instructions on how to do the required Pre-test will be covered.

Objectives

By the end of this section, trainers will have:

- Introduced themselves and had participants introduce themselves
- Described the purpose and overall course objectives
- Administered the Pre-Test
- Reviewed the Participant Training Manual with training attendees
- Introduced the “parking lot”
- Contributed to a safe and comfortable learning environment.

STEPS

1. Welcome participants to the training and thank them for being here.
2. Start with a brief introduction of names. Start by having the trainers introduce themselves by saying their first and last names and where they are from. Ask participants to introduce themselves in the same manner. Tell the group we'll be learning more about each other in a few minutes. Go around the room until everyone has introduced him or herself.
3. Discuss any housekeeping issues, such as location of bathrooms, drinks and snacks, and any relevant building issues or rules.

- Refer to PP slide with title
"Course Objectives"

4. Read the Course Objectives in powerpoint presentation.
"Again, welcome to the ACCION training. The Course Objectives for this training are the following:

By the end of this training, you will be able to:

- *Understand different aspects of cancer, including the most common cancers in the U.S.; symptoms, diagnosis, stages of cancer and treatment*
- *Explain the importance of Colorectal Cancer Screening and Prevention*
- *Comprehend the ACCION colorectal cancer education intervention in order to adapt and replicate in other communities.*

5. Briefly describe the content areas that will be covered during the course of the training.

"Over the course of this training, we will be presenting a range of activities and information to increase your knowledge of cancer, especially colorectal cancer to allow you to add this health topic to your Promotora or community outreach worker knowledge 'tool kit.' We will talk about the ACCION program, how it was developed and what was done in El Paso to increase knowledge of colorectal cancer and the importance of colorectal screening to reduce deaths associated with this type of cancer."

"We will be using PowerPoint presentations to present the learning objectives for each module and to introduce activities, and these you will find in your manual. The PowerPoint presentation will also highlight main points of learning. Your manual contains more in-depth material of each module, plus a glossary section and references. Your manual also has a section called "Resources for Learning More" that can guide you to sources for additional information.

- Flipchart with "Parking Lot"
written on it (prepare ahead of
time)

6. Introduce the parking lot and put Parking Lot flipchart on a wall that is easily accessible after you say the following:

"As you can see, we have a lot planned for this training. This can be good yet challenging. It's good because we will do a lot of different things. However, it's challenging because there may be times when topics come up for discussion that we don't have time to discuss at that moment.

The parking lot is a place to write down issues that come up that we can't take the time to talk about at that moment. It doesn't mean it's not an important issue. It just means that there will be a better time to discuss it later on in the program. By writing it in the parking lot, we can remember to come back to it when it's more convenient."

7. Introduce the roles and responsibilities of participants and trainers.

"Once again, my name is _____ and this is _____ and we will be the lead trainers throughout the program. We are here to provide information, ask questions, answer questions, facilitate discussions and activities, and make sure we stay on task. We will try to answer the questions you may have throughout the program, but we don't have all the answers. I don't know if one person does. By working together, we can usually answer each other's questions. However, if a question comes up that we don't know the answer to; we'll work on finding the right answer for the next time we're together.

Your role in this training is to participate. The training is designed to get you involved in the activities and interacting with the other participants in the group. Hopefully, by participating and sharing your knowledge and experiences, we will all learn a lot from each other over the course of the training."

Steps 8-13: 11 minutes

- Flipchart with "Group Norms" written on it (prepare in advance)

8. Establish Group Norms, say:

"Group norms are guidelines that we create to help us all work well together as a group. We want to create our own list of group norms that will help us work well together over the course of this training."

9. Ask participants to offer group norms that they would like to use over the course of the training. Write responses on the flipchart with title "Group Norms" as they are announced.
10. Add group norms from the following list if participants don't mention them:
 - Honor everyone's input regardless of educational degrees, professional or community status or personal experiences with the topic
 - Speak one at a time and allow each person time to talk
 - Ask questions
 - Maintain confidentiality, which means what is said in this room stays in this room
 - Take risks; step outside your comfort zone
 - Agree to disagree, but do so respectfully
 - Value each person's unique opinions and perspectives
 - Speak for yourself, not other people. For example use 'I' statements rather than "everybody" or "other people"
 - Support those who may have anxiety talking about emotionally difficult topics
 - Start and end on time; Come back from breaks promptly
 - Take charge of your own learning, ask for clarification
 - Have fun even though the topic is a serious one

- Flipchart with “Hopes & Expectations” written on it (prepare in advance)

Step 14-15: 8 minutes

- Flipchart with “The best job I ever had was and “I am at this training because . . .” (prepare ahead of time)

Steps 16-17: 11 minutes

- Refer to PP with title “Pre-test”
- Pre-Test Handouts

- Feel free to ‘pass’ when discussing a certain topic
11. Ask the group to raise their hands if they agree to use these ground rules and if so, then hang the list on the wall where everyone can see it. Explain that the list of group norms will be hung on the wall where everyone can see them throughout the training so that we can remember to follow them. Add that if someone is not following a group norm, both the trainers and the other participants can remind that person that they are not respecting the guidelines.
 12. Explain that you now would like to hear what hopes or expectations the group has for the course. Invite participants to share what they hope or expect to get out of the training. Write the participant’s responses on a flipchart as they are presented, but do not respond to them.
 13. Thank the participants for sharing, then review the list and acknowledge any expectations that will not be met during the training or may be beyond the scope of the training. Try to offer suggestions of ways participants can meet expectations that are outside the scope of this training.
 14. Link to next activity and say:
“Now let’s do an activity that will help us get to know each other better. This ice-breaker is called “Finish the Sentence,” so let’s start with a volunteer who would like to go first and read out loud the sentence on the flipchart and then finish it.”
 15. Continue to ask for volunteers until all the participants, including trainers, have taken a turn. Thank the participants for sharing and link to next activity.
 16. Directions for Pre-Test
“Now before we begin the training, let’s take 10 minutes and have you take the course Pre-test, which we will hand out to you. Please put your name and the date where indicated. The Pre-test is also found in your manual on page 9. Please do the best you can and answer all of the questions. Please raise your hand if you have a question and we will try to help you as best we can. When you hear the timer bell go off, please stop. We will then collect the tests from you. We hope to have answered all your questions by the time you take the post-test at the end of Module 3.”
 17. After 10 minutes tell participants to stop and collect all Pre-tests. Link to next activity – Module 1
“Let’s get started! We will begin with Module 1, What is Cancer? Turn to page 11 in your manual.”

Post Test Answers Pre/Post Self-Assessment Answer Key

Module 1: What is Cancer?

The correct answer to each question, agree (A) or disagree (D),
is underlined and in red.

1.	A	<u>D</u>	<p>Cancer is a disease that occurs when cells grow, or divide, in an orderly fashion.</p> <p>Note: <i>Cancer is a disease that develops when cells grow, or divide, and form more cells <u>without</u> control or order.</i></p>
2.	A	<u>D</u>	<p>Malignant tumors do not spread to other parts of the body.</p> <p>Note: <i>Malignant tumors are cancer. Cancer cells can invade and damage nearby tissue and organs by breaking away from a malignant tumor and entering the bloodstream or the lymphatic system. This process is called metastasis.</i></p>
3.	A	<u>D</u>	<p>A tumor is always cancerous.</p> <p>Note: <i>Tumors can either be benign (non-cancerous) or malignant (cancer).</i></p>
4.	<u>A</u>	D	<p>Treatment decisions are based on the type of cancer involved.</p> <p>Note: <i>To plan the best treatment for cancer, the doctor needs to know the type of cancer and the stage of the disease.</i></p>
5.	<u>A</u>	D	<p>The site where cancer begins in the body is called the “primary site”.</p>

Module 2: Colorectal Cancer

The correct answer to each question, agree (A) or disagree (D), is underlined and in red.

6.	<u>A</u>	D	NS	The main function of the colon is to remove water, salt and nutrients from digested food.
7.	<u>A</u>	D	NS	Gastroenteritis, Constipation, and Colitis are some common conditions of the colon.
8.	<u>A</u>	D	NS	Polyps that form in the colon <u>can</u> turn into cancer over time.
9.	<u>A</u>	D	NS	Colorectal Cancer is the 2 nd leading cancer killer in the United States
10.	A	<u>D</u>	NS	Colorectal symptoms or warning signs appear early in the progress of the disease.
11.	A	<u>D</u>	NS	Colorectal cancer is only inherited, there are no risk factors for getting this disease
12.	<u>A</u>	D	NS	A healthy diet and regular exercise can reduce one's risk for colorectal cancer
13.	<u>A</u>	D	NS	There are at least two treatment options for people diagnosed with colorectal cancer

Module 3: Colorectal Cancer Screening

The correct answer to each question, agree (A) or disagree (D), is underlined and in red.

14.	<u>A</u>	D	NS	In the U.S., screening rates are low among minorities, less educated groups and people who do not have health insurance.
15.	A	<u>D</u>	NS	There is only one screening test for colorectal cancer.
16.	<u>A</u>	D	NS	A person should start to get screening for colorectal cancer at the age of 50.
17.	<u>A</u>	D	NS	There are many barriers associated with CRC screening including financial constraints and embarrassment.
18.	<u>A</u>	D	NS	Colorectal cancer survival can be improved if one participates in screening and early detection.

Module 1: What is Cancer?

Contents of Learning Module

- PowerPoint presentation
- Large Group Discussion
- Glossary
- References

Length: 45 min

- Introduction of session/module overview
- Presentation of module
- Closing

Materials

- Participant Manual
- Prepared Flip Chart, markers

Trainers Notes

Steps 1-6: 10 minutes

- Refer to PP slide with title "Module 1: What is Cancer"

- Refer to PP slide with title "Learning Objectives"

- Refer to PP slide with title "Some Common Misconceptions"
- Flipchart with same title

Goals

In this session, participants will gain an understanding of the following:

- The meaning of the word "cancer"
- The difference between benign and malignant tumors
- The process by which cancer spreads
- Types of cancer

Objectives

At the completion Module 1, trainers will have:

- Listed at least two myths related to cancer
- Described the process through which normal cells become cancerous
- Described the difference between benign and malignant tumors
- Described two types of cancers and where they occur in the body
- Listed at least two common cancers in Texas

STEPS

1. Introduce Module 1 to the participants.
"We'd like to begin this training by giving an overview of "What is Cancer" before we go into detail with colorectal cancer."
2. Read out loud the Learning Objectives to the participants.
3. Ask the group the group the following question:
"What kinds of things have you heard about cancer that people in the community may or may not believe?"
4. Write people's responses on the flip chart.
5. Encourage people to participate and stop

- Refer to PP slide with title “Some Common Misconceptions” with list.

NOTE FOR READING LIST: If there are two trainers, they may take turns reading the list OR you can invite the participants to take turns reading the list

- *Cancer is contagious*
- *Cancer is caused by an injury, such as a bump or bruise*
- *Cancer always runs in families*
- *Cancer may spread after a biopsy or surgery*
- *Exposing cancer to air will cause it to spread.*

Steps 7-8: 35 minutes

- Refer to PP slide with title “What is Cancer”

- Refer to PP slide “In Summary”

documenting on the flip chart until there are at least 4-5 responses from different participants.

6. Introduce the next slide that has the list of additional misconceptions that starts off with “Cancer is Contagious.”

“In addition to what you have said, here are a few more misconceptions about cancer that people in the community may or may not believe. (Read list).

- *Cancer is contagious*
- *Cancer is caused by an injury, such as a bump or bruise*
- *Cancer always runs in families*
- *Cancer may spread after a biopsy or surgery*
- *Exposing cancer to air will cause it to spread.*

Just as it was important to ask you your thoughts on cancer, it is just as important to ask the person or group of people you will be delivering education to what they have heard or what they believe. Once you acknowledge what they believe, you can set the stage for a true and factual learning experience where you can replace myths with accurate information.”

7. Introduce the next slide that has defines the term cancer (“What is Cancer?”) and continue didactic presentation until the end of the module. Follow these tips:

As a trainer / facilitator, remember to:

- Give the information in a clear manner and allow the participants time for questions or discussions during the presentation
- Use your voice to emphasize key words so that the participants understands the main points of the module
- Speak at a comfortable pace
- Make eye contact with the entire training room when you speak; look to specific individuals through the room when you speak
- Use a relaxed posture when speaking and use gestures that feel natural to you.
- Firmly, but courteously deal with questions that are outside the scope of the training and put into “Parking Lot.”

8. Summarize the module by reading the slide entitled "In Summary" and get ready to introduce Module 2.

Module 2: Colorectal Cancer

Contents of Learning Module

- PowerPoint presentation
- Large Group Discussion
- Glossary
- References

Length: 1hr 10 min

- Introduction of session/module overview
- Presentation of module
- Closing

Materials

- Participant Manual
- Prepared Flip Charts, markers

Trainers Notes

Steps 1-2: 3 minutes

- Refer to PP slide with title “Module 2: Colorectal Cancer”

- Refer to PP slide with title “Learning Objectives”

Step 3: 25 minutes

- Refer to PP slide with title “The colon: what is it?”

- Didactic Lecture

Goals

In this session, participants will gain an understanding of the following:

- The different kinds of conditions of the colon
- Description of Colorectal Cancer, including symptoms, risk factors and ways to reduce CRC risk
- Types of treatment

Objectives

At the completion of Learning Module 2, trainers will have:

- Listed at least two CRC facts
- Named at least three warning signs/symptoms of CRC
- Described at least three risk factors associated with CRC
- Listed at least three ways to reduce risk
- Described at least four states of CRC progression
- Named at least two CRC treatment options

STEPS

1. Introduce Module 2 to the participants.

“Now that you have a basic understanding of cancer, let’s learn more about colorectal cancer or CRC.”

2. Read out loud the Learning Objectives to the participants

3. Introduce the next slide that defines the colon (The colon: what is it?) and continue didactic presentation for the following eight slides until you reach the slide entitled “Knowledge Question.”

Remember trainer / Facilitator tips throughout this portion:

- Give the information in a clear manner and allow the participants time for questions or

Steps 4-7: 8 minutes

- Brainstorming activity
- Refer to PP slide with title "Knowledge Question"
- Flipchart with "Warning Signs of CRC"

- Refer to PP slide with title "What are the warning signs of CRC?"

NOTE FOR READING: If there are two trainers, they may take turns reading the list OR you can invite the participants to take turns reading the list

Steps 8- 14: 12 minutes

- Brainstorming Activities
- Refer to PP slide with title

- discussions during the presentation
- Use your voice to emphasize key words so that the participants understands the main points of the module
- Speak at a comfortable pace
- Make eye contact with the entire training room when you speak; look to specific individuals through the room when you speak
- Use a relaxed posture when speaking and use gestures that feel natural to you.
- Firmly, but courteously deal with questions that are outside the scope of the training and put into "Parking Lot."

4. Introduce the slide entitled "Knowledge Question," and ask the following questions:

"What do you think are the warning signs of colorectal cancer? Can you name at least five symptoms or warning signs?"

5. Write people's responses on the flip chart.

6. Encourage people to participate and stop documenting on the flip chart until there are at least 4-5 responses from different participants.

7. Introduce the next slide that has the list of additional warning signs of CRC.

"In addition to what you have said, here are some more warning signs or symptoms of colorectal cancer. (Read list)"

- Bleeding from rectum or blood in the stool
- Diarrhea or constipation for several days
- Change in bowel habit
- Feeling of incomplete emptying
- Change in shape of stool
- Weight loss
- Feeling tired all the time

Notice how many symptoms are similar to other digestive illnesses. That it is why it is important to get screened and we will discuss this in more detail in the next module."

8. Introduce the next slide entitled "Knowledge Question" and ask the following questions:

“Knowledge Question”

- Flipchart with “Risk Factors for CRC”

- Refer to PP slide with title “Knowledge Question”

- Flipchart with “Ways to Reduce Risk for CRC”

Steps 14-17: 22 minutes

- Didactic Lecture

- Refer to PP slide “Stages of CRC”

“What do you think are the risks factors for colorectal cancer? Can you name at least four?”

9. Write people’s responses on the flip chart.

10. Encourage people to participate and stop documenting on the flip chart until there are at least 4 responses from different participants.

11. Now ask participants the following question:

“What do you think are ways to reduce your risk for colorectal cancer? Can you name at least three?”

12. Write people’s responses on the flip chart.

13. Encourage people to participate and stop documenting on the flip chart until there are at least 3 responses from different participants.

14. Segue into the next section of the module that deals with CRC stages and treatment.

“We’ve discussed different conditions of the colon, what is colon cancer and risk factors, plus ways to reduce risk. Now we are going to talk about the different stages of colorectal cancer and ways to treat the disease.”

15. Introduce slide entitled “Stages of CRC.”

“There are five stages of colorectal cancer:

Stage 0 – at this stage, the cancer is very early and found only in the innermost lining of the colon or rectum

Stage 1 – at this stage, the cancer involves more of the inner wall of the colon or rectum

Stage 2: at this stage, the cancer has spread outside of the colon or rectum to nearby tissue, but not to the lymph nodes

Stage 3: at this stage, the cancer has spread to other parts of the body. Colorectal cancer tends to spread to nearby organs.

Stage 4: at this stage, the cancer may have spread through the colon wall and may have spread to nearby organs and/or lymph nodes, or into the lining of the abdominal

- Refer to PP slide “Treatment: Western Medicine”

wall.

Recurrent Cancer: This means that the cancer has come back after treatment. The cancer may recur in the colon or rectum or in another part of the body.”

16. Introduce slide entitled “Treatment: Western Medicine” and continue didactic presentation until you reach the end of the pp presentation in the module.

Remember trainer / Facilitator tips throughout this portion

- Give the information in a clear manner and allow the participants time for questions or discussions during the presentation
- Use your voice to emphasize key words so that the participants understands the main points of the module
- Speak at a comfortable pace
- Make eye contact with the entire training room when you speak; look to specific individuals through the room when you speak
- Use a relaxed posture when speaking and use gestures that feel natural to you.
- Firmly, but courteously deal with questions that are outside the scope of the training and put into “Parking Lot.”

- Refer to PP slide “In Summary”

17. Summarize the module by reading the slide entitled “In Summary” and get ready to introduce Module 3.

Module 3: Colorectal Cancer Screening

Contents of Learning Module

- PowerPoint presentation
- Individual and Group activities
- Glossary
- References

Length: 1 hr 15 min

- Introduction of session/module overview
- Presentation of module
- Closing

Materials

- Participant Manual
- FIT Tests
- Crayola Model Magic (or similar product)
- Prepared Flip Chart, markers
- Timer

Trainers Notes

Steps 1-2: 3 minutes

- Refer to PP slide with title
“Module 3: Colorectal Cancer Screening

- Refer to PP slide with title
“Learning Objectives”

Step 3- 15 minutes

- Refer to PP slide with title “CRC Screening”

Goals

In this session, participants will gain an understanding of the following:

- Recognize the importance of screening to reduce deaths associated with colorectal cancer

Objectives

At the completion of Learning Module 3, trainers will have:

- Described CRC screening rates in Texas & U.S.
- Described the CRC Screening Guidelines
- Named at least three CRC screening tests
- Identified at least four barriers to CRC testing / screening
- Listed at least two reasons why it is important to get screened for CRC

STEPS

1. Introduce Module 3 to the participants.

“We are now going to talk about Colorectal Cancer Screening, which like many other diseases, the sooner colorectal cancer is detected and treated, the better a person’s chance for a full recovery. In this module we will focus on the different CRC screening tests that are available.”

2. Read out loud the Learning Objectives to the participants.
3. Introduce the next slide entitled “CRC Screening” and continue didactic presentation until you reach the slide entitled “CRC Screening Guidelines, American Cancer Society 2008” (Four slides)

Step 4-5: 8 minutes

- Refer to PP slide with title “CRC Screening Guidelines, American Cancer Society 2008”

- Refer to PP slide with title “FIT Test”

- FIT Kit Test

NOTE TO TRAINER:

You can give FIT Test Kit at the beginning of training or hand these out to participants when starting this section

Remember trainer / Facilitator tips throughout this portion

- Give the information in a clear manner and allow the participants time for questions or discussions during the presentation
 - Use your voice to emphasize key words so that the participants understands the main points of the module
 - Speak at a comfortable pace
 - Make eye contact with the entire training room when you speak; look to specific individuals through the room when you speak
 - Use a relaxed posture when speaking and use gestures that feel natural to you.
 - Firmly, but courteously deal with questions that are outside the scope of the training and put into “Parking Lot.”
4. Introduce slide “CRC Screening Guidelines, American Cancer Society 2008” and emphasize the following:
- “These are the current guidelines that doctors use when referring patients to get screened for colorectal cancer. However, in the ACCION program, these guidelines were part of the education given to all community participants since many did not have any knowledge of colorectal cancer or recommendations for screening.” (Read Slide)*
5. Introduce slide “FIT Test” and take out the FIT kit and show participants.
- “Let’s take a closer look at this test. In your packet of materials, please take out a packet that looks like the packet I am holding. This is the Immunochemical Fecal Occult Blood Test that would be given to eligible participants of the ACCION program. This is one of the tests that doctors should recommend to patients if the patient is not at high risk for colorectal cancer. Please take the contents of this FIT kit out and you should find: (Show participants when mentioning each item)*
- 1) Three Collection Cards
 - 2) Three Flushable Collection Tissues
 - 3) Three Applicator Sticks
 - 4) One Mailing Pouch and

Steps 6 – 8: 12 minutes

- Refer to PP slide with title “Practice with Poo”
- FIT Test
- Crayola Model Magic or similar product
- Timer

Step 9: 15 minutes

- Refer to PP slide with title “Colonoscopy”
- Didactic
- NOTE TO TRAINER: If there are two trainers, they may take turns reading slides that have lists OR you can invite the participants to take turns reading the list.**
 - Refer to slide Barriers Related to CRC screening

5) Patient Instructions

6. Introduce slide “Practice with Poo” and activity. Read directions on slide. Put three minutes on timer.
7. Debrief activity with participants using questions on following slide with same title.
 - “Which of you think you put your samples correctly on the cards?”*
 - (Allow three to four responses)*
 - Which of you had some trouble and why?*
 - (Allow three to four responses)*
 - Those of you that put your poo on correctly, what did you do to achieve your success?”*
 - (Allow three to four responses)*
8. Wrap up activity and segue into next slide.
 - “Hope you had some fun playing with poo. Now let’s continue to talk about more ways to screen for colorectal cancer.”*
9. Introduce slide “Colonoscopy” and continue didactic presentation until you reach the slide entitled “Small Group Work.”

Remember trainer / Facilitator tips throughout this portion

- Give the information in a clear manner and allow the participants time for questions or discussions during the presentation
- Use your voice to emphasize key words so that the participants understands the main points of the module
- Speak at a comfortable pace
- Make eye contact with the entire training room when you speak; look to specific individuals through the room when you speak
- Use a relaxed posture when speaking and use gestures that feel natural to you.
- Firmly, but courteously deal with questions that are outside the scope of the training and put into “Parking Lot.”

Step 10-13: 22 minutes

- Refer to PP slide with title “Small Group Work”

- Activity: Small Group Work

- Flip Chart with Barriers

- Markers

- Timer

- Refer to PP slide with title “In Summary”

10. Introduce slide “Small Group Work and activity. Read directions on the slide. Divide participants into groups of 3-5 people.
“You will have 8 minutes to do this activity. Your group reporter will have 3 minutes to present your strategies, so please be as brief and to the point as possible. Okay, please begin.”
11. At the end of 8 minutes, facilitate group report backs.
“Each group will have three minutes to report. While each group is reporting, please feel free to take notes. Which group wants to go first?”
12. Acknowledge the work done by participants and get ready to introduce slide.
“Great work everyone and thanks for sharing your knowledge. People in our communities will always have valid reasons for not doing the healthy things we want them to do, so it is important to focus on possible solutions to barriers that our community faces.”
13. Summarize the module by reading the slide entitled “In Summary” and get ready to introduce Module 4.

Module 4: ACCION Program

Contents of Learning Module

- PowerPoint presentation
- Individual and Group activities
- Glossary
- References

Length: 1hr 15 min

- Introduction of session/module overview
- Presentation of module
- Closing

Materials

- Participant Manual
- ACCION Materials
- Prepared Flip Chart, markers
- Timer

Trainers Notes

Steps 1- 3: 3 minutes

- Refer to PP slide with title
“Module 4: ACCION Program

- Refer to PP slide with title
“Learning Objectives”

- Refer to PP slide with title
“ACCION, Against Colorectal
Cancer in Our Neighborhoods”

Goals

In this session, participants will gain an understanding of the following:

- The components of a successful CRC education and screening program

Objectives

At the completion of Learning Module 4, trainers will have:

- Described at least three eligibility criteria for free CRC screening
- Listed at least three strategies for identifying recruitment sites
- Named at least two education tools used by ACCION promotoras
- Identified all the Steps in the ACCION CRC education delivery demonstration

STEPS

1. Introduce Module 4 to the participants.

“We are now going to focus on describing the key elements of a successful colorectal cancer screening and prevention program. We will describe why this program was developed and the important role of the promotora, or community health worker in increasing knowledge of CRC, but more importantly, increasing CRC screening in El Paso County.”

2. Read out loud the Learning Objectives to the participants.

3. Introduce the next slide that shows the graphic of “ACCION.”

“For every prevention program, there has to be the initial need and justification for the program to exist. In ACCION’s case, colorectal cancer is the second leading cause of cancer deaths in the United States and throughout the state of Texas. Incidence and mortality

Steps 4-12: 25 minutes

- Refer to PP slide with title “El Paso County Facts”

- Refer to PP slide with “ACCION graphic”

- Refer to PP slide with title “Program Eligibility Criteria”

rates for colorectal cancer among Hispanics in El Paso County are higher than for Hispanics in the rest of Texas. Colorectal cancer is preventable with screening which in turn reduces deaths from this type of cancer. However, CRC screening rates in El Paso County are among the lowest in Texas.

4. Introduce slide “El Paso County Facts and read slide. Emphasize the following:

“These facts, plus the community’s overall lack of knowledge of colorectal cancer made El Paso County a prime location for a comprehensive colorectal cancer education and screening program.”
5. Introduce slide with “ACCION graphic with ovals with text.”

“Against Colorectal Cancer in Our Neighborhoods or ACCION, is a program designed to reduce the rates of colorectal cancer in El Paso County through education by improving screening rates among uninsured or underinsured 50-75 year old predominantly Hispanic residents that are not up to date with CRC screening. The program is based out of Texas Tech University Health Sciences Center, Department of Family & Community Medicine and collaborates with many community organizations to increase screening rates by delivering an evidence-based intervention to address specific barriers to CRC screening. ACCION offers:

 - 1) *Culturally appropriate education on CRC and screening*
 - 2) *No-cost screening, including colonoscopies*
 - 3) *Resources and information to additional needs expressed by the participant receiving ACCION services*
 - 4) *Transportation services to ACCION intake services and colonoscopy appointments*
6. Introduce slide “Program Eligibility Criteria” and read slide and explain the following:

“The funding to start up the ACCION program came from the Cancer Prevention & Research Institute of Texas, so there were strict elements of inclusion.” For example, only people in El Paso County were eligible, even though neighboring counties of Doña Ana and

- Refer to PP slide with title “Program Overview”
NOTE TO TRAINER: If there are two trainers, they may take turns reading facilitator points 1-4 under Step 7.

- Refer to PP slide with title “Program Eligibility Criteria with four text boxes”

- Refer to PP slide with title “Recruitment”

Otero in New Mexico had similar needs. Also the program could not take individuals that had existing conditions such as bleeding given that this program's focus was prevention. However, all community members could receive free education sessions provided by the ACCION promotoras.”

7. Introduce slide “Program Overview” and read slide and explain the following:
“Given the size of El Paso County and the estimation of the burden of colorectal cancer, the ACCION program committed to:
 - 1) *Provide community outreach and education to at least 6,000 individuals. Education could be through the use of educational materials, such as the ACCION video or flip chart and can be given in a group or individually;*
 - 2) *Provide Screening and Diagnostic Testing through the provision of free FIT tests to 5,500 eligible individuals and 605 free colonoscopies to eligible individuals. Those that had a FIT positive or tested for having blood in the stool would then receive the free colonoscopy;*
 - 3) *Provide Patient Navigation services, which for the most part included scheduling the colonoscopy for the ACCION participant and meeting additional needs expressed by the participant.*
 - 4) *One of the program's goals included building a sustainable screening, diagnosis and treatment network for CRC to continue the provision of these important services once funding ended.”*
8. Introduce slide “Program Eligibility Criteria with four square text boxes” and explain the following:
“Each person that had an encounter with an ACCION promotora would fall into one of these categories.” (Read Slide.)
9. Introduce slide “Recruitment” and explain the following:
 - 1) *“Through agreements with community based clinics and Texas Tech's own clinics, promotoras would go to the various sites and spend an entire working day in the waiting room and checking people's eligibility. The community clinic would*

- Refer to PP slide with title
“Education”

- Refer to PP slide with title
“Navigation”

provide an area for the ACCION promotora to deliver the education to the person or group of people. Promotoras would keep track of people that expressed lack of time to receive the education through recruitment logs which would ask for the name and phone number so that an appointment could be set up at the person's convenience. Doctors, nurses and CMAs that had knowledge of the ACCION program would refer their patients to the program to receive the free service.

- 2) *At Community sites, such as local food pantries, the program for the most part was allowed to display ACCION informational flyers. These collaborating community sites also provided a space for the education to take place.*
- 3) *The recruitment process stayed the same no matter where—the promotoras administered the eligibility survey, participants signed a consent form and all the necessary paperwork that was required.*

10. Introduce slide “Education” and read slide and explain the following.
“There are three ways a person or a group could receive the education; 1) The Promotora only, which meant that the participant(s) received a 15-20 minute oral presentation by the promotora who used a graphic flip chart or story board with educational text and visuals; 2) The ACCION video or 3) A combination of promotora led discussion with use of the ACCION video. Those eligible for FIT kits were given additional education on how to properly put their samples on the collection cards and those eligible for colonoscopies received encouragement from the promotora to take the next step was getting a call from the ACCION Navigator to set up an intake session and explain the colonoscopy appointment procedure.”
11. Introduce slide “Navigation” and read slide and explain the following.
“The Navigation component of the ACCION program gives extensive follow up to those receiving FIT kits by making reminder calls to people that had not

- Refer to PP slide with title
“Collaborating Partners and
Recruitment Sites”

Steps 11-19: 25 minutes
- Refer to PP slide with title
“Education Tools”

- Refer to PP slide with the title
“ACCION video”
- Play ACCION DVD

- Refer to PP slide with the title
“Flipchart / Storyboard”
- ACCION Flipchart

- Refer to PP slide with title “FIT
Kit”
- FIT kit

turned in their FITS in a timely manner really is key to getting people to return their FIT kits in a timely manner. The Navigator would also address any logistic and behavioral barriers the participant expressed and motivate the participant to do their FIT kit or come to the Intake appointment to schedule a colonoscopy. Case management given by the program included: 1) The identification of additional resources that the participant would need, such as low-cost dental clinics or referrals to other Texas Tech programs; 2) Communicating with the participant’s primary care provider to obtain necessary information needed, such as medications or medical records and 3) If the participant was diagnosed with cancer or had other health issues, the Navigator would assist in finding treatment.

12. Introduce slide “Collaborating Partners and Recruitment Sites” and explain the following.
“This is just a snap shot of the various partners the ACCION program collaborated with to provide free colorectal cancer screening and education to the people of El Paso County. The current list is about five pages long and is due mostly to the extensive outreach done by the ACCION promotoras.”
13. Segue into next slide “Education Tools.”
“Now we are going to shift gears and specifically describe ACCION’s Education Tools. (Read slide)”
14. Read slide “ACCION Video.” Play DVD for participants. The video is 15 minutes long.
15. Read slide “Flip chart / Story Board.”
Demonstrate to participants the difference between what the education recipient sees and what the promotoras use to educate and guide the discussion.
16. Read slide “FIT Kit” and explain the following:
“As all of you witnessed during the “playing with poo” exercise, it is not as easy as it seems especially if you have never seen the test. Therefore, it was important to use the FIT kit as an education tool to help the

- Refer to PP slide with title
“Intervention Delivery”

Steps 20-22: 22 minutes
- Refer to PP slide with title
“Education Delivery
Demonstration”
-Demonstrate Education Session
w/Flipchart

- Refer to PP slide with title “In
Summary”

participant collect his or her samples correctly in order to provide accurate test results.”

17. Segue into slide “Intervention Delivery and explain the following:
“So now that you are familiar with the ACCION education tools, let’s talk about an actual education session.” Let’s begin with describing how to prepare for the Promotora and Flip Chart education session (Read Slide)
18. Continue with next slide that describes VIDEO only and read slide.
19. Continue with next slide that describes PROMOTORA AND VIDEO and read slide.
20. Introduce slide “Education Delivery Demonstration” and read slide. Demonstrate to participants an ACCION CRC education session using the Promotora and Flip Chart intervention.
21. After the demonstration, ask the participants if they have any questions. Allow 4-5 questions.
22. Summarize the module by reading the slide entitled “In Summary” and get ready to introduce Module 5.

Module 5: CRC Teach-Backs

Contents of Learning Module

- PowerPoint presentation
- Glossary
- References

Length: 1 hr 10 min

- Introduction of session/module overview
- Presentation of module and teach-backs
- Closing

Materials

- Participant Manual
- ACCION Materials
- Prepared Flip Chart, markers, slips of numbered paper
- Timer

Trainers Notes

Steps 1-2: 2 minutes

- Refer to PP slide with title “Module 5: CRC Teach-backs

- Refer to PP slide with title “Learning Objectives”

Steps 3-6: 8 minutes

- Refer to PP slide with title “Giving and Receiving Feedback”
- Flip Chart with “Why Feedback is Important.”
- Markers

- Refer to PP slide with title “Feedback”

Goals

In this session, participants will gain an understanding of the following:

- The delivery of an ACCION colorectal cancer education session

At the completion of Module 5, trainers will have:

- Identified the importance of giving and receiving feedback
- Given time for participants to deliver CRC education sessions by practicing “teach-backs” using ACCION education tools
- Given time for participants to practice giving and receiving feedback

STEPS

1. Introduce Module 5 to the participants.
“We will now spend time giving you the opportunity to practice delivering a colorectal cancer education session.”
2. Read out loud the Learning Objectives to the participants.
3. Introduce the next slide “Giving and Receiving Feedback” and ask the group “Why do you think feedback is important?”
4. Write people’s responses on the flip chart.
5. Encourage people to participate and stop documenting on the flip chart until there are at least 4-5 responses from different participants.
6. Introduce the next slide that has the list of additional reasons of why feedback is important

Steps 7- 10: 6 minutes

- Refer to PP slides with title
“Corrective Feedback”

- Refer to PP slides with title
“Receiving Feedback”

Steps 11- 13: 12 minutes

- Refer to PP slides with title
“Teach-back Preparation”
- Feedback Skills Observation form
(copies/handouts)
- Slips of paper folded in half with
numbers written on them

**Note to Trainer: You can have
participants work in pairs and they
can decide how they can deliver
the presentation. For example,
take turns or one participant can
do the first five slides and then the
other can do the next five, etc.**

that starts off with “Feedback”

“In addition to what you have said, here are a few more reasons why feedback is important. (Read slide).”

7. Introduce slide “Corrective Feedback.”

“Corrective feedback is a tool to help improve the presentation skills of an individual and it is important to give this kind of feedback in a correct manner, otherwise it can be taken in a negative manner.” (Read slide and the next one where Corrective Feedback continues)

8. Ask the group if they have any more tips for giving feedback. Keep this brief and acknowledge two or three more suggestions.

9. Introduce slide “Receiving Feedback.”

“Just as it is important to know how to give feedback, it is just as important to know how to receive feedback.” (Read Slide and the next one where Receiving feedback continues)

10. Ask the group if they have any more tips for receiving feedback. Keep this brief and acknowledge two or three more suggestions.

11. Introduce next slide “Teach-back Preparation.”

“Okay, here is the moment you have all been waiting for! Here is where you will learn from each other and improve your presentation or education delivery skills.” (Read Slide)

12. Read next slide “Teach-back cont.”

“Before you start to prepare for your session, take a look in your manual on pages 63. Look at the part that says Self-Assessment. Before you receive feedback from your peers, you will be given a couple of minutes to write down things you would do differently. You will then use this form to write down feedback from the group to help you improve your presentation skills.

Now let’s look at the Facilitation Skills Observation Form. You will be going to use this form while you are observing your peers deliver their teach-backs. Let’s read through this form to make sure everyone understands.

- Read each segment and ask if there are questions. Give examples of each if necessary

13. Get the slips of paper and present them to the participants and have them choose a slip of paper that will tell them the order of presentations.

Step 14: 15 minutes**- Timer****Steps 15-18: 8 minutes per participant****- Feedback Skills Observation form (copies/handouts)****- Timer****Steps 19-20: 6 minutes****- Flipchart with Qs**

- 1) What is one thing that you felt was effective about your presentation?
- 2) What is one thing you might do differently if you were conducting the same education session tomorrow?

-Refer to back to “Teach-back cont. slide

Step 21: 8 minutes per participant**Step 22: 1 minute****- Refer to slide “In Summary”**

“Okay, your number will tell you when you will deliver your presentation. You have 15 minutes to prepare. When you hear the timer, be ready to present.”

14. Put 15 minutes on timer. Let participants know that you will be at the back of the training room and flash them a card that will tell them the remaining time they have left.
15. Give participant(s) a couple of minutes to set up.
16. Handout the Feedback Skills Observation form to the rest of the group. Put 8 or 16 minutes on the timer, depending if it is an individual presentation or one given in pairs and tell the participant(s) to begin.
17. Stand at the back of the training room with the timer and use your fingers to demonstrate the amount of time the presenters have.
18. After the timer rings, tell participant to stop regardless if he or she has finished the presentation.
19. Allow 2 minutes for participant to answer the following question you have written on a flipchart:
 - “1) What is one thing that you felt was effective about your presentation?”*
 - 2) What is one thing you might do differently if you were conducting the same education session tomorrow?”*
20. Show slide “Teach-back cont.” again and remind participants on how to give feedback. Allow all participants to give feedback using the Facilitation Skills Observation Form, but one category per participant until all categories are discussed.
21. Repeat Steps 14-20 for each participant.
22. Summarize the module by reading the slide entitled “In Summary” and get ready to introduce Module 6.

Module 6: Building CRC Education Program

Contents of Learning Module

- PowerPoint presentation
- Community Resource List worksheets

Length: 40 minutes

- Introduction of session/module overview
- Presentation of module and individual/group work
- Closing

Materials

- Participant Manual
- Prepared Flip Chart, markers
- Timer

Trainers Notes

Steps 1-5: 7 minutes

- Refer to PP slide with title “Module 6: Building a CRC Education Program”

-Refer to Participant Manual on p. 74 for **Important Note**, highlighted in yellow.

Goals

In this session, participants will gain an understanding of the following:

- Identify important criteria when developing a local resource list and potential educational delivery sites

At the completion of Module 6, trainer will have:

- Described the role of a Promotora (Community Health Worker) in delivering CRC education
- Listed at least three community clinics/medical centers for use in the Community Resource List
- Identified at least five community partners/ collaborators for delivering CRC education in your community

STEPS

1. Introduce Module 6 to the participants.

“Now that you know how to give a colorectal cancer education session, let’s work on how to build a CRC program in your community.”

Before we begin, please refer to the Important Note in your manual and read the following to clarify:

Important Note:

The trainer will refer to the ACCION Program in this module to give examples of what was done in the program. Your job here is to learn how the ACCION program built a colorectal cancer education program. Please use as a model, but you are not expected to deliver the ACCION program exactly like how it was done in El Paso or call your colorectal cancer prevention activities by the name of “ACCION.” We are sharing our story in the hopes that our strategies can work in your community.

- Refer to PP slide with title “Learning Objectives”

- Refer to PP slide with title “Role of Promotora”

- Flip Chart
- Markers

Steps 6-7: 17 minutes

- Refer to PP slides with title “Promotora Goals & CRC education and cont.”

NOTE TO TRAINER: If there are two trainers, they may take turns reading slides that have lists OR you can invite the participants to take turns reading the list.

- Refer to PP slides with title “Community Resource List”
Handouts of Community Resource List- if needed

- Group/Individual work activity

Steps 8-9: 16 minutes

- Refer to PP slides with title “Community Partners for CRC Education.”

- Group/Individual activity
- Handouts of Community Partners for CRC Education- if needed

2. Read out loud the Learning Objectives to the participants.
3. Introduce the next slide “Role of Promotora” and ask the group “What do you think is the role of the Promotora (Community Health Worker) in delivering CRC education to the community?”
4. Write people’s responses on the flip chart.
5. Encourage people to participate and stop documenting on the flip chart until there are at least 4-5 responses from different participants.
6. Introduce the next slides “Promotora Goals & CRC Education.”

“In the ACCION Program, the promotoras would keep these goals in mind when going out into the community.”

(Read slide until you reach Discuss “why don’t people get screened”)

(Then say) “It is very important to focus on the goals and these key points of a Colorectal Cancer education program because they will help you to get the support you need from your community and buy-in from organizations that can be the “gate-openers” to the groups you are trying to target.”

7. Introduce the next slide “Community Resource List.”

“In Module 4, we described how the ACCION Program partnered up with community based clinics and other medical centers to deliver colorectal cancer education to El Paso County. Now think about your own community. (Read Slide and allow participants about 13 minutes to work on this)

8. Introduce the next slide “Community Partners for CRC Education.”

“In Module 4, we also described how the ACCION Program partnered up with community organizations that were not medical in nature. Now think about your own community. (Read Slide and allow participants about 13 minutes to work

- Refer to PP slide with title “In Summary”

on this)

9. Summarize the module by reading the slide entitled “In Summary” and get ready to introduce Module 7.

Module 7: Action Plan

Length: 35 minutes

- Introduction of session/module overview
- Individual/Small Group Work to develop action plan
- Closing

Materials

- Participant Manual
- Community Resource List & Community Partners for CRC Education List
- Timer

Trainers Notes

Steps 1-6: 35 minutes

- Refer to PP slide with title “Module 7: Action Plan”

- Refer to PP slide with title “Learning Objectives”

- Refer to PP slide with title “Action Planning Worksheet”

- Group/Individual activity
- Participants will use the Action plan worksheet, Community Resource List & Community Partners for CRC Education List for this activity

Goals

In this session, participants will gain an understanding of the following:

- Identify a goal for CRC education and identify barriers and solutions for the barriers to achieve goal

At the completion of Module 7, trainers will have:

- Facilitated the Development of an Action Plan to implement Colorectal Cancer education in your community

STEPS

1. Introduce Module 7 to the participants.

“At this point, it is important not to leave this training without having thought of ways to implement colorectal cancer education in your community.”

2. Read out loud the Learning Objectives to the participants.
3. Read Slide “Action Planning Worksheet.”
4. Tell participants to use the previous work they did in Module 6, and refer them to the Community Resource List and Community Partners for CRC Education to help them make their plan.

Note* The work to complete the Action Plan can be done individually in case there is one participant from a particular region or it can be done in small groups if participants from one region want to work on this together.

5. At the end of 20 minutes, let each group present their Action Plan to the rest of the participants. Give a maximum of 5 minutes to each.
6. Ask the group if there are any final questions or concerns and address these.
7. Get ready to introduce next section “Post-Test and Evaluation.”

Post Test & Evaluation

Length: 18 minutes

- Introduction of session/module overview
- Post-Test
- Evaluation
- Closing

Trainers Notes

Step 1:10 minutes

- Handouts Post-Test
- Timer

Step 2-3: 5 minutes

- Handouts Evaluation Form

Step 4: 3 minutes

- Closure

STEPS

1. Introduce Post-Test segment to participants.

“Okay, we are going to take 10 minutes and take the Post-test to see if the major learning objectives of the training were accomplished. Please close your manuals. Raise your hand when you are done and one of the trainers will pick up your post-test. Please do the best you can.”

2. Introduce Evaluation segment to participants.

“Now let’s go ahead and evaluate this training. Take five minutes to fill out the Evaluation form. Raise your hand when you are done and one of the trainers will pick up the Evaluation form.”

3. Make sure to pick up all Post-test and Evaluation Forms from each participant.

4. Closure:

“It is now the end of our time together. We hope that you enjoyed this training and that your knowledge of cancer, especially colorectal cancer was enhanced. Please remember that you have additional resources in your manual. Please let others know about this training. Thank you for your participation and good luck in your colorectal cancer education activities.”