



Ho'okele i ke Ola Training Content Areas & Delivery Methods

Learning Objective	Teaching Methods
1. Describe the role of a Cancer Patient Navigator	<ul style="list-style-type: none"> • Attend lecture on cancer patient navigation: definition and role • Talk story with a patient navigator • Write about new knowledge/skills and how they can be applied in your work (after each day) • Give examples of how knowledge/skills have been applied (end of last class)
2. Explain the importance of maintaining confidentiality of the people you help	<ul style="list-style-type: none"> • Attend lecture on confidentiality and HIPAA • Discuss confidentiality policies and procedures in each organization
3. Describe barriers to cancer care and ways to overcome them	<ul style="list-style-type: none"> • Attend lecture on cancer patient navigation: definition and role • Attend lecture on culture and communication • Discuss personal culture and communication styles • Discuss beliefs that can limit help seeking • Write how to overcome specific barriers
4. Identify unique risk factors, tests and treatments of cancer. (focus on 8 types)	<ul style="list-style-type: none"> • Attend lecture on cancer 101 • Receive information on specific cancers from providers during facility tours • Tour cancer diagnostic and treatment facilities, including treatment rooms and equipment • Talk story with cancer patients and their families • Complete worksheets on specific cancers • Add to resource binder
5. Identify related physical, psychological and social issues likely to face people with cancer and their families	<ul style="list-style-type: none"> • Attend lecture on psychological issues for patients, families, and navigators • Talk story with cancer patients and their families • Add to resource binder • Use "Questions to ask When You or Someone You Love Has Cancer" booklet to identify questions the patient should ask
6. Demonstrate the ability to gather data and create a "Patient Record"	<ul style="list-style-type: none"> • View lecture on types of information a patient should keep • Review a model of a record the patient may want to keep • Use "Questions to ask When You or Someone You Love Has Cancer" booklet to identify questions the patient should ask • Find and review free resources for patient record keeping, add to resource binder



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7. Demonstrate ability to find reliable cancer info from agencies and on the Web.	<ul style="list-style-type: none"> • Explore the website for the National Cancer Institute (NCI) • Find the answers to cancer questions online and by phone • Add to resource binder
8. Describe cancer-related services available in your community.	<ul style="list-style-type: none"> • Tour of cancer diagnostic and treatment facilities • Attend lecture on financial assistance services • Talk story with ACS and other providers of cancer care. • Develop resource list for a specific cancer patient case. • Add to resource binder
9. Describe the advantages of participating in clinical trials and barriers to participation.	<ul style="list-style-type: none"> • Attend lecture on clinical trials: advantages and barriers • Tours of facilities and agencies connected with clinical trials • Talk story with patient who benefitted from clinical trial • Talk story with clinical trials experts • Add to resource binder
10. Define palliative care and hospice care.	<ul style="list-style-type: none"> • Attend lecture on palliative care and hospice • Tour of facilities that provide hospice and/or palliative care • Talk story with palliative care network • Add to resource binder.
11. Assist patients in completing an advance directive.	<ul style="list-style-type: none"> • Attend lecture on advance directives and end of life issues • Complete an advance directive for oneself • Discuss feelings associated with talking about the end of life
12. Demonstrate the ability to work through “mock” cancer cases.	<ul style="list-style-type: none"> • Attend lecture on role plays • Work through cancer cases to practice identifying barriers and information/resource needs; these can be completed individually or discussed and/or role played by small groups.
13. Demonstrate ability to organize a resource binder	<ul style="list-style-type: none"> • The “resource binder” exercise is introduced on the first day of class, and a completed binder is due on the last day. Students take this binder to the worksite to use as a cancer patient navigator • Add useful materials collected throughout the course of training to resource binder
14. Describe ways to care for yourself	<ul style="list-style-type: none"> • Attend lecture on burnout and grief • Participate in relaxation exercises