

Part IV. Areas of Responsibility

Those sessions that are directed to advanced-level Sub-competencies may award advanced-level credit. Check the Areas of Responsibility (for entry-level events) or the Sub-competencies (for advanced-level events) that are met by the program's learning objectives. Include this information for each session if learning objectives differ.

Entry-Level:

- ✓ I. Assess Needs, Resources, and Capacity for Health Education/Promotion
- ✓ II. Plan Health Education/Promotion
- ✓ III. Implement Health Education/Promotion
- ✓ IV. Conduct Evaluation and Research Related to Health Education/Promotion
- ✓ V. Administer and Manage Health Education/Promotion
- ✓ VI. Serve as a Health Education/Promotion Resource Person
- ✓ VII. Communicate, Promote and Advocate for Health, Health Education/Promotion and the Profession

Wednesday, April 11, 2018			
Session	Time / Credit	Core Competency	Objectives
Evidence, Opinion and Fact in Cancer Screening	9:00-10:30 AM 1.5 hours Suggested: 1.5	I. Assess Needs, Resources, and Capacity for Health Education/Promotion IV. Conduct Evaluation and Research Related to Health Education/ Promotion	<ul style="list-style-type: none"> • Discuss the importance of appropriate use/interpretation of statistics in cancer screenings • Review basic cancer screening statistics • Discuss new analysis of prostate data collected in the PLCO trial
Foundations for Prevention and Early Detection of Breast, Cervical, Colorectal and Lung Cancer and Cancer Screening in Health Education and Primary Care	1:00-4:00 PM 3 hours Suggested: 2.5	I. Assess Needs, Resources, and Capacity for Health Education/Promotion VII. Communicate, Promote and Advocate for Health, Health Education/Promotion and the Profession	<ul style="list-style-type: none"> • Describe the natural history and epidemiology of cancers with mandated guidelines-driven screening • Discuss the role of primary care settings and community health centers in cancer screening • Discuss the role of health educators in promoting cancer screening and related barriers to screening

Information Exchange About State and Tribal Colorectal Cancer Screening Programs	1:00-3:15 PM 2.15 hours Suggested: 2.5	I. Assess Needs, Resources, and Capacity for Health Education/Promotion II. Plan Health Education Promotion V. Administer and Manage Health Education/Promotion	<ul style="list-style-type: none"> • Discuss information shared by peers regarding state and tribal colorectal cancer screening programs • Discuss “best practices” in colorectal cancer screening programs • Identify characteristics of successful colorectal cancer screening programs
American Indian/ Alaska Native Meeting to Share Experiences with Cancer Screening and Prevention Programs in Indian Country	3:30-5:30 PM 2 hours Suggested: 2.0	I. Assess Needs, Resources, and Capacity for Health Education/Promotion II. Plan Health Education Promotion III. Implement Health Education V. Administer and Manage Health Education/Promotion	<ul style="list-style-type: none"> • Assess the usefulness of the sacred tobacco focus in other parts of Indian country • See culturally specific documentary on tobacco cessation in Indian country • Explore opportunities for collaborative efforts to address cancer screening and prevention among American Indians/Alaska Natives (priority population)
HPV Vaccination Information-Sharing	4:15-5:45 PM 1.5 hours Suggested: 1.5	I. Assess Needs, Resources, and Capacity for Health Education/Promotion II. Plan Health Education Promotion III. Implement Health Education V. Administer and Manage Health Education/Promotion	<ul style="list-style-type: none"> • Share information about HPV vaccination programs • Discuss opportunities and challenges in HPV vaccination programs • Identify characteristics of successful HPV vaccination programs

Thursday, April 12, 2018			
Session	Time / Credit	Core Competency	Objectives
Opening Keynote: How to Democratize Medical Knowledge and Bring Best- Practice Care to One Billion People by 2025	8:10-9:15 AM 1 hour, 5 minutes Suggested: 1.0	I. Assess Needs, Resources, and Capacity for Health Education/Promotion V. Administer and Manage Health Education/Promotion IV. Conduct Evaluation and Research Related to Health Education/ Promotion	<ul style="list-style-type: none"> • Describe the ECHO model (and how it is more than just telemedicine) and its ‘best fit’ to both clinicians and patients • Describe the successes and challenges overcome by applications of the model • Describe progress toward the objective of 1 billion people by 2025

<p>Lung Cancer Imaging</p>	<p>9:45-11:00 AM 1 hour, 15 minutes Suggested: 1.5</p>	<p>I. Assess Needs, Resources, and Capacity for Health Education/Promotion</p> <p>IV. Conduct Evaluation and Research Related to Health Education/Promotion</p> <p>V. Administer and Manage Health Education/Promotion</p> <p>VII. Communicate, Promote and Advocate for Health, Health Education/ Promotion and the Profession</p>	<ul style="list-style-type: none"> • Describe the USPSTF guidelines for lung cancer screening and the main barriers to lung cancer screening according to screening guidelines. • Discuss the low uptake of lung cancer screening and suggestions on how to increase uptake • Discuss the process of setting up an international monitoring framework and the tools/ systems involved • Describe the role of patient navigators in lung cancer screening
<p>HPV Vaccination</p>	<p>11:00 AM-12:15 PM 1 hour, 15 minutes Suggested: 1.5</p>	<p>I. Assess Needs, Resources, and Capacity for Health Education/Promotion</p> <p>II. Plan Health Education Promotion</p> <p>VII. Communicate, Promote and Advocate for Health, Health Education/ Promotion and the Profession</p>	<ul style="list-style-type: none"> • Discuss the main barriers to HPV vaccination in the US • Describe the role of primary care as a driving force in HPV vaccination • Share key takeaways and lessons learned from HPV Vaccination Messaging project
<p>Cancer Screening and Prevention on the Community Level</p>	<p>1:30-2:45 PM 1 hour, 15 minutes Suggested: 1.5</p>	<p>I. Assess Needs, Resources, and Capacity for Health Education/Promotion</p> <p>II. Plan Health Education Promotion</p>	<ul style="list-style-type: none"> • Discuss disparities in cancer screening, especially among priority populations • Describe approaches to reducing disparities in cancer screening

<p>Concurrent Conversations</p> <p>1. Your Opportunity to Ask about Anything You Ever Wanted to Know about Project ECHO: An Informal Conversation with the ECHO Cancer Crew</p> <p>2. How to Enhance Cooperation between State-Level Immunization and Cancer Control Programs to Strengthen HPV Vaccination Efforts</p> <p>3. Strategies for Reaching Millennials with Primary Prevention Messaging</p> <p>4. Removing Barriers and Seizing Opportunities to Improve Cancer Screening and Prevention in Rural Areas</p> <p>5. Round 2: Moving Forward with Cancer Screening and Prevention in the Uncertain World of Coverage for Health Care</p>	<p>3:40-4:55 PM</p> <p>1 hour, 15 minutes Suggested: 1.5</p>	<p>II. Plan Health Education Promotion</p> <p>VI. Serve as a Health Education/ Promotion Resource Person</p> <p>VII. Communicate, Promote and Advocate for Health, Health Education/ Promotion and the Profession</p>	<ul style="list-style-type: none"> Identify plans for implementing strategies to increase cancer prevention and screening Discuss action steps needed to achieve goals related to each conversation topic <p><i>*A follow-up outcome survey will be administrated to assess post-conference cancer screening activities of participants.</i></p>
<p>Reasonable Expectations of Big Data in Health and Medicine</p>	<p>4:55- 5:30 PM 35 minutes Suggested: 0.5</p>	<p>V. Administer and Mange Health Education Promotion</p> <p>VII. Communicate, Promote and Advocate for Health, Health Education/ Promotion and the Profession</p>	<ul style="list-style-type: none"> Discuss the role of big data in health and medicine, especially cancer prevention and early detection Describe the role of using big data in guiding health care practices Identify how technology and innovation can improve health

Friday, April 13, 2018			
Session	Time / Credit	Core Competency	Learning Objectives
<p>Closing Keynote: Vision for the Future of Cancer Prevention</p>	<p>8:05-9:10 AM 1 hour, 5 minutes Suggested: 1.0</p>	<p>I. Assess Needs, Resources, and Capacity for Health Education/Promotion</p> <p>VII. Communicate, Promote and Advocate for Health, Health Education/ Promotion and the Profession</p>	<ul style="list-style-type: none"> Discuss diverse visions of three respected leaders for the future of prevention and cancer prevention in particular

<p>Progress in Research on the Front Lines of Cancer Prevention</p>	<p>9:45-11:00 AM 1 hour, 15 minutes Suggested: 1.5</p>	<p>I. Assess Needs, Resources, and Capacity for Health Education/Promotion II. Plan Health Education Promotion</p>	<ul style="list-style-type: none"> • Describe the evidence-based links between obesity and risks of certain cancers • Describe methodological issues in research on relationships between cancer and aging • Describe the evidence for the relationship between primary prevention and prevention in survivorship
<p>Accomplishments of and Lessons Learned in the 80% by 2018 Initiative on Colorectal Cancer Screening</p>	<p>11:00-11:35 AM 35 minutes Suggested: 0.5</p>	<p>I. Assess Needs, Resources, and Capacity for Health Education/Promotion II. Plan Health Education Promotion</p>	<ul style="list-style-type: none"> • Describe the roots of the 80% by 2018 initiative on increasing colorectal cancer screening • Describe the major elements of the initiative and their implementation over the 5 years of the campaign • Discuss next steps, and what comes after 2018 for colorectal cancer screening initiatives
<p>On the Frontiers of Cancer Screening Modalities</p>	<p>11:35-12:45 PM 1 hour, 10 minutes Suggested: 1.0</p>	<p>I. Assess Needs, Resources, and Capacity for Health Education/Promotion II. Plan Health Education Promotion</p>	<ul style="list-style-type: none"> • Describe the need for screening methods that can detect lung cancer earlier. • Describe the potential for liquid biomarkers for several specific cancers • Describe the issues involved in establishing population-based genetic screening