

Breast & Cervical Health Session 3

Agenda

- **Arrival/Gathering** (20 minutes)
- **Review/Preview** (10 min)
- **Ice Breaker: Stop, Yield, Go** (20 min)
- **Teaching the Stages of Change & Guess Who?** (30 min)
- **How to Identify a Woman's Mammography & Pap Smear Stages** (20 min)
- **Advising by Stage** (20 min)
- **Role Plays** (35 min)
- **Closing/Evaluation** (20 min)

Learning Objectives

- **Learn about effective techniques for helping women overcome barriers to mammography & Pap screening**
- **Learn skills for advising women about mammography & Pap Smears**
- **Practice new skills for advising women to get screened for breast and cervical cancers**

Total Time

2 hours, 55 minutes plus 10-minute break

Handouts

- **Picture of Susie, Yasmin & Greta (Handout #3A)**
- **STEPS picture (Handout #3B)**
- **Staging handout (Handout #3C)**
- **Lay Health Advising: A Review handout (Handout #3D)**
- **Homework assignment (provider information -- #3E)**

Flipchart templates

- **Session 3 learning objectives**
- **Session 3 agenda**
- **Large pictures of Susie, Yasmin and Greta for sticky wall**

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<p>Trainer's Notes</p>	<p style="text-align: center;">Arrival/Gathering</p> <p>Trainers:</p> <p>Time: 20 minutes</p> <p>Background: The workshop incorporates 20 minutes for arrival, sign-in, and gathering. At the end of the 20 minutes, participants should be gathered at the table and ready to begin the workshop.</p> <p>Training Objectives: <i>At the end of this activity trainers will have:</i></p> <ol style="list-style-type: none">1. Completed logistical aspects of the workshop. <p>Materials:</p> <ul style="list-style-type: none">• Name tags• Pens• Sign-in sheet• Refreshments <hr/> <hr/> <p>Steps:</p> <ol style="list-style-type: none">1. Make sure the room is set up before participants begin arriving.2. Have person(s) greet participants as they arrive.3. Have table with registration materials clearly displayed. Have all participants sign in and put on name tags when they arrive.4. Encourage participants to eat and mingle.5. Inform participants 5 minutes before the start of the session activities so they can begin gathering at the table.
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<p>Trainer's Notes</p>	<p style="text-align: center;">Review/Preview</p> <p>Trainers:</p> <p>Time: 10 minutes</p> <p>Training Objectives: <i>At the end of this activity trainers will have:</i></p> <ol style="list-style-type: none"> 1. Started the workshop with a safe and comfortable atmosphere. 2. Reviewed the ground rules and added to them if necessary. 3. Reviewed and addressed wishes from Session 2. 4. Summarized what was covered in Session 2. 5. Addressed any questions or concerns regarding Session 2 material. 6. Introduced agenda and learning objectives for Session 3. <p>Materials:</p> <ul style="list-style-type: none"> • Ground rules • Parking lot • Pluses and wishes from Session 2 • Session 2 learning objectives • Session 3 agenda • Session 3 learning objectives <hr style="border-top: 3px double #000;"/> <p>Steps:</p> <ol style="list-style-type: none"> 1. After everyone is seated welcome them to the session. Acknowledge any new observers, guest trainers, etc. 2. Open the session with a prayer led by one of the participants. <ul style="list-style-type: none"> ◆ As we did last time, I'd like to open this session with a prayer. Today _____ is going to lead us in the opening prayer. 3. Remind participants of the ground rules that were created in the first session. (The list should be posted in the room where everyone can see them). Have a participant read the list aloud to the group. Ask the group if they have any questions, changes, or additions to make to the list. 4. Post Pluses and Wishes from previous session. Acknowledge the pluses and explain which Wishes were addressed and how.
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	<ul style="list-style-type: none">◆ I appreciate the feedback you gave about the last session. These are some of the things that people liked about that session...(list a few pluses).◆ Some of the suggestions that were made for improving the session were...(list wishes). We could meet these requests (list) by doing (...). However, these requests were beyond the scope of the workshop.◆ Thank you again for the feedback. We tried to address as many of your suggestions as possible to meet your needs. <p>5. Review learning objectives from Session 2. Ask if anyone has any questions or concerns from the previous session.</p> <ul style="list-style-type: none">◆ Let us take a look back at what we did last session. Last session we...(read learning objectives). Does anyone have any questions about information or activities from last time? <p>6. Review the Session 3 agenda and learning objectives. Post on wall.</p> <ul style="list-style-type: none">◆ Now let's look at what we're going to do today. <p>7. Acknowledge parking lot.</p> <ul style="list-style-type: none">◆ As promised, the parking lot is back to keep track of concerns that come up which we cannot address immediately. We will mark off items as they are discussed. <p>8. Lead into next activity.</p> <ul style="list-style-type: none">◆ Now let's start with an activity to get us geared up for what we're going to be learning about today - how to effectively advise women to get mammograms and Pap smears.
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<p>Trainer's Notes</p>	<p style="text-align: center;">Ice Breaker: Stop, Yield, Go</p> <p>Trainers:</p> <p>Time: 20 minutes</p> <p>Background: This icebreaker introduces concepts of the Transtheoretical Model (TTM) , also known as the Stages of Change Model, which proposes that decision-making is a process of several stages. This activity presents a variety of activities and then shows how people can be categorized based on their "stage" in the decision-making process for each one.</p> <p>Training Objectives: <i>At the end of this activity trainers will have:</i></p> <ol style="list-style-type: none"> 1. Introduced LHAs to the concept of stages of change and decisional balance. <p>Materials:</p> <ul style="list-style-type: none"> • 'NO WAY' Stop Signs, 'MAYBE' Yield Signs, 'YES' Green Light Signs <hr style="border-top: 3px double black;"/> <p>Steps:</p> <ol style="list-style-type: none"> 1. Make sure that each participant has a STOP, YIELD, and GO SIGN. 2. Explain the activity. Participants will explore how people can be grouped according to their attitudes regarding specified behaviors. They will go on to discuss how their feelings or attitudes about specific behaviors influence their decision-making and openness to change. <ul style="list-style-type: none"> ◆ Right now we are going to think about different activities and how we feel about doing them. 3. Explain how the signs will be used and what they represent. <ul style="list-style-type: none"> ◆ I know many of you are wondering about how the Stop, Yield and Green Light signs will be used. As you know, when driving, the stop sign tells us to stop, a yield sign tells us to slow down, and a green light tells us to go. I'm going to ask you about different activities. There are no right or wrong answers. These are just your opinions. I want you to hold up the sign that best fits how you feel about doing the activity. If it is one you would never consider doing, no way, no how, hold up the 'NO WAY' stop sign. If the activity is one you could
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	<p>possibly see yourself doing, hold up the 'MAYBE' yield sign. If you wouldn't hesitate to do the activity, hold up the 'YES' green light sign.</p> <p>4. Clarify any questions the participants may have regarding use of the signs.</p> <p>5. Ask the prepared questions, providing ample time for the respondents to think about and display their responses.</p> <p>Who would:</p> <ul style="list-style-type: none"> • Roll through a stop sign? • Walk/campout in the middle of the night at the Relay for Life? • Wear her hair in an afro? • Eat raw fish or sushi? • Stay up all night playing pinochle? • Take a yoga class? • Be willing to go on national television to talk about breast cancer? <p>6. Facilitate discussion about participants' choice of signs. <i>Note to trainer: Take note of questions that resulted in the most varied responses. Orient the following discussion around question(s) for which there was the greatest variation.</i></p> <p>◆ Let's go back to the question about...I noticed that there were a lot of different answers to this question. I think it will be helpful to talk about why each of you chose the sign you did. Who held up a green sign? Can you tell the rest of us why you would definitely do (insert activity)? What about those of you who picked the YIELD sign? Would any of you like to share why you would maybe (insert activity)? What keeps you from saying 'yes' right now? Who held up the STOP sign? Will some of you share with the group why you feel the way you do about (insert activity)? We see that holding up one sign or the other is based on how we feel about the activity. We have more negative feelings about things that we would not do. We have more positive feelings about things that we would do.</p> <p>7. Lead into next activity</p> <p>◆ I bet most of you are wondering what using stop signs, yield signs and green lights to describe how you feel about different activities has to do with being a lay health advisor. The next activity will begin to show you how these signs relate to advising women about mammography and Pap smear screening.</p>
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<p>Trainer's Notes</p>	<p style="text-align: center;">Teaching the Stages of Change & Guess Who?</p> <p>Trainers:</p> <p>Time: 30 minutes</p> <p>Background: This session presents an overview of the "stages of change" and how they relate to breast and cervical cancer screening. The presentation uses three characters: Susie STOP, Yasmin YIELD and Greta GO. The characters make the stages less abstract by providing a familiar context. Most of the women will be able to identify women who are similar to those presented in the training.</p> <p>Traditional approaches to teaching TTM use both past behavior and future intention for staging. This training, however, uses future intention only. We excluded past behavior to simplify the model. Therefore, LHAs will not learn about relapse, or that some precontemplators may have once been active. In this training, a precontemplator (Susie STOP) is defined as a woman who is not now thinking about getting a mammogram regardless of her past behavior. A contemplator (Yasmin YIELD) is defined as a woman who is thinking about getting a mammogram but has no plans to get one in the near future.</p> <p>As a simplification, this program teaches that <u>knowledge barriers</u> are the primary reason Susie STOP does not think about getting a mammogram. Yasmin YIELD has the necessary knowledge but has to overcome <u>access barriers</u>.</p> <p>The introduction of the three characters is followed by a game in which participants are asked to apply the concepts of these characters to Pap smear screening. The activity should help participants to think critically about the characteristics of women at each stage.</p> <p>Training Objectives: <i>At the end of this activity trainers will have:</i></p> <ol style="list-style-type: none"> 1. Introduced Susie STOP, Yasmin YIELD and Greta GO. 2. Described how the "stages of change" apply to mammography and Pap smear screening. 3. Provided participants with an interactive environment in which they can apply "stages of change" concepts. 4. Helped participants understand how the stages of change apply to both Pap smear and mammography screening.
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Materials:

- Pictures of Susie STOP, Yasmin YIELD and Greta GO to hand out to participants (Handout #3A)
 - Pens and pencils
 - Flipchart
 - Big Susie STOP, Yasmin YIELD, and Greta GO pictures to put on sticky wall
 - Sentence strips with descriptions of Susie STOP, Yasmin YIELD, and Greta GO
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Steps:

1. Place Susie STOP, Yasmin YIELD, and Greta GO foam core cut-outs on the sticky wall. Leave space beneath each picture for the steps that will come later.
2. Distribute pictures of Susie STOP, Yasmin YIELD and Greta GO and describe what each represents.
 - ◆ Now I am going to introduce three ladies to you: Susie STOP, Yasmin YIELD and Greta GO. As I begin telling you a little bit about each of them, you will probably realize that you know women just like these three. I think it will help you to remember how these women are similar and different from one another by writing down on each woman's picture what I share with you about her. There are pens and pencils on the tables.
 - ◆ I am going to talk to you about Susie STOP, Yasmin YIELD and Greta GO's mammography practices. As we get further along in our discussion about them, you'll see that Susie STOP, Yasmin YIELD, and Greta GO's attitudes apply to any behavior you can think of.
3. Introduce Susie STOP.
 - ◆ Susie STOP is the woman holding the red STOP sign. Can any of you guess what Susie thinks about mammograms? (Let participants answer)

Examples of correct answers are:
 - she doesn't want to get one.
 - she doesn't want to know if she has cancer.
 - ◆ Many of your ideas are right on. Susie doesn't really think about

having a mammogram, which is why she is holding the STOP sign. It helps you remember that women who don't think about having mammograms are at STOP for the behavior. If you know someone like Susie, what reasons does she give for not getting a mammogram? (*List ideas.*)

- ◆ Those are great ideas. (*Note to facilitator: You may want to add from the list below.*) Some other reasons to think about are:
 - not knowing what a mammogram tests for
 - not knowing why mammograms are important
 - believing that a mammogram is only necessary for women with symptoms
 - being worried that a mammogram can cause cancer
 - believing that cancer is always fatal
 - not hearing from her doctor that she should get one (particularly a problem for women who see specialists instead of general practitioners)
- ◆ Basically, Susie is at STOP because she doesn't know why she should get a mammogram.

4. Introduce Yasmin YIELD.

- ◆ Now let's talk about Yasmin YIELD. She is the woman holding a yellow YIELD sign. What do you believe Yasmin thinks about mammograms? (Let participants answer and list their ideas.)

Example of a correct answer is that she's maybe going to get a mammogram.

- ◆ Yasmin is considering going for a mammogram. That's why she is wearing the YIELD sign. It helps you remember that women who are thinking about getting a mammogram but haven't gotten one yet are not at STOP but they aren't at GO either. You can also think about it this way-remember the last activity we did? There, the YIELD sign read 'MAYBE'. That's a perfect description for how Yasmin feels about mammograms. She's maybe going to get one, but she's not entirely sure she will.
- ◆ Unlike Susie, Yasmin may know that mammograms are important. Certain things keep her from going for a mammogram. If you know a woman like Yasmin, what reasons does she give for not getting a mammogram? (*Note to facilitator: You may want to add from the list below.*)

	<p>Some other reasons could be:</p> <ul style="list-style-type: none"> - embarrassment about the procedure (including such issues needing help to stand at the mammography machine, dress or undress, etc.) - worry about it being painful - cost/not enough money - doesn't have time - worried about what she might find - too much hassle to deal with right now - not knowing where to go - not knowing about mammography facilities that are specially equipped for women with disabilities <p>◆ Yasmin is at YIELD because of barriers. She knows the good things about mammography- it's the barriers or bad things that keep her from going.</p> <p>5. Introduce Greta GO.</p> <p>◆ Greta GO is on the last picture you have. She's got the GREEN GO sign. What does Greta think about mammograms? (Let participants answer.)</p> <p>Examples of correct answers are: she gets mammograms, she doesn't just think about getting mammograms, and she knows why mammograms are good.</p> <p>◆ Greta is different than Yasmin because she doesn't just think about going for a mammogram--she gets mammograms! The Green light on her shirt tells you that she is going for mammograms. Why is Greta going for mammograms? (Let participants answer. Steer participants towards: she knows the good things about mammograms and has overcome all the barriers that keep her from getting one.)</p> <p>◆ Those all are great reasons. If you know women like Greta or you are like Greta and always go for your mammogram, will you share why with the rest of the group?</p> <p>◆ We can summarize what you all have said like this: Women like Greta GO for mammograms because they know why they are important and are able to overcome all the hard things that keep them from getting them. We want to get all our sisters to be like Greta and GO for mammograms. We'll talk more about how to do this later.</p> <p>6. Link with Pap smear screening and lead into "Guess Who" game.</p>
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	<ul style="list-style-type: none">◆ Even though we learned about Susie STOP, Yasmin YIELD, and Greta GO for mammography, it's important to remember that the descriptions of these women can also be applied to Pap smear screening or any behavior for that matter. Our next activity is going to help you think about characteristics of Susie STOP, Yasmin YIELD and Greta GO for Pap smear screening. <p>7. Explain the activity.</p> <ul style="list-style-type: none">◆ Now, we are going to play a game called 'GUESS WHO?' I am going to pass each of you a sentence strip. Each sentence strip describes how a woman might feel about getting a mammogram or Pap smear. On the sticky wall, there are three columns: a STOP sign for Susie STOP, a YIELD sign for Yasmin Yield and a GREEN light for Greta GO.◆ I'm going to ask each of you to read your sentence strip aloud and then place it under one of the three columns on the sticky wall. I'd like you to share with the rest of the group why you put your strip under the category you chose. That way we can all learn together. <p>8. Distribute sentence strips. <i>(Trainer can use as many strips as needed depending on the size of the group.)</i></p> <p><i>Susie Stop:</i></p> <ul style="list-style-type: none">-Is not thinking about having a Pap smear-Thinks that Pap smears are only important for women with symptoms-Thinks that only women who are sexually active need to have a Pap smear-Doesn't think about going for a Pap smear since her doctor didn't recommend it-Doesn't think either Pap smears or pelvic exams are important for women past their childbearing years-She doesn't want to know if anything is wrong with her <p><i>Yasmin Yield:</i></p> <ul style="list-style-type: none">-Would consider having a Pap smear but is not ready yet-Knows why Pap smears are important but is worried about the cost of getting one-Knows that Pap smears can find cancer early but is embarrassed about having the doctor touch her down there-Knows that all women 18 and older should have Pap smears regularly but her last one was very painful-Would consider getting a Pap smear if she could find a female doctor
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	<p><i>Greta Go:</i></p> <ul style="list-style-type: none"> -Is going for Pap smears regularly -Has overcome all of the hard things that would keep her from getting a Pap smear -Has asked her daughter to drive her to the doctor’s office since she knows that getting a regular Pap smear can detect cervical cancer early -Goes for a Pap smear even though she is worried that her husband might not think she’s modest <p><i>Combinations (Participants should have to think about these and not know where to put sentence strip):</i></p> <ul style="list-style-type: none"> -Gets a mammogram every year but doesn’t think about getting a Pap smear since her partial hysterectomy—<i>answer: Greta Go for mammography, Susie Stop for Pap smear screening</i> -Is thinking about getting both a mammogram and Pap smear—<i>answer: Yasmin Yield for both behaviors</i> -Always gets a Pap smear during her yearly well-check up with her doctor but doesn't get a mammogram—<i>answer: Greta Go for Pap smear screening; Susie Stop for mammography</i> -Thinks that bruising when getting a mammogram can cause cancer and that a Pap smear is only for women who have multiple sexual partners—<i>answer: Susie Stop for both behaviors</i> -Always goes for both a mammogram and Pap smear—<i>answer: Greta Go for both behaviors</i> <p>9. Have each participant read her sentence strip aloud to the group as she places it under the appropriate sign on the Sticky Wall. Each woman should explain her decision.</p> <p>10. Discuss strips that are confusing or incorrectly assigned during the activity as LHAs post them.</p> <p>11. Lead into next activity.</p> <ul style="list-style-type: none"> ◆ Now that we know more about what it means to be Susie STOP, Yasmin YIELD, and Greta GO, we want to talk more about what all this means to you as an LHA. <p>Remove sentence strips, but leave foam core cut-outs of Susie, Yasmin and Greta on wall for next activity.</p>
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<p>Trainer's Notes</p>	<h2 style="text-align: center;">How to Identify a Woman's Mammography and Pap Smear Stage</h2> <p>Trainers:</p> <p>Time: 20 minutes</p> <p>Background: This segment of the training helps LHAs apply stages of change, or STEPS, to their advising activities. LHAs will brainstorm strategies for identifying a woman's stage of change or "step".</p> <p>Note to Facilitator: <i>Before delivering this segment of the training, please familiarize yourself with the handout on staging. It is necessary to integrate these concepts into the discussion about what questions are most appropriate for identifying a woman's stage of change.</i></p> <p>Training Objectives: <i>At the end of this activity trainers will have:</i></p> <ol style="list-style-type: none"> 1. Linked Susie STOP, Yasmin YIELD and Greta GO to stages of change. 2. Facilitated discussion about how to stage women before advising about mammography and Pap smear screening. <p>Materials:</p> <ul style="list-style-type: none"> • Flipchart • Markers • Strips to make steps on the wall • Large pictures of Susie Stop, Yasmin Yield, and Greta • Handout of Steps picture for participants (#3B) • Handout on staging (#3C) <hr style="border: 1px solid black; margin: 10px 0;"/> <p>Steps:</p> <ol style="list-style-type: none"> 1. Synthesize information from last two activities. <ul style="list-style-type: none"> ◆ Let's quickly review what we just did. We met three ladies, Susie STOP, Yasmin YIELD, and Greta GO and considered how they behave for mammography and Pap smear screening. We talked a little bit about how a woman may be a Susie STOP for mammography and Yasmin YIELD for Pap smear screening. Now, we are going to spend some time thinking about how their beliefs relate to your lay health advising.
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2. Stagger the placement of Susie, Yasmin, and Greta on the sticky wall ascending left to right with Susie lower left, Yasmin mid-space and Greta higher right. Place black construction paper strips under the cut-outs to represent stairs.
3. Discuss the relationship between Susie STOP, Yasmin YIELD and Greta GO.
 - ◆ See the STEPS I've built between Susie STOP, Yasmin YIELD, and Greta GO? I'm going to pass out copies of a picture that looks like our sticky wall.
 - ◆ Let's talk about Susie STOP, Yasmin YIELD and Greta GO's mammography behaviors again. Who can tell me about Susie? (*Solicit answers from participants and summarize.*) Susie does not think about getting a mammogram. She's at STOP for this behavior.
 - ◆ Who wants to tell me about Greta and mammography? (*Solicit answers from participants and summarize.*) Exactly, Greta is getting mammograms regularly. She's at GO for mammography.
 - ◆ What about Yasmin? Yes, she is thinking about getting a mammogram. She's not at STOP like Susie because she's thinking about getting one but she's not at GO like Greta either.
 - ◆ So now we've got Susie on the bottom step, Yasmin in the middle and Greta on the top step. What do you think I'm trying to show you? (Sample responses include: getting a mammogram happens in steps; change happens over time; people don't change all at once.)
 - ◆ Those are great ideas. I want you to see is that these women are at different steps for mammography: STOP, YIELD, and GO.
4. Review link between characteristics of individual stages and the STEPS.
 - ◆ Let's talk a bit about what it means to be at STOP for mammography. Why doesn't Susie think about getting a mammogram? (*Solicit answers from group and write on a blank sheet of white paper under STEPS between the STOP and YIELD signs.*)

	<ul style="list-style-type: none"> ◆ As you can see, I have written your answers between this STEP and the next one. Not knowing the importance of mammograms and early detection is what keeps women from moving from STOP to YIELD. ◆ Now think about what it means to be at YIELD for mammography. Why is Yasmin only thinking about getting a mammogram? (Solicit answers from group and write on blank piece of white paper under STEPS between YIELD and GO SIGNS.) ◆ These barriers keep women who are thinking about getting a mammogram from making plans to get one. They are the difference between YIELD and GO. ◆ Women at GO get mammograms. What are some reasons why? (Solicit answers from group) <p>5. Explain the process of STEPS.</p> <ul style="list-style-type: none"> ◆ We've just described the different stages women can be in for mammography. These stages also apply to Pap screening. The decision to do something new or to repeat a behavior, like going for a Pap smear, happens over time, in stages or STEPS. Knowing that there are STEPS to going for a Pap smear helps you understand why it takes a long time to convince some women to go. And why with other women, it takes only a few words of encouragement or giving them a ride to the doctor's office. <p>6. Brainstorm ideas for identifying woman across STEPS.</p> <ul style="list-style-type: none"> ◆ Now, let's think about how to figure out whether a woman is at the STOP, YIELD, or GO STEP for mammography and Pap smear screening. What are some of the things you would say to a woman to find out what STEP she is on? <p><i>Note to Facilitator: As participants share, write ideas down on flip chart. After a few minutes of idea gathering, discuss what group has shared, whether participants believe they would say certain things and under what circumstances. Trainer will have to make sure that the participants include a focus on future intention in their questions. For example, are you thinking about having a mammogram in the next year? (Post pages in room for rest of training)</i></p> <ul style="list-style-type: none"> ◆ [Pass out staging handout.] Here are some helpful hints for
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	<p>identifying a woman's STEP. To find out if a woman is at STOP for mammograms or Pap smears, ask her if she knows. The key word to listen for with a Susie STOP is no. To find out if a woman is at YIELD for either behavior, ask her if she does. The key words to listen for with her will be if, but, or maybe. A woman who is at GO will answer yes to both questions.</p> <p>7. Clarify that participants must figure out an advisee's STEP for both mammography and Pap smear screening.</p> <ul style="list-style-type: none"> ◆ Even though you will be talking to women about both mammography and Pap smear screening, you will need to figure out what STEP a woman is in for mammography and what STEP she is in for Pap smear screening separately. This is because a woman may be at STOP for Pap smear screening but at GO for mammography. To try figure out what STEP she is in for both behaviors at the same time is too confusing. Pick mammography or Pap smear screening, figure out what STEP she is in, and advise her about that. Then move on to the other behavior. <p>8. Wrap-up and lead into next activity.</p> <ul style="list-style-type: none"> ◆ Now we are going to take a quick break. When we come back, we will talk about how to get our sisters closer to GO for both mammography and Pap smear screening.
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<p>Trainer’s Notes</p>	<h2 style="text-align: center;">Advising by Stage</h2> <p>Trainers:</p> <p>Time: 20 minutes</p> <p>Background: This activity teaches the concept of decisional balance and how it relates to LHA advising. Decisional balance is the weight an individual assigns to the pros and cons of engaging in a specified behavior such as mammography or Pap smear screening. Participants will learn to:</p> <ul style="list-style-type: none"> • WITNESS about BENEFITS for women at STOP, • LIGHT THE WAY about BARRIERS for women at YIELD, and • PRAISE women they identify at GO. <p>The spiritual orientation of LHA messages is grounded in focus group findings, which identified spirituality as a shared value of LHAs and the target population.</p> <p>Because this is a detailed mini-lecture covering complex information, the trainer needs to be well-versed in the concepts of decisional balance.</p> <p>Training Objectives: <i>At the end of this activity, trainers will have:</i></p> <ol style="list-style-type: none"> 1. Introduced the concept of decisional balance and how it relates to stages of change. 2. Explained how to tailor messages to shift an individual’s decisional balance in favor of mammography. <p>Materials:</p> <ul style="list-style-type: none"> • Scale (two-sided balance) • Pros and cons “block” • Lay Health Advising: A Review handout (#3D) <hr style="border: 3px double #000;"/> <p>Steps:</p> <ol style="list-style-type: none"> 1. Explain the concept of decisional balance. <ul style="list-style-type: none"> ◆ Now we are going to begin to discuss how to get our sisters to GO! The first thing we need to understand is how people make decisions. Think about decision making as a double sided scale. <i>(Show the scale and point to each side labeled pros and cons as you talk.)</i> This scale measures the weight of the pros and cons for getting a mammogram or Pap smear. Pros are the good
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	<p>things people believe about a behavior. Cons are the bad things people believe about a behavior. People's decisions reflect which they think weighs more-- the pros or the cons.</p> <p>2. Link decisional balance with stages of change.</p> <ul style="list-style-type: none">◆ Decisional balance is an important part of the STEPS we talked about earlier.◆ Let's think about women at STOP. (<i>Load the cons side of the scale with 2-3 blocks and leave the pro side empty.</i>) So far, we know that they are not thinking about getting mammograms and some of the reasons why, including not knowing about the importance of mammograms or who is at risk for breast cancer. Women at STOP don't know any of the good reasons or pros for getting mammograms. For women at STOP, the CONS weigh much more than the PROS because there aren't any PROS to balance out the CONS. As you may have already guessed, this has a lot to do with why she is at STOP for mammography. Since she doesn't know any of the good reasons for getting mammograms, we can't possibly expect her to think about getting one.◆ Now we'll talk about women at YIELD. A woman at YIELD has thought about the pros for mammography. (<i>Load the pros side with equal blocks to balance the scale.</i>) These women believe there are good things about getting mammograms, such as finding cancer early, peace of mind, and taking care of her health so she can take care of others. But they also believe that there are bad things or hassles involved, like inconvenience, pain, money, or worry about finding a problem. This is why women at YIELD are thinking about getting a mammogram but are not committed to getting one yet.◆ Women who are at GO believe the pros or good things about getting mammograms weigh more than the CONS. (<i>Remove one block from the cons so the scale tips in favor of the pros. Do <u>not</u> remove all the blocks from the cons side.</i>) That's why women at GO are going for mammograms. Women at GO know the benefits outweigh any possible disadvantages. <p>3. Explain how shifting decisional balance or reevaluating the pros and cons creates movement across the stages.</p> <ul style="list-style-type: none">◆ I'm sure many of you are wondering what all this information
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about the pros and cons means. At each STEP, you as LHAs can use what you know about which weighs more, the pros or the cons, to advise women about mammograms and Pap smears. To move women closer to GO, you must give women information that helps tip the scale in favor of the pros.

4. Introduce WITNESS (or TESTIFY) about benefits, LIGHT the WAY about barriers, and PRAISE

- ◆ Now we are going to talk about how we can increase the weight of the pros at each “step”. *(The facilitator may choose to continue using the scale if it is helpful to illustrate the concepts.)*

- ◆ We’ll start with women who are at STOP. For women who are at STOP, the CONS are heavier than the PROS. How can we increase the weight of the pros? We need to tell her all about the good reasons to get a mammogram. When you meet a woman at STOP, you will WITNESS to her about the pros of mammography. When I say WITNESS about the pros of mammography, I mean tell a woman about your experience with mammograms, and personal stories about how it changed your life. You can share personal stories you’ve heard about how mammograms can save lives. Can anyone share some examples of WITNESSING about the benefits of mammography with the group?

(For facilitator, an example of WITNESSING: “I get mammograms because they keep me healthy for my husband and children. I’ve got a lot to live for and so do you.”)

- ◆ Women at YIELD give equal weight to the pros and cons of mammography. They know the benefits already, but as an LHA you can help decrease the cons. When you meet a woman who is at YIELD, you can LIGHT THE WAY about overcoming barriers. LIGHTING THE WAY means identifying what a woman believes is keeping her from getting a mammogram and helping her find ways to overcome those obstacles. One example would be telling a woman who worries that mammograms are too expensive about the Breast and Cervical Cancer Control Program (BCCCP), which helps women who can’t afford to get a mammogram get one. *(An example of LIGHTING THE WAY: “I know its hard for you to get to a mammography center, but if you tell me when you need to be there I’ll be happy to take you.”)*

	<ul style="list-style-type: none">◆ Women at GO know the pros outweigh the cons. You don't need to change this! Instead, you should PRAISE them about how they are getting mammograms because it's easy to backslide! A woman may delay because she's busy and before she knows it one or two years have passed and she hasn't been back for a mammogram. Encourage women who are at GO to stay on schedule. Does anyone have an example of what PRAISING would sound like? <p style="text-align: center;"><i>Pass out Lay Health Advising: A Review handout</i></p> <p>5. Link to next activity</p> <ul style="list-style-type: none">◆ In the next activity, we will practice using all of these concepts about advising we've been talking about.
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Trainer's Notes	Role Plays
	<p>Trainers:</p> <p>Time: 35 minutes</p> <p>Background: The purpose of this activity is to provide participants an opportunity to apply the information learned throughout the training session. Scenarios will be structured so that participants will identify an individual's stage of change and deliver a corresponding stage-appropriate message.</p> <p>Training Objectives: <i>At the end of this activity trainers will have:</i></p> <ol style="list-style-type: none">1. Helped participants apply the concepts learned throughout the training session.2. Facilitated discussion about how participants integrated the concepts of stages of change and decisional balance into stage-appropriate advising. <p>Materials:</p> <ul style="list-style-type: none">• Role plays <hr/> <hr/> <p>Steps:</p> <ol style="list-style-type: none">1. Introduce the idea of using a conversation starter to begin talking to women about these topics.<ul style="list-style-type: none">◆ Before we practice using our new skills, one thing to think about is how to begin a conversation with a woman about mammograms or Pap smears. It might make the conversation flow more smoothly if you can tie in information from the local news about health or parts of a sermon you just heard about taking care of yourself or your family. Can anyone think of some conversation starters they might use?2. Have volunteers act out role of LHAs in scenarios. Facilitator will play part of "advisee". Use the following discussion questions after each scenario is acted out?<ul style="list-style-type: none">◆ What STEP was _____? Did _____ correctly identify her STEP?

- ◆ How did _____ identify her STEP? What do you think about this approach? Did it work?
- ◆ Which weighs more at this STEP? The pros or the cons?
- ◆ What _____ say to try and change the weight between the pros and cons?
- ◆ Did this advice match with her STEP?

Character Scenarios

Character Scenario 1: No way Nora

LHA: (Use conversation starter to introduce self to “advisee”, try to figure out STEP for Pap smear screening)

Nora: I'm not interested in hearing anything about Pap smears. Isn't that the test that they do to tell you if I have cancer or not? Now, why would I want to know if I have cancer? That's like telling me I'm going to die If I'm going to die, I'd rather not know before hand.

LHA: (Advise based on what Nora told you)

Note to facilitator: LHA should be Witnessing about the Pros of Pap smear screening to Nora. She is obviously at STOP for Pap smear screening. LHA could remind Nora that the earlier cancer is found, the easier it is to treat. Finding cancer early through a Pap smear greatly increases your chances of beating it. LHA could also point out that finding cancer early through a Pap smear is important to do for your family since they care about you and need you to be healthy.

Character Scenario 2: Embarrassed Emily

LHA: (Use conversation starter to introduce self to “advisee”, try to figure out STEP for Pap smear screening)

Emily: I know I need to get one, but I just can't. I mean it is so embarrassing to lay there with the doctor looking at you and touching you down there. It's so disgraceful!

LHA: (Advise based on what Emily told you)

Note to facilitator: LHA should recognize that Emily is at YIELD for a Pap smear and LIGHT THE WAY by helping her overcome barriers. LHA

could tell her that modesty is important but not so much that you should risk your health. LHA could stress that all women should have this normal medical procedure that allows the doctor to examine their internal organs. LHA could also recommend a female provider and tell her that she could request that a female nurse be present, which could make it more comfortable.

Character Scenario 3: Combination Connie

LHA: Introduce yourself to “advisee” and try to figure out STEP for mammography and then Pap smear screening)

Connie: A mammo-what? I don’t know what you are talking about.

LHA: Advise based on what Connie told you and then transition to Pap smear screening.

Note to facilitator: Connie is at STOP for mammography. LHA should WITNESS about PROS. LHA should explain exactly what is involved in getting a mammogram, where Connie can go to get one (including referrals if necessary) and why they are important. LHA then can ask about Pap smear history.

Connie: Of course I get a Pap smear. What woman wouldn’t? The doctor automatically does it when he checks me down there.

LHA: Advise based on what Connie told you.

Note to facilitator: LHA should PRAISE Connie for taking care of her health because she is at GO for Pap smear screening.

Character Scenario 4: Practicing Penny

LHA: (Introduce yourself to “advisee” and try to figure out her stage)

Penny: I just got my Pap smear last week. I was really scared that it would hurt real bad but I realized that not knowing if I had cervical cancer could hurt way worse.

LHA: (Advise based on Stage)

Note to facilitator: Penny is at GO for Pap smear screening. LHA should PRAISE Penny for taking care of herself and for overcoming her fears.

Character Scenario 5: Need-A-Hand Natasha

LHA: (Introduce yourself to “advisee” and try to figure out STEP for mammography and then Pap tests.)

Natasha: I should get one but it’s such a hassle! You’d think that the doctor’s office, of all places, would have an entryway big enough for my wheelchair. But, I always have a time getting in and out. Plus, I would have to find a friend to go with me. And she needs to be a GOOD friend – someone I wouldn’t mind asking to help me get my clothes on and off. And she better be strong too! It’s hard work to get me up out of this chair and to keep me propped up in front of that machine.

The one time I had a mammogram, the lady wasn’t very nice about calling an aide to help me stand. Then she complained that the films weren’t good quality because I wasn’t in a good position. I’m not sure she ever got what she needed.

LHA: (Advise based on what Natasha told you and then transition to Pap smear screening.)

Note to facilitator: Natasha is at YIELD for mammogram because she knows she should go but she doesn’t want to. LHA should LIGHT the WAY by suggesting questions Natasha can ask when she makes her appointment. For instance, is the building wheelchair accessible? Can someone on staff assist her through the entire exam, including dressing and standing? Does the clinic have a machine that can film a woman who is seated?

Natasha: Yes, I know I should get a Pap smear, but getting onto the exam table – it’s a nightmare! Ha! I’d rather have a mammogram and you already heard what I think about those!

Note to facilitator: Natasha is at YIELD for Pap screening. LHA should LIGHT the WAY by encouraging Natasha to call for an appointment because cervical cancer is preventable. Natasha should ask her provider if there is a special exam table or any special procedures in place to help women in wheelchairs have a Pap test. The LHA could offer to help make this phone call.

3. Acknowledge the effort put forth by the participants in the role plays.

- ◆ Great job everyone! You all are well on your way to being excellent lay health advisors. The more you practice these advising skills, the more comfortable you will become with lay

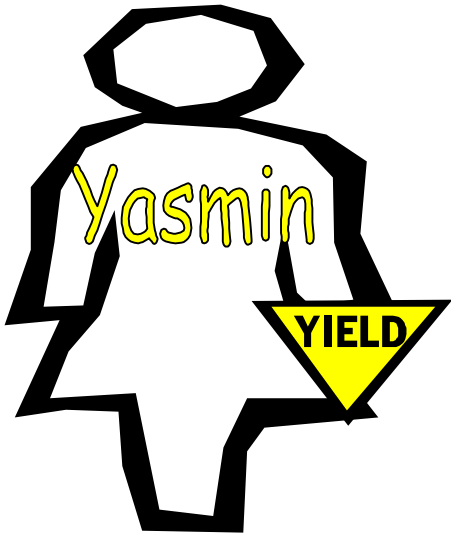
	<p>health advising.</p> <p>4. Link to closing.</p> <ul style="list-style-type: none">◆ I wish we had more time to practice advising as a group, but we must bring today's session to close now.
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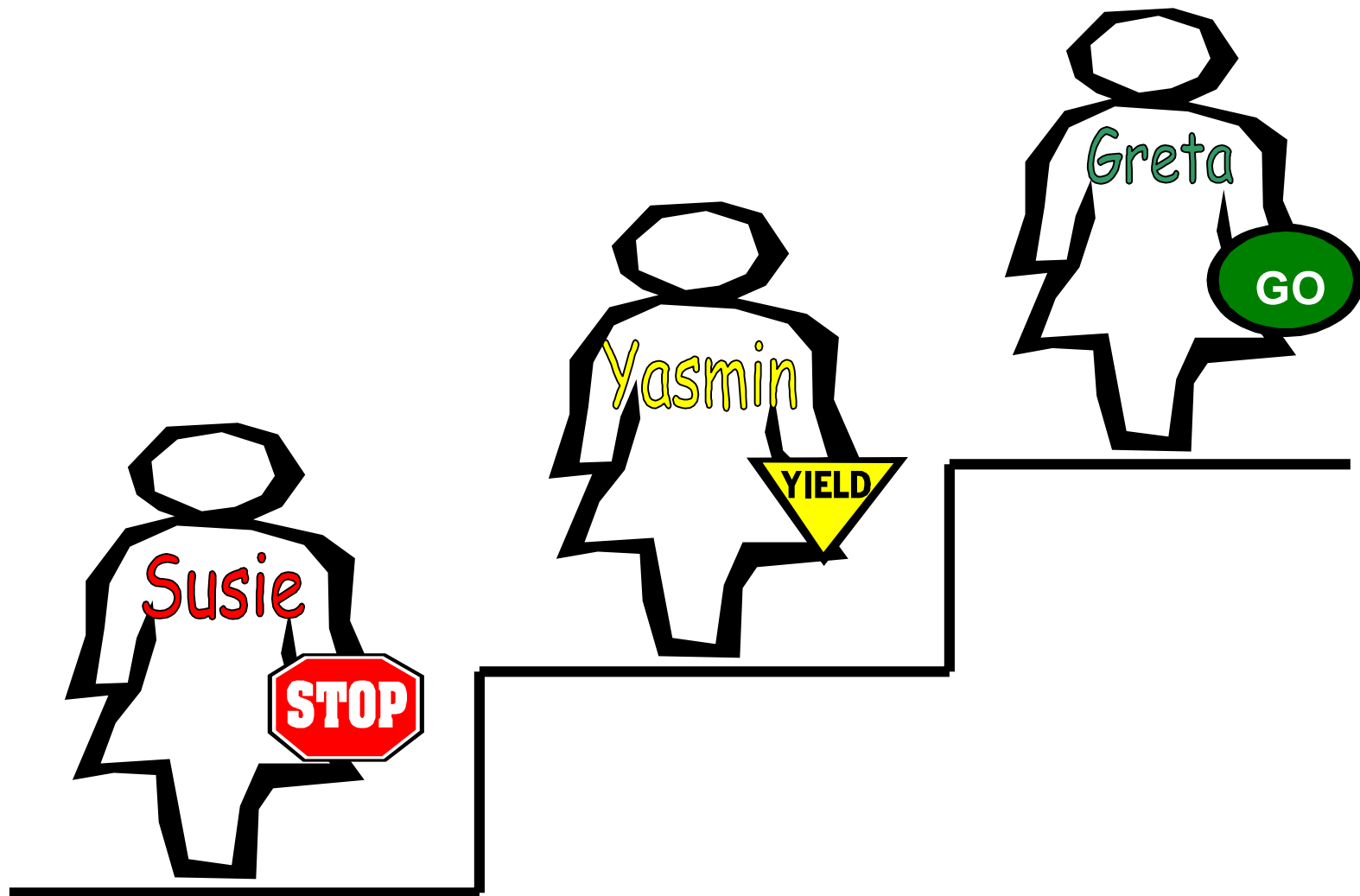
Trainer's Notes	Closing/Evaluation
	<p>Trainers:</p> <p>Time: 20 minutes</p> <p>Background: The closing part of the training provides an opportunity to reflect on what was covered in the session and gather feedback on how to improve the session. Because of the large amount of information about breast and cervical cancer presented at each session, it is important to review and reinforce the distinctions and similarities between the two cancers. An assignment is also included in the curriculum to help participants apply what they learned in the session and to gather information for the next session.</p> <p>Training Objectives: <i>At the end of this activity trainers will have:</i></p> <ol style="list-style-type: none"> 1. Summarized the session activities. 2. Reviewed the similarities and differences between breast and cervical cancer. 3. Gathered feedback from the group about the session. 4. Encouraged participants to gather information that will be used in the next session. <p>Materials:</p> <ul style="list-style-type: none"> • Session 3 learning objectives • Session 3 agenda • Parking lot • Markers • Incentive: Flashlights • Homework assignment – Handout #3E <hr style="border-top: 3px double #000;"/> <p>Steps:</p> <ol style="list-style-type: none"> 1. Introduce closing and evaluation. <ul style="list-style-type: none"> ◆ We did a lot today. Let's review what we covered today. 2. Summarize learning objectives. <ul style="list-style-type: none"> ◆ Today we... <ul style="list-style-type: none"> -Learned about effective techniques for helping women

	<p>overcome barriers to getting mammograms and Pap smears -Learned skills for advising women about mammograms and Pap smears -Practiced new skills for advising women to get screened for breast and cervical cancers</p> <p>3. Review the relationship between breast and cervical cancer.</p> <ul style="list-style-type: none">◆ We didn't talk in as much detail about breast and cervical cancer today, but we did talk about advising women about breast and cervical cancer. Based on what we did today, is there anything we can add to our lists regarding how the two cancers are similar and how they're different? <p>4. Write participants responses on flipchart pages labeled "similar" and "different".</p> <p><u>Some sample responses for "similar" might include:</u></p> <ul style="list-style-type: none">-behavior change occurs in steps for both breast and cervical cancer screening <p><u>Some sample responses for "different" might include:</u></p> <ul style="list-style-type: none">-women may be at different steps for breast and cervical cancer screening-women may need to be advised differently for breast cancer screening than for cervical cancer screening, depending on their step for each behavior <p>5. Ask participants for Pluses and Wishes for today's session.</p> <ul style="list-style-type: none">◆ Now we want to talk about what worked and what did not during today's session. Remember, pluses are things that you liked about the session. Wishes are things that you would like to be done differently at future sessions. <p>6. Ask the group to list some "pluses" first, and then "wishes." (<i>The trainer should not respond to the wishes, just record them</i>).</p> <ul style="list-style-type: none">◆ Thank you for all of your input. We appreciate your acknowledgement of the pluses and will try to address the wishes as best we can. <p>7. Review parking lot. Cross off items that were addressed. Acknowledge those that will be addressed in future sessions.</p> <ul style="list-style-type: none">◆ Were any of the parking lot items addressed? If so, they can be
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	<p>marked off the list.</p> <p>8. Explain homework assignment. Pass out “Getting a Mammogram/Pap Smear” handout.</p> <ul style="list-style-type: none"> ◆ Next week one of the things we will be talking about is resources in the community that can help women get screened for breast and cervical cancer. ◆ <i>(Optional)</i> To get us ready, you all have a brief homework assignment to complete before that session. I would like for half of you to find out some information about where a woman can go in your community to get a mammogram and the other half of you to find out where a woman can go to get a Pap smear. Some of you may already know this information, but we may find out something new from each other when we share our information. ◆ We have a worksheet with some things to find out about the place where a woman can get a mammogram or Pap smear. They include: <ul style="list-style-type: none"> -What is the name of the place? -What is the phone number? -Where is the place? -When are they open? -How much does it cost to get a mammogram/Pap smear? -Is there financial assistance available? -Is there transportation to the place? -Does a woman have to have a referral to get a mammogram there? ◆ Look at the worksheet you have to see whether you will be finding Pap smear or mammography information. <p>9. Close session with a prayer led by one of the participants.</p> <ul style="list-style-type: none"> ◆ To bring our session to a close, _____ is going to lead us in a prayer. <p>10. Pass out Lay Health Advising: A Review sheet and incentives (flashlights). Link the incentive to the topic of the session.</p> <ul style="list-style-type: none"> ◆ To thank you for your participation today, we have flashlights to remind you to LIGHT THE WAY for our family members and friends about mammography and Pap screening.
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	<p>11. Remind participants about the time, place, activities and assignment for the next session.</p> <ul style="list-style-type: none">◆ The next session is: Date: Time: Location: ◆ At the next session we will be learning about how the health care system works and what resources are available for women who need breast and cervical cancer screenings. <p>12. Collect name tags.</p> <p>13. Thank the group for coming.</p>
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What will she say?

Helpful Hints for Staging Women

If you are talking with a woman about getting a mammogram or Pap smear, it is important to **ask the right questions** and to **really listen** to what she is telling you about her behavior and the reasons she may or may not be getting them.

To help, here are some **key questions** to ask and **key words** you can listen for to help figure out a woman's stage of change.

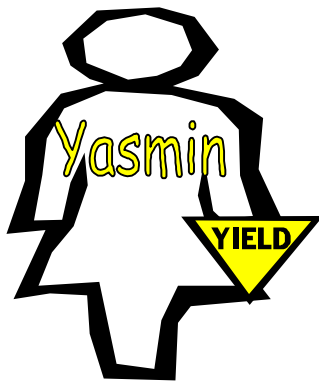


Ask if she *knows*...

Do you know about mammograms and Pap smears?

KEY WORDS: "No," "Don't Know"

Susie needs information and facts.



Ask if she *goes*...

Do you get mammograms and Pap smears?

KEY WORDS: "If," "But," "Maybe"

Yasmin needs help overcoming barriers.



Ask if she *goes*...

Do you get mammograms and Pap smears?

KEY WORDS: "Yes," "Definitely"

Greta needs praise for her healthy actions.

LAY HEALTH ADVISING: A REVIEW

- **WITNESS ABOUT BENEFITS:**

Who? Women at STOP

Why? Since they do not know any of the good things about mammograms or how early detection saves lives, women at this STEP have no PROS to balance out the CONS. This is why they aren't thinking about going for a mammogram.

How? Share personal experiences with mammography and stories about how mammograms save lives.

- **LIGHT THE WAY:**

Who? Women at YIELD

Why? Women at this STEP know the PROS of mammography, but they need help overcoming the CONS that keep them from getting one. This is why they are only thinking about going for a mammogram.

How? Talk to women at YIELD about the things that keep them from going for a mammogram and help women come up with ideas to overcome them.

- **PRAISE**

Who? Women at GO

Why? Women at this STEP know the PROS of mammography outweigh the CONS. That's why they are GOING for mammograms.

How? Tell women at GO that they are doing a great job taking care of their health. Encourage them to continue going for mammograms.

Getting a Mammogram

Where can you get a mammogram?

What is the phone number and address?

When are they open?

What accommodations do they offer for women with disabilities?

Getting a Pap smear

Where can you get a Pap smear?

What is the phone number and address?

When are they open?

What accommodations do they offer for women with disabilities?

**Breast & Cervical Health
Session 3 Role Plays**

- ◆ No Way Nora
- ◆ Embarrassed Emily
- ◆ Combination Connie
- ◆ Practicing Penny
- ◆ Need-a-Hand Natasha

No Way Nora

LHA: (Introduce yourself to Nora; try to figure out STEP for mammography screening.)

Nora: I'm not interested in hearing anything about mammograms. Isn't that the test that they do to tell you if I have cancer or not? Now, why would I want to know if I have cancer? That's like telling me I'm going to die. If I'm going to die, I'd rather not know beforehand.

LHA: (Advise based on what Nora told you.)

Embarrassed Emily

LHA: (Introduce yourself to Emily; try to figure out STEP for mammography screening.)

Emily: I know I need to get one, but I just can't. I mean it is so embarrassing to put your breast on that machine. Its so disgraceful!

LHA: (Advise based on what Emily told you.)

Combination Connie

LHA: (Introduce yourself to “advisee” and try to figure out STEP for mammography and then Pap smear screening.)

Connie: A mammo-what? I don’t know what you are talking about.

LHA: (Advise based on what Connie told you and then ask about Pap smear screening.)

Connie: Of course I get a Pap smear. What woman wouldn’t? The doctor automatically does it when he checks me down there.

LHA: (Advise based on what Connie told you.)

Practicing Penny

LHA: (Introduce yourself to “advisee” and try to figure out her stage)

Penny: I just got my Pap smear last week. I was really scared that it would hurt real bad but I realized that not knowing if I had cervical cancer could hurt way worse.

LHA: (Advise based on stage)

Need-A-Hand Natasha

LHA: (Introduce yourself to “advisee” and try to figure out STEP for mammography and then Pap tests.)

Natasha: I should get one but it’s such a hassle! You’d think that the doctor’s office, of all places, would have an entryway big enough for my wheelchair. But, I always have a time getting in and out. Plus, I would have to find a friend to go with me. And she needs to be a GOOD friend – someone I wouldn’t mind asking to help me get my clothes on and off. And she better be strong too! It’s hard work to get me up out of this chair and to keep me propped up in front of that machine.

The one time I had a mammogram, the lady wasn’t very nice about calling an aide to help me stand. Then she complained that the films weren’t good quality because I wasn’t in a good position. I’m not sure she ever got what she needed.

LHA: (Advise based on what Natasha told you and then go on to ask about Pap smear screening.)

Natasha: Yeah, I know I should get a Pap smear, but getting onto the exam table – it’s a nightmare! Ha! I’d rather have a mammogram and you already heard what I think about those!