

CHP F214 Cancer: Risks, Diagnosis and Treatment

Cancer Education with Storytelling

This online learning course is approved for 3 University of Alaska Fairbanks (UAF) credits. Participants also receive 20 continuing education hours for completing all 10 cancer education modules and 22 continuing education hours for course completion.

Faculty:

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Course Dates and Times:

January 16 – March 29, 2018: Tuesday and Thursday from 12:00 noon to 1:00 pm
There will be no class February 8.

Course Description: This course combines cancer basics with storytelling to support participants to increase their knowledge of cancer, develop a digital story, and share cancer information with people in their community. Cancer basics includes: information about what is cancer, what causes cancer, cancer among Alaska Native people, cancer risk factors, healthy lifestyle choices, and the importance of having recommended screening exams. Information about cancer diagnosis, treatment, and support and comfort measures are presented. An emphasis is placed on knowledge application to assist course participants to support people within their social networks to understand the ways they can prevent cancer, decrease their cancer risk, and if they are diagnosed with cancer to live well along their cancer journey.

Objectives:

Upon completion of this course, participants will be able to:

- Discuss pathways for self-care.
- Identify ways to include daily, healthy activities to support wellness.
- Discuss ways to reduce cancer risk, including healthy choices about nutrition, physical activity, alcohol, and tobacco use.
- Know recommended cancer screening exams and screening guidelines for breast, cervical, colorectal, and prostate cancers.
- Discuss the barriers and benefits of cancer screening.
- Answer common questions about cancer screening exams and procedures.
- Know possible cancer warning signs using the word C.A.U.T.I.O.N.
- State how a cancer diagnosis is made.
- Understand basic cancer words including biopsy, malignant, benign, tumor, primary site, metastasis, remission, and stage of cancer.
- Explain the importance of early detection for cancer treatment.
- Know cancer resources to find help and learn more.
- Apply cancer knowledge to create a digital story sharing a personal cancer education message.
- Share cancer information.

Overview of the 11-week online Cancer Education with Storytelling Course

Date	Topic	Content	Module	Assignments
Jan. 16	Welcome, Getting to Know Each Other, Course Overview, and Self-Care	Emphasizes the importance of self-care as a patient care provider and healthy ways of living.		Complete: *Pre-course Needs Assessment *Self-Health Assessment *Informed Consent Weekly Post: What do you enjoy doing for self-care/fun?
Jan. 18	Storytelling as a Health Messaging Tool	Introduction to Storytelling Together we will discuss what storytelling and digital storytelling is and how it could be used to help facilitate difficult conversations and can be an effective way to share knowledge that helps people to think about ways they can make change or affect change themselves around wellness.		Weekly Post: Please post a personal picture, and share with us what happened before, during, and after this picture.
Jan. 23	Understanding Cancer Basics	Discuss how a cancer diagnosis is made, types of cancers, and common medical words.	Cancer Basics	Weekly Post: How do we make a difference in the story of cancer for ourselves, our families, our patients, and our communities?
Jan. 25	Cancer and Our Genes	Discuss the role genes play in cancer and the differences among sporadic, familial, and hereditary cancers.	Cancer and Our Genes	No Weekly Post.
Jan. 30	Nutrition and Physical Activity	Discuss eating well, being active, and decreasing cancer risk.	Nutrition and Physical Activity	Weekly Post: You are invited to a healthy potluck to decrease your cancer risk- what food will you bring? What traditional foods are common in your community? What are fun ways that you stay physically active?
Feb. 1	Tobacco and Cancer	Together we will discuss helpful ways to support people choosing to stop tobacco use including: the 5 As (Ask, Advise, Assess, Assist, Arrange), motivational interviewing, harmful effects of tobacco use, as well as quit tips.	Tobacco	Weekly Post: What are your challenges, successes, and experiences with supporting people to be tobacco free?
Feb. 6	Men's Health	Learn about prostate, colorectal, and testicular cancers, as well as ways to stay healthy and ways to decrease cancer risk.	Men's Health	Using Cancer Information Resources Assignment *Think of a question you have about cancer and using one of the helpful resources listed online find an answer to your question.

				Present and Post: 1. What you asked. 2. What you learned. 3. What resource you used to find medically-accurate information. 4. If you would recommend this resource and why.
Feb. 8	No Class			
Feb.13	Women's Health	Learn about women's cancers as well as clinical breast exams, mammograms, Pap tests and the HPV vaccine to help prevent or find and treat cancer early.	Women and Cancer	Weekly Post: How do you encourage people to have recommended screening exams? Challenges and Successes.
Feb. 15	Colon Health	Learn about recommended screening exams that prevent colorectal cancer by finding and removing polyps (abnormal growths in the colon or rectum) before they become cancer, and ways to find colorectal cancer early when it can best be treated	Colon Health	Healthy Behaviors to Decrease Cancer Risk Assignment Research a lifestyle behavior that affects cancer risk. Present and Post: 1. The behavior you chose. 2. Why you chose that topic. 3. Description of risk factor. 4. Things people can do to influence that risk factor.
Feb. 20	Focusing Your Story	We will discuss ways to fine-tune your story and to keep it short and simple. Digital stories are not about how many words are used, but what words are used, and how to say parts of a story with images instead of words. Your typed story of 200-250 words will serve as your "script" for your digital story. We will also cover who you want to hear your story – who is your main audience?		Weekly Post: Watch the 3 assigned digital stories and answer these questions about that story in your post: 1. What stood out for you in the stories? 2. Were you able to relate to the stories? 3. What new insights or learnings did you get from the stories? 4. What do you think you may do now after viewing these stories?
Feb. 22	Story Circle	The Story Circle is an important part of the script-building session – it is what makes digital storytelling, Storytelling. The whole group will convene in the Story Circle to share scripts and provide guided feedback and the group will act as an initial audience.		Weekly Post: Please post how the course is going for you. *Are you learning what you hoped to learn? *What's working well? *What could we do better?
Feb. 27	Sharing Story Script	We will discuss your final script as a group.		Weekly Post: Post your 200-250 word script.
March 1	Recording and Storyboarding	1. Learn how storyboarding is the "map" for how your images match your words.		Weekly Post: Post recording of your story.

		2. We will cover how to use your smartphone or sound recorder to record your script, which is the narration for your digital story.		
March 6	Working with Images	We will discuss how to choose photographs, maps, letters, menus, newspaper articles, ticket stubs, candy wrappers, etc. that are relevant to your story.		No Weekly Post. View online image tutorials. View assigned digital stories and note how many images were used and how text was used as "images".
March 8	VideoPad	Introduction to VideoPad; a free video editing software program that will be used to make your digital story.		No Weekly Post. View VideoPad tutorials. March 9 th open for one-on-one appts. for help with VideoPad.
March 13	Cancer Treatments: What to Expect	Discuss common cancer treatments, side effects and comfort measures.	Cancer Treatment	Weekly Post: How do we take care of ourselves as a caregiver when someone is diagnosed and treated with cancer? What are some ways we can provide comfort and support when someone we know is diagnosed with cancer?
March 15	VideoPad: Adding Music	Review video and learn how to add music.		No weekly Post. View VideoPad tutorials. March 16 ^h open for one-on-one appts. for help with VideoPad.
March 20	Cancer Pain: Assessment and Management	Discuss ways to identify, manage, and relieve pain associated with cancer or cancer treatments.	Cancer Pain	Weekly Post: Tell at least one person something you have learned in the class. Post who you talked with (friend, family, etc), what you shared, and their reaction.
March 22	Loss, Grief and End-of-Life Comfort Care	Discuss loss and grief, the grieving process, and healthy coping skills.	Loss, Grief and End-of-Life Care	Weekly Post: What are traditions within your family, community or culture to support grief and healing from loss? March 23 rd open for one-on-one appts. for help with VideoPad.
March 27	VideoPad: Publishing your movie	We will cover how to publish your VideoPad project to a movie format.		No Weekly Post. View VideoPad tutorials.
March 29	Digital Story Showing	Now What? How can you use this learning in your community? What will you do because of this learning? How can you share with others?		Complete End-of-Course Evaluation

Assignments: Participants are required to complete the assignments as listed below.

1. **Actively participate** in each of the weekly meetings or listen to the audio recording.
(Total = 20 points)
2. **Complete all 10 online learning modules**, successfully pass each quiz, and complete each module evaluation before each class. *This is required to receive a passing grade in the course.*
(Total = 20 points)
3. **Participate in the Weekly Posts.** Share your ideas in the weekly posts and respond to at least one classmates' post each week. (10 weeks **Total = 30 points**)
4. **Using Cancer Information Resources Assignment (Total =10 points)**
Present and Post. Think of a question you have about cancer and using one of the helpful resources listed online find an answer to your question. Post online: 1) what you asked; 2) what you learned; 3) what resource you used, and 4) if you would recommend this resource and why.
5. **Healthy Behaviors to Decrease Cancer Risk Assignment (Total = 10 points)**
Choose 1 of the options below. Present and Post.
Option 1: Tell a traditional story, what it means, and what we can learn from it that will help us live a healthier life. Post the story and a paragraph describing your response to the story.
Option 2: Choose a lifestyle behavior that effects cancer risk. Tell the class the cancer risk factor you picked as your topic, why you chose that topic, describe the topic, and what people can do to influence that risk factor, action plan or tips. Post online should Include: 1) Your topic and why you chose the topic; 2) description of risk factor; and, 3) why it is important, include action plan/tips.
6. **Digital Story (Total = 10 points)**
Write a personal 200-250 word script/story that shares a cancer education message and builds upon cancer knowledge learned as part of this course. Find photos or images to go with your health message. Show your completed digital story during the course or how you used storytelling and images to share a cancer health message. Show your story or your health messaging tool to someone.
7. **Complete all end-of-course evaluations and course paperwork.**

Course Policies:

1. Attendance and class participation are part of your grade.
2. If you are unable to attend a specific class, please notify the instructor by phone or e-mail.
3. Assignments are due on the scheduled dates, unless prior discussion with an instructor.

Course Grade:

A = 90- 100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

F = below 59 points

ALL 10 online learning modules must be successfully completed in order to receive a passing grade.

Course Evaluation: This online cancer education course is being offered with funding support from the National Cancer Institute. In order to best learn your experience with online learning, each participant needs to complete a pre-course needs assessment, a self-health assessment, an end-of-course written evaluation, a 2-3 month post-course telephone interview, and a 5-6 month post-course internet survey. Additionally, course participants need to sign an informed consent. In appreciation for participants' time, a \$50 VISA gift card will be given to each person at the end of the telephone interview and the 5-6 month post-course survey.

Support Services: The faculty will work with each course participant to help obtain the academic or technical support needed to successfully complete the course.

Disability Services: The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructors will work with the office of Disabilities Services to provide reasonable accommodations to students with documented disabilities. If you need their assistance contact them directly at 474-7043.

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CHP F214 Cancer: Risks, Diagnosis and Treatment Course Application

If you are interested in participating in the Cancer Education with Storytelling distance learning course, please answer the following questions and submit **before January 9, 2018** to Ijrevels@anthc.org.

Course size is limited to 15 participants.

1. Why are you interested in attending the Cancer Education with Storytelling distance learning course?
2. How do you think this course will change the way you do your job?
3. What is your experience with digital storytelling?
4. Do you have computer technology at home to use to participate in this course?

Participant contact information:

Name: _____

Phone: _____

Email: _____

Address: _____

Region in Alaska: _____

What best describes your role in the community (CHA/P, BHA/P CHR, other.):
