

Chapter 5: Project REACH

Full-Day Training



If you would like to combine a number of the previous activities into a full-day training sponsored by your school or Association, the following sample agenda outlines what the training entails. The NEA HIN staff has presented a number of full-day trainings using this format. Of course you may alter it to fit your time and audience.

Recruitment Process:

There are a number of ways to go about recruiting individuals to not only help you plan the event, but also to sign up participants for the training. You can begin by calling your local association president or UniServ representative and explaining the program to him/her.

Ask for suggestions of who might possibly be interested (nurses, health teachers, cancer survivors, etc.) in being part of a planning committee. Once you have a few names, contact those people and ask them to attend a Planning Committee meeting. A sample Planning Committee invitation letter and Meeting Agenda can be found at the end of this chapter.

At the meeting, brainstorm ways to recruit participants. The goal is to have 15-20 individuals who come in teams of 3-5. Planning Committee members could be responsible for bringing individuals from their schools as a team, or signs could be posted throughout the school (make sure to include ESP and Retired) advertising the event and asking for volunteers. You will be surprised at



how many people have been affected by cancer and are more than willing to participate!

Once you have a core group of names from various schools throughout your district, mail an invitation asking them to attend the event and to RSVP by a certain date. It is up to you whether or not you want to place a limit on the

participant number. Just remember that not everyone who signs up necessarily attends the event.

Preparing for the Event:

A number of details need to be settled before the day of the training. The following list provides a timeline for you to consider when planning the event.



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2 months prior to the event

Task	Notes
Meet with the Planning Committee	Complete the tasks outlined on the Agenda you develop, including an overview of Project REACH, developing the training day agenda, and recruiting participants.
Mail invitations to potential participants	Aim for 15-20 participants arriving in teams of 3-5 individuals. Be sure to invite men too!
Reserve a meeting space and arrange for a healthy breakfast and lunch	Cost for the room and food can be partially funded by the VRB grant (Appendix 2). To facilitate conversation, the room is best set-up using round tables. Also, do not forget to request a registration table, and overhead projector and screen for the guest speaker.
Contact the your local chapter of the American Cancer Society or Department of Health to arrange for a speaker	Request someone who is able to provide general breast and cervical cancer information as well as risk factors and state statistics. You can find ACS contact information in Appendix 1 and a sample speaker invitation letter in Appendix 2 .

1 month prior to the event

Task	Notes
Order training materials from NEA HIN	HIN will provide the appropriate number of bookmarks, training manuals, calendars, and shower cards (while supplies last) to be distributed to participants.
Purchase and assemble materials for the Beads for Life activity (see Chapter 4 for full details)	Do not forget to make copies (on pink paper) of the accompanying explanation for the exercise.



Two weeks prior to the event

Task	Notes
Secure additional materials	You'll need a Polaroid camera, film (enough to take each person's picture), markers (one per participant), pens or pencils, name tags, and masking tape.
Photocopy handouts	The following handouts can be found at the end of this activity: Registration Form, Mileage Form (if needed), Agenda, Barrier Circles, Workplan, and Evaluation Form.
Cut 8.5" x 11" pieces of pink paper in half	To be used throughout the training (see Ribbon of Hope activity in Chapter 4).
Get newsprint and a stand	This can often be done through your school or Association.

On the morning of the event

Task	Notes
Establish a contact person for the room	If the event is held at a hotel, one staff person is usually assigned to the room. Make sure you know who that person is and how to contact him/her in case you need to change the room temperature or have other questions/concerns throughout the day.
Set-up Registration Table	On the table, handouts should include: Sign-in sheet, Registration Form, Mileage Form (if needed), Agenda, and Name Tags
Check Training Room	Make sure there are an adequate number of tables and chairs and that they are positioned so that all participants can see the front. Place markers (one per participant) on the table, as well as any decoration/candy you like.
Hang Project REACH signs	If the location is difficult to find, directions will be helpful to participants. Be sure to check with the hotel/facility staff before you hang anything so that you stay within their guidelines.
Create Newsprint	To save time throughout the training, it is beneficial to prepare the following newsprint in advance: Welcome to Project REACH, Crest directions, Project REACH crest, Barriers for School Employees, and the 3 components of Project REACH (details follow).
Clear space on the wall for Ribbon of Hope	See Ribbon of Hope Activity in Chapter 4 for more details.



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Project REACH Training Agenda

8:00-8:30 am

Registration and Continental Breakfast

What you need to do	What they need to do	Notes
<p>Register participants as they arrive.</p> <p>Greet every participant personally and thank them for coming.</p>	<p>Pick up the materials for the day (bookmark, manual, calendar, agenda, mileage form) and fill-out registration and mileage forms.</p>	<p>It is important to have each participant fill out the Registration Form so that you have their contact information and can track how many registrants actually attended the event. This is particularly useful if participants get education credit for your session.</p> <p>The registration process is very casual, so the participants can complete tasks and eat breakfast as they arrive.</p>
<p>Take each person's picture with the Polaroid camera.</p>	<p>"SMILE!"</p>	<p>Explain that the picture should be set aside because it will be used later in the training.</p>
<p>Give each participant a piece of newsprint and ask her to draw a crest and to fill in each quadrant by completing the statements below:</p>		<p>Have the model drawn and posted so it can be used as a reference.</p> <p>Be sure that you as well as the other leaders and speakers also create a crest because they will be used during the introduction process.</p>
<p>1. My name and occupation are...</p> <hr/> <p>3. I am here today to/because...</p>	<p>2. cancer has affected me by...</p> <hr/> <p>4. One thing cancer or a disease has taught me is...</p>	

8:30-9:15 am

Introduction

What you need to do	What they need to do	Notes
<p>Begin by welcoming everyone and thanking them for attending the training.</p>		
<p>Give a brief introduction of the program and the people that will be leaders throughout the day.</p>		<p>This is just a brief introduction. You will go into more detail later.</p>



Who are We and Who are You?

What you need to do	What they need to do	Notes				
<p>Get to know your audience. Start by reading what you have written in quadrants 1, 2, and 3 of your crest.</p>	<p>Introduce herself by reading what is written in quadrants 1-3 on her crest.</p>	<p>Once each person has reported out have her tape her crest to the wall.</p> <p>Quadrant 4 will be read at the end of the activity.</p> <p>If you have a large group, save time by sharing the answers to quadrants 2 and 3 at their table and only share 1 and 4 with the whole group.</p>				
<p>Once the group has introduced themselves, read what you have written for the Project REACH crest:</p>		<p>By explaining the REACH crest you automatically outline the purpose of training, its objectives, and the expectations you have for each person present.</p> <p>To learn more details about the history of Project REACH, refer to the Introduction of this Guide.</p>				
<p>Project REACH Shield</p>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>1. Project REACH began in response to a NIOSH (National Institute of Occupational Safety and Health) study that determined teachers and librarians have higher rates of death due to breast cancer than women in other occupations.</p> </td> <td style="width: 50%; padding: 5px;"> <p>2. Breast cancer has affected the NEA because death rates are higher in teachers, and the response to this statistic is to educate women and men on breast and cervical cancer and early detection guidelines.</p> </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p>3. We are here today for three reasons:</p> <ul style="list-style-type: none"> • To help female school employees identify ways to overcome barriers that prevent them from getting mammograms and pap tests • To teach the importance of early detection • To show what local resources are available by bringing in an expert speaker </td> <td style="width: 50%; padding: 5px;"> <p>4. From the cancer study, we have learned the importance of peer education, community involvement, and team collaboration</p> </td> </tr> </table>			<p>1. Project REACH began in response to a NIOSH (National Institute of Occupational Safety and Health) study that determined teachers and librarians have higher rates of death due to breast cancer than women in other occupations.</p>	<p>2. Breast cancer has affected the NEA because death rates are higher in teachers, and the response to this statistic is to educate women and men on breast and cervical cancer and early detection guidelines.</p>	<p>3. We are here today for three reasons:</p> <ul style="list-style-type: none"> • To help female school employees identify ways to overcome barriers that prevent them from getting mammograms and pap tests • To teach the importance of early detection • To show what local resources are available by bringing in an expert speaker 	<p>4. From the cancer study, we have learned the importance of peer education, community involvement, and team collaboration</p>
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<p>Read Quadrant 4</p>	<p>Explain what she has learned from cancer or other illnesses.</p>	<p>By saving Quadrant 4 until the end, a positive spin is placed on the training and you have an easy transition to sharing what will occur throughout the day.</p>				
<p>Finally, give a brief overview of the Training Materials you distributed and the Agenda.</p>		<p>Ask for questions about the Program goals and the day's schedule.</p>				



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9:15-10:15 am

Key Breast and Cervical Cancer Issues and Resources

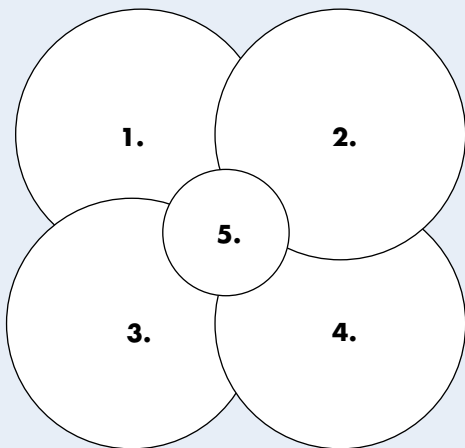
What you need to do	What they need to do	Notes
<p>Introduce your expert speaker from the community</p>	<p>The speaker should cover the following information:</p> <ul style="list-style-type: none"> • a general overview of breast and cervical cancer risks, • screening guidelines, • the importance of early detection, and information on the local breast and cervical cancer resources, including the CDC Early Detection Program. 	<p>Having an expert speaker from the community is important to the program because she/he will be able to link the audience with local cancer resources.</p> <p>Some speakers will push the time limit, so make sure you explain to them that the presentation should be approximately 45 minutes, with an additional 15 minutes set aside for questions and answers.</p>

10:15-10:30 am Break

10:30 am-12:00 pm

Identifying Priority Populations: Who are they and what gets in the way?

What you need to say	What they need to do	Notes
<p>Next we will look more closely at the factors that shape whether or not we make smart health decisions, such as performing a monthly breast self-examination and getting annual mammograms and Pap tests.</p>		<p>Flip to a piece of newsprint that has societal norms (as displayed below) written in the circles. At this point, you will need to explain what each circle represents. Make sure you point out that all four circles come together to influence our attitudes and behaviors.</p>



- Circle 1:** Community Standards, Norms, and Values
Examples- accessibility of inexpensive screenings, importance placed on being healthy and taking care of yourself
- Circle 2:** Organizational Rules, Regulations, and Structures
Examples-no time off for screenings, don't want to leave students in care of substitute teacher, screening hours during work hours
- Circle 3:** Relationships with Key People, and the Roles we play
Examples-women are always looking out for family and others, family support (or lack of)
- Circle 4:** Individual Characteristics, Knowledge, Attitudes, and Beliefs
Examples-embarrassment and pain, avoidance, procrastination
- Circle 5:** The other four circles all come together to influence one's behavior



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What you need to say	What they need to do	Notes
<p>To examine the circles in more detail, I am going to divide you into 4 groups and assign each group one circle on which to focus.</p> <p>This activity is important because in order to go out and reach others we need to know more about the society in which we live and the forces working positively and negatively in terms of the decisions we make.</p>	<p>In groups, brainstorm <i>both positive and negative influences</i> that affect screening behavior for your circle and record your ideas on the handout.</p>	<p>The circles for distribution can be found at the end of this activity.</p> <p>Mention that by filling in the circles, the audience is better understanding society and the factors that prevent or encourage individuals in obtaining regular screening examinations.</p>
<p>I am now going to ask that each group report out on what they have written in their circles. Once the group has finished, others can volunteer additional barriers.</p>	<p>Turn to Chapter 1 of the manual for more detailed information.</p>	<p>Turn to a page of newsprint listing the following barriers for school employees:</p> <ul style="list-style-type: none"> • Privacy • Insufficient health care benefits or high deductibles • School schedule • Allowable personal days • Time • Lack of knowledgeable resource person on campus.
<p>If you consider these factors and try to find ways to address them in your local cancer education programs, you will have the greatest chance of success at influencing your school community to practice early detection screening and any recommended follow-up.</p>		
<p>While all school employees face barriers to getting mammograms and Pap tests, there are certain populations within the school setting that have an even greater need but receive fewer resources (see Chapter 1).</p>	<p>After your remarks, have the group report out any Priority Populations in their school community that were not listed.</p>	<p>Read the Priority Populations listed in Chapter 1: minority women, older/retired women, and women with lower incomes or insufficient insurance.</p> <p>Be sure to explain why they are on the list and the importance of including each group in outreach efforts.</p>



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What you need to say	What they need to do	Notes
<p>As well as emphasizing the importance of various groups, we must also realize the role different cultures play. We cannot assume everyone in a school setting is the same just because their paychecks come from the same place.</p> <p>Before implementing an education activity in the community we must learn about it because community involvement is what makes a program successful.</p>	<p>Ask participants to list various ethnic groups and cultures found in their school communities.</p> <p>Quickly identify any unique barriers for these groups.</p>	<p>Address the fact that there are different types of school and community cultures even if ethnicities are the same.</p>
<p>Any outreach activity planned for the community can range in scope, but there are really only three things that need to be included.</p>		<p>Flip to a piece of newsprint and explain that the three components of Project REACH which need to be included in each education activity are:</p> <ul style="list-style-type: none"> • Basic cancer information • Importance of screening and early detection • Local resources and services.
		<p>Until this point, you have explained concepts to the audience in very general terms. After lunch, they will learn more detailed and specific information about program planning.</p>

12:00-12:30 pm

Creating Awareness: Beads for Life

A powerful activity, which concretely demonstrates the value of early detection, is the Beads for Life exercise. For detailed instructions please refer to **Chapter 4: 10 Minute Activities**.

12:30-1:15 pm Lunch



1:15-2:30 pm
(break included)

Making a difference at home: Planning Successful Local Programs

What you need to say	What they need to do	Notes
<p>Project REACH’s goal is to get people to practice monthly breast self-exam and to get regular mammograms. For many people, this means overcoming the barriers we discussed before lunch. It also means changing a behavior. Now we are going to do an activity that helps us understand how and why people change their behavior.</p>	<p>Tape her picture to the pink paper.</p>	<p>Distribute to each person a piece of tape and pink paper. To save time, you can pre-tear the tape during the lunch break.</p>
<p>Think of a time when you made a significant change in your life; either health-related or not</p>		<p>Examples include stop smoking, start exercising, change job, end a relationship, etc.</p>
<p>Take a moment to write down those things that caused you to behave differently. You do not need to write down specifics, just the cause for change.</p>		<p>Examples include wanting to be healthy, setting a good example, and feeling better about oneself.</p>
<p>Would some of you like to share the reasons you made a behavioral change?</p>	<p>For those who feel comfortable, report the reasons or cause for change.</p>	<p>Record the causes for change on newsprint. Participants do not need to tell their whole story, just the reason for change.</p>
<p>Now we want to reach a deeper level of understanding. In addition to those things we have listed on the newsprint, think about the emotional or intellectual transition you made during your behavior change. What were those transitions?</p>	<p>Volunteers report out and offer comments on why/how people change their behavior.</p>	<p>Give them a few moments to think about this question. Examples from past trainings include hitting rock bottom, maturity, the impact on others, and the sense of self and who you are. Use a few of these as a catalyst if the audience seems to be stuck. Ask them to keep their paper in its entirety because it will be used once more before the day’s end.</p>



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What you need to say	What they need to do	Notes
<p>We have talked about barriers. We have concrete motivations using the Beads for Life exercise, and we are beginning to understand what it takes, both intellectually and emotionally, for someone to change a behavior.</p>		
<p>We are going to incorporate everything we have learned up to this point and use it as a springboard to begin thinking of strategies to share your knowledge with those in your school community.</p>		
<p>Before we break into small groups to begin developing an activity for your community, I want to share with you some programs that have been implemented by people just like you!</p>		<p>Share the success stories from South Dakota found in Appendix 1 as well and some sample activities described in Chapter 4. Explain that an education activity can range from distributing free materials in the school community to holding a full-day training. Knowing that everything mentioned has already been done will cause them to be less intimidated and more excited about what they can do in their own community.</p>
<p>I want to remind you once more what all the activities I have mentioned have in common. Each one contains the three basics of Project REACH:</p> <ol style="list-style-type: none"> 1. basic breast and cervical cancer information, 2. the importance of screening and early detection, and 3. local resources and services. 		<p>Also remind them of the importance of working with others. Working as a team will significantly reduce the workload for each individual, increase creativity, and maximize the time and talent of each team member. The most successful programs are those implemented by a group of individuals with a common goal of sharing cancer education information.</p>



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What you need to say	What they need to do	Notes
<p>I am going to distribute a blank workplan for you and your teammates to use during your planning process. For the next 30 minutes brainstorm what activities you are going to implement in your school community as well as outline the steps you need to take in order to accomplish the goal you are setting.</p>	<p>Break down into appropriate teams. Individuals with no team can either work together or with another team.</p>	<p>You will want to keep a copy of the groups' workplans. You can distribute 2 copies of the Blank Workplan (found at the end of this activity) to each team and have them fill out both so that you can keep a copy and they can keep the other.</p> <p>You will want to have a copy for yourself so that you can be aware of the activities taking place and follow-up with the participants.</p>
	<p>Designate a team leader who will be the point of contact. Develop a plan for the school community, include the appropriate steps to take, and assign tasks.</p> <p>Fill out the workplan.</p>	<p>While the teams are developing a workplan, circulate throughout the room. Listen to what they are planning, offer suggestions, and remind them to include the entire school community, especially the Priority Populations.</p> <p>Also, encourage them to ask local vendors for donations and to apply for the Vivian Roy Bowser Education Grant (Appendix 2).</p>
<p>It sounds like there are some great ideas in this room, so I'd like each group to share what they have planned.</p>	<p>Report out. Observing teams can provide feedback and suggestions.</p> <p>Hand one copy of the workplan to the trainer. The group keeps the other.</p>	<p>Make sure that during the report out, the teams are sharing not only the idea, but also the steps they will take when they return to their communities.</p>



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2:30-3:30 pm

Evaluating Project REACH

What you need to say	What they need to do	Notes
<p>An important part of planning an activity is evaluating it in the end. Please complete this survey in its entirety and place it (at the designated location). Also, if you have not yet returned your registration form (and/or mileage form, if applicable) please take a moment to complete it.</p>	<p>Complete the survey and forms and return it.</p>	<p>The survey NEA HIN uses at trainings to gauge audience interest and gather feedback can be found at the end of this activity.</p> <p>Count the number of surveys to ensure that you have one from each participant in attendance.</p>
<p>Thank you for taking the time to express your opinions. Just as I am evaluating you, you should evaluate your activity. Your evaluation does not need to be as formal as the one I have given, but having a general idea of what people like and what they would change can greatly influence your future activities.</p>		<p>Refer the participants to Chapter 3 for a more detailed description of evaluation tools as well as blank copies for their own use.</p>



Closing

What you need to say	What they need to do	Notes
<p>Before I let you go for the afternoon, I would like to bring the group together for one last activity.</p>	<p>Assemble in a half circle against the wall, with their pink paper and pictures.</p>	<p>Find a large space available on the wall so that you can assemble the participants' pictures in the shape of a ribbon. </p>
<p>I would like to go around the group and have each person tell us one thing that she has learned from the training, or something she will go home and do.</p>	<p>Take a moment to share an experience from the day with the group. Hand the picture on pink paper to trainer.</p>	<p>Have pre-torn tape near you so that you can tape the picture and paper to the wall.</p> <p>In preparation, it helps to pre-draw a pink ribbon on scrap paper with the appropriate number of participants so that you will have an idea of where to place the paper.</p> <p>As each person shares, take her picture and try to place it in a "random" fashion so that the group does not immediately know what you are displaying. This activity is similar to the Ribbon of Hope activity in Chapter 4.</p>
<p>I want to thank each of you for coming today and sharing and participating throughout the day. As you may have noticed, we have made a pink ribbon using your pictures. This is just a reminder that you, through this training and your own experiences, have been affected by cancer. And with the knowledge you have gained today, you are the faces of hope. Leave here today with the goal of spreading the message of early detection. You will be surprised at the impact your endeavors will have on your school community...So, go out there and make a difference!</p>		<p>Take one more opportunity to mention that all forms should be completed and returned before participants leave.</p> <p>If possible, thank each person as she leaves and wish her success on her outreach activities.</p>



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Project REACH Planning Committee

Monday, April 19, 2003

5:30 PM

Tentative Agenda

5:30-5:45

Introductions

5:45-6:15

Why are breast and cervical cancer prevention programs important for educational employees?

6:15-6:30

Project REACH – background information, roles, training program

6:30-6:45

SD Project REACH Program – targeted locals and selected sites

6:45-7:15

Collaborative efforts with other agencies
Training dates and program
Program Ideas
Local and Area Resources

7:15-7:30

Recruitment of teams – sample of letter and other ideas
Develop a workplan

•*Light snack will be provided.*



Project REACH Training Mileage Voucher

Please indicate the number of round trip miles you traveled to attend the Project REACH Training Program.

Date: _____

Round Trip Miles Traveled: _____

Originating City: _____

Name (Print): _____

Complete Mailing Address: _____

Signature: _____

Social Security Number: _____

All information requested above will be used only for accounting purposes. Your round trip mileage to participate in today's Project REACH Training Program will be reimbursed to you at _____ cents per mile. You will receive reimbursement within _____ weeks.

PLEASE COMPLETE THIS FORM AND RETURN TO _____



Project REACH Participant Registration Form

The following information will be used to provide timely up-to-date information to trainees to meet your interests, mail requested mileage reimbursements, and accurately document credit received for your participation.

Name (Print): _____

Social Security Number: _____

Cancer Survivor? (optional) ____ Yes

Home: Mailing Address: _____

City: _____ Zip Code: _____

Phone Number: _____

Work: Building: _____

Position: _____

Mailing Address: _____

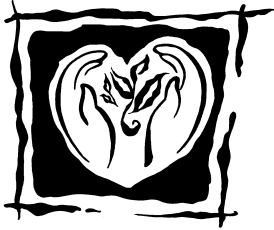
City: _____ Zip Code: _____

Phone Number: _____

Fax Number: _____

Number of Buildings in Your District? _____

Email Address: _____



Project REACH
Raising Educator Awareness Concerning Health

November 9th
Savannah, GA

**Local
Association
Logo**

8:00-8:30	Registration Continental Breakfast
8:30-9:15	Introductions Debbie Smith, GEA Who are we? Purpose of Training, Objectives, and Expectations Overview of Training Materials and Agenda
9:15-10:15	Key Breast and Cervical Cancer Issues and Resources JoAnne Milsaps PhD, RN Chatham County Department of Health
10:15-10:30	Break
10:30-12:00	Identifying Priority Populations: Who are they and what gets in the way?
12:00-12:30	Creating Awareness: Beads for Life
12:30-1:15	Lunch
1:15-2:30 (break included)	Making a difference at home: Planning Successful Local Programs
2:30-3:30	Evaluating Project REACH Closing



Organizational Rules, Regulations, and Structures

My school frowns upon me taking off early or coming in late even for a doctor's appointment and it's too much trouble to get a substitute for an hour or two.

It's against my religion to seek extensive medical treatment or testing.

I'm afraid to get a mammogram, what if they find a lump?

I've never been sick a day in my life, I'm not going to start worrying now.



Community Standards, Norms, Values

I live in a very small town where everyone knows my business, I don't want people to know my business.

My neighborhood coalition offers free babysitting for low-income mothers while they go to the doctor's.

The closest hospital is an hour away and the community clinic doesn't stay open long enough for an appointment after school.



Relationships with Key People, Roles We Play

I don't have time to go to the doctor,
my kids take up every second of my
time outside of work.

My husband reminds me to get a
mammogram every year on my birthday!

My doctor has never mentioned these
tests to me and I trust him so I don't
bother asking about them.



Individual Characteristics, Knowledge, Attitudes, and Beliefs

I don't think I need a mammogram if I don't have any noticeable symptoms of breast cancer.

I know that most women with breast cancer have no known risk factors other than being female, so I get a mammogram every year.

I'm afraid to get a mammogram, what if they find a lump?



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Organizational Rules, Regulations, and Structures



Community Standards, Norm, and Values



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Relationships with Key People, Roles We Play



Individual Characteristics, Knowledge, Attitudes, and Beliefs



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Project REACH Workplan

Team Name/Area: _____

The first 5 things we will do when we get home are:

Task:	Team member in charge:	To be completed by:
1.		
2.		
3.		
4.		
5.		

Team Captain: _____

Best way/time to reach: _____

Team Member: _____

Team Member: _____

Team Member: _____

Team Member: _____

Team Member: _____



Project REACH Training Evaluation

One of the goals of this workshop is to motivate you to implement a breast and cervical education project in your community. Please provide the following information on how you might accomplish this goal and whether the workshop helped to guide you in developing an event.

1. What is your overall impression of this workshop?

- Excellent
- Good
- Fair
- Poor

2. To what extent did this workshop meet your expectations?

- Very much what I expected
- About what I expected
- Not at all what I expected — if so, please explain

3. Please read the following list of possible barriers you might encounter as you begin to implement a program in your community. Please rank the two barriers that are likely to be the hardest for you to overcome in your community. (write a 1 next to the barrier that will be the hardest for you to overcome, and a 2 next to the second hardest barrier)

- Lack of administrative support
- Lack of time to spend on this project
- Lack of enthusiasm of school employees to address these issues
- Lack of resources to implement an idea
- Lack of a specific leader to guide implementation of the project
- Other, please specify _____

4. What do you think will be the best strategy you can use for overcoming the #1 barrier from above?

5. Please read the following list of factors that will assist you as you begin to implement a program in your community. Please rank the two factors that are likely to be the most important ones for you to encounter in order to successfully implement a program in your community. (write a 1 next to the factor that will be the best for you to find, and a 2 next to the second best factor)

- Administrative support for the program
- Availability of release time to work on the program
- Enthusiasm from school employees to address these issues
- Designated resources to support implementation of program
- Identification of a specific leader to guide implementation
- Other, please specify _____



CHAPTER 5

Planning and Implementing Your
Local Cancer Education Program

Project REACH Training Evaluation (continued)

6. How successful do you think you will be in actually planning and conducting a local activity in your community during the next 12 months?

- Very successful
- Successful
- Somewhat successful
- Not at all successful

7. Please give your best guess to the following statements by circling the corresponding true or false.

Women over the age of 40 should have a breast examination by a doctor or nurse every year.	True	False
After menopause, women no longer need to have a pelvic exam and Pap smear.	True	False
Mammograms often lead to unnecessary exposure to radiation.	True	False
Pap smears can find cervical cancer early, while it can still be cured.	True	False
Older women are more likely to get breast cancer than younger women.	True	False
A woman can have cervical cancer and not know it.	True	False
Mammograms can detect cancer early enough to improve one's chances of surviving breast cancer.	True	False
Women need mammograms even when they have no family history of breast cancer.	True	False
Women who have breast exams from a doctor or nurse don't need mammograms.	True	False
Once you have a couple of mammograms that are normal, you don't need to have any more for several years.	True	False

Please indicate your gender by circling your response: Male Female

THANK YOU FOR YOUR TIME AND INPUT!!