

IMPLEMENTATION GUIDE

Native FACETS

Using a Research-tested Intervention Program (RTIP) to develop a process model for program delivery in the practice setting

Note: Refer to “Using What Works: Adapting Evidence-based Programs to Fit Your Needs”. Review the appropriate Modules and the handouts provided in each, in order to modify and evaluate this program to meet the needs of your organization and audience.

“Using What Works” is available online at:
http://cancercontrol.cancer.gov/use_what_works/start.htm.

I. Program Administration (Type of Staffing and Functions Needed)

Program Manager

- Provides day-to-day operation
- Oversees program administration and implementation
- Identifies appropriate health professional for delivering educational program
- Delivers training to health educator

Health Educator (*Recommended: Native Americans at least 20 years of age and with 1 or more years of experience working with either Native American youth or health related activities*)

- Identifies and recruits Native American youth (10-12 years of age or in grade 4-6) to be program participants
- Delivers all 15 sessions of the Native FACETS program within a 5-month period
- Coordinates the community presentation

II. Program Delivery

For additional information on modifying program materials, refer to the appropriate Module(s) for program adaptation from “Using What Works”.

A. Program Materials (*All listed materials can be viewed and/or downloaded from the Products Page*):

- **The Tobacco Chronicles**

- **Anthology of Traditional Tobacco Stories**
- **Native FACETS Curriculum (Cream Cover):** A Native American culture-based curriculum for the prevention of certain cancers associated with diet and tobacco use.
- **Native FACETS Curriculum (Gray Cover):** A Native American culture-based curriculum for the prevention of certain cancers associated with tobacco use.
- **Native FACETS Curriculum (Pink Cover):** A Native American culture-based curriculum for the prevention of certain cancers associated with diet and nutrition.

B. Program Implementation:

The steps used to implement this program are as follows:

Step 1: Identify and recruit Native American youth (10-12 years of age or in grade 4-6) to be program participants.

Step 2: Train the Health Educator on the **Native FACETS Curriculum**s: 1) Diet and Tobacco Use, 2) Tobacco Use, or 3) Diet and Nutrition. The training includes study and review of the curriculum, exercises to improve public speaking skills, and facts about cancers associated with tobacco use and diet. The estimated training time is 4 days.

Step 3: Depending on the needs of the participants, select one of the **Native FACETS Curriculum**s to deliver the program. Please refer to the **Anthology of Traditional Tobacco Stories** for curriculums focusing on prevention of certain cancers associated with tobacco use. The program should be delivered in 15 weekly group sessions, 90 minutes in length, after school or on Saturdays at participating community centers within a 5-month period. Recommended maximum number of participants per group is 20.

Step 4: At the end of the program, hold a community presentation where participants exhibit the various projects and journals produced over the course of the program, share highlights from the curriculum, and perform a short skit about healthy dietary and lifestyle practices.

III. Program Evaluation

For additional information on planning and adapting an evaluation, review the appropriate Modules for program implementation and evaluation from “Using What Works”.

http://cancercontrol.cancer.gov/use_what_works/start.htm

For further assistance in designing and conducting an evaluation, consider communicating with members from NCI's Research to Reality (R2R) community of practice who may be able to help you with your research efforts. Following is a link to start an online discussion with the R2R community of practice, after completing registration on the R2R site: <https://researchtoReality.cancer.gov/discussions>.