



# FACE YOUR *Health*

A learning session for women

What Community Health Workers Need to Know



U.S. Department of  
Health and Human Services  
Centers for Disease  
Control and Prevention

## WELCOME!

Thank you for your interest in Face Your Health, an educational outreach program to encourage African American women to get screened for cervical cancer. Face Your Health was developed by the Division of Cancer Prevention and Control at the Centers for Disease Control and Prevention (CDC). It was adapted from a similar program that has proven effective in promoting cervical cancer screening among Hispanic women. A group of experienced African American community health workers and program administrators from rural and urban settings across the United States provided guidance and input on the development of Face Your Health.

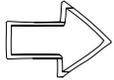
Face Your Health learning sessions help teach women how they can prevent cervical cancer, why regular screening is so important, and where they can get screened. If you are an outreach worker, case worker, or community health worker interested in delivering Face Your Health learning sessions in your community, this guide is for you. It provides an overview of the program, including how to get started, how a learning session is conducted, and strategies for following up with participants. Use this guide and the accompanying resources and materials to deliver sessions to the women in your community.

**Thank you for helping women make positive changes for their health!**

## TABLE OF CONTENTS



**4** An Introduction to Face Your Health



**9** Get Started



**14** Conduct a Learning Session



**18** Follow Up and Track Progress



**23** APPENDIX A Pre-Learning Session Checklist



**24** APPENDIX B Post-Learning Session Checklist



**25** APPENDIX C Sample Learning Session Record



**26** APPENDIX D Safety Tips for Home Visits



## AN INTRODUCTION TO FACE YOUR HEALTH

### IN THIS SECTION

Learn the basics about the  
Face Your Health program:

- ▶ Who it's for.
- ▶ Why it's important.
- ▶ What information women should learn from the program.
- ▶ What the components of the program are.

## WHAT IS FACE YOUR HEALTH?

Face Your Health is an educational outreach program to help community health workers (CHW) and other lay health educators promote cervical cancer screening among African American women who are 21 to 65 years old. The program is important because:

- ▶ African American and Hispanic women are more likely to develop cervical cancer than other women in the United States.<sup>1</sup>
- ▶ African American women are more likely to die from cervical cancer than other women.<sup>1</sup>
- ▶ Many women do not understand why they need screening, when they should be screened, and how they can be screened.<sup>2</sup>
- ▶ Many African American women also face situations that make it harder for them to get screened, such as lack of insurance coverage or access to a regular healthcare provider or clinic.<sup>3</sup>

CHWs use the Face Your Health lesson plan and flip chart to deliver short, interactive learning sessions one-on-one or in groups. The learning sessions are designed to help women:

- ▶ Understand that African American women are at greater risk than other women of dying from cervical cancer.
- ▶ Learn that most cervical cancer is caused by human papillomavirus (HPV).
- ▶ Understand what cervical cancer screening is and how often they should get screened.
- ▶ Find out where and how to get screened.
- ▶ Make a promise to themselves to get screened, and to keep getting screened every 3 or 5 years.

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<sup>1</sup>U.S. Cancer Statistics Working Group. U.S. Cancer Statistics Data Visualizations Tool, based on 2019 submission data (1999–2017): U.S. Department of Health and Human Services, Centers for Disease Control and Prevention and National Cancer Institute; [www.cdc.gov/cancer/dataviz](http://www.cdc.gov/cancer/dataviz), June 2020.

<sup>2</sup>Hawkins NA, Benard VB, Greek A, Roland KB, Manninen D, Saraiya M. Patient knowledge and beliefs as barriers to extending cervical cancer screening intervals in Federally Qualified Health Centers. *Prev Med* 2013;57(5):641–5.

<sup>3</sup>Peterson NB, Murff HJ, Cui Y, Hargreaves M, Fowke JH. Papanicolaou testing among women in the southern United States. *J Womens Health* 2008;17(6):939–46.

Community health workers can go by many titles. Here are some of them.

community health advisor	community health representative	peer health promoter
lay health advocate		family support worker
outreach educator		promotora de salud
peer health educator		lay health worker
	community health volunteer	outreach worker

Who are community health workers?

CHWs are frontline public health workers who understand the culture of their community. CHWs serve as liaisons between health and social services and the community. They help people in the community access services and increase their health knowledge and self-sufficiency. They also help improve the quality of local services to meet the cultural needs of their community.

## WHAT SHOULD WOMEN LEARN?

As a CHW, your main goal is to encourage women who attend a learning session to get screened for cervical cancer. After attending a learning session, we want women to know:

- ▶ African American women are more likely than other women to die from cervical cancer.
- ▶ Getting screened for cervical cancer can help them stay healthy.
- ▶ They can get free or low-cost cervical cancer screening in their community.
- ▶ One screening is not enough—they need to get screened every 3 or 5 years.

After attending a learning session, we want women to feel:



**Important** to themselves, their families, and their community.



**Empowered** to ask questions, seek knowledge, and use what they've learned to stay healthy.



**Supported** to know there are people and resources in their community ready to help.



**Resourceful** to find ways to overcome challenges and get what they need to take care of themselves.

## WHAT SHOULD I KNOW ABOUT FACE YOUR HEALTH?

Face Your Health was designed with both you and the women your organization serves in mind. The program is:

- ▶ **Community-oriented.** It was developed with input from researchers and experts in the CHW field who live and work in communities like yours. It was designed to be delivered by CHWs and other lay health educators in a variety of settings.<sup>4</sup>
- ▶ **Audience-friendly.** The learning session and materials are easy to follow and understand. They use visual aids to engage women with different reading levels and health knowledge.
- ▶ **Effective.** The program is rooted in the latest science and practices and uses methods proven to increase cervical cancer screening. It's based on a program that was shown to increase Pap test use by Hispanic women in a scientific study.<sup>5</sup>
- ▶ **Interactive.** Games and other activities help review and reinforce information, promote discussion, and address concerns.
- ▶ **Easy to use.** It can be integrated easily into the outreach work you're already doing. The lesson plan guides your sessions and prepares you to answer questions. Materials can be customized and printed in black and white or color from a desktop printer.

You have flexibility in the way you deliver the program. You can give a learning session:

- ▶ To 1 woman or to a group of as many as 15.
- ▶ In less than an hour or up to 2 hours for the full, interactive experience.
- ▶ In a woman's home, in a clinic or other health care setting, or in a community setting such as a place of worship, library, or community center.
- ▶ On its own or combined with another health topic important to the women you serve.

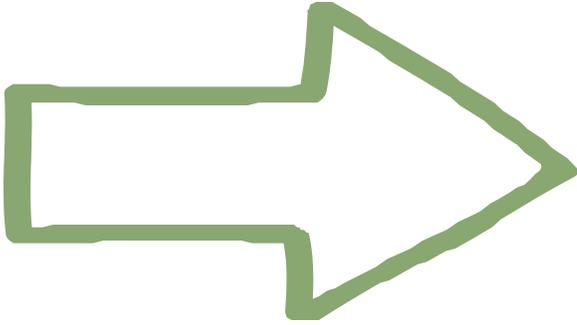
<sup>4</sup>Smith JL, Wilson KM, Orians CE, Byrd TL. AMIGAS: building a cervical cancer screening intervention for public health practice. *J Womens Health* 2013;22(9):718–23.

<sup>5</sup>Byrd TL, Wilson KM, Smith JL, Coronado G, Vernon SW, Fernandez-Esquer ME, et al. AMIGAS: a multicentric, multicomponent cervical cancer prevention trial among Mexican American women. *Cancer* 2013;119(7):1365–72.

## WHAT RESOURCES ARE AVAILABLE?

A full set of resources will help you prepare for and present a learning session, including tools and strategies you can use to support women in their decision-making process to get screened.

ITEM	WHAT IT IS	HOW IT'S USED
Face Your Health: What Community Health Workers Need to Know	Guide that provides CHWs with steps and tips for delivering a Face Your Health program, including preparing for, conducting, and following up after a learning session	General reference and training
Job Aids	Tools such as checklists and tip sheets: <ul style="list-style-type: none"> <li>✓ Pre-Learning Session Checklist</li> <li>✓ Post-Learning Session Checklist</li> <li>✓ Learning Session Record</li> <li>✓ Safety tips for home visits</li> </ul>	Support the day-to-day work of CHWs
Promotional Materials	Posters and social media images to promote Face Your Health and the importance of cervical cancer screening	Printed or shared on websites and social media sites
Lesson Plan	Script/talking points to guide CHWs through conducting a session and delivering the flip chart	Training and delivery of a learning session
Flip Chart	Core educational content of the program used to guide individual and group sessions	Training and delivery of a learning session
Games	Interactive games to build rapport, facilitate communication, reinforce lessons, and address barriers: <ul style="list-style-type: none"> <li>✓ Face the Facts, a test-your-knowledge game about cervical cancer</li> <li>✓ Face Yourself, a game to discuss common challenges to getting screened for cervical cancer</li> </ul>	Training and delivery of a learning session
Follow-up Forms	Data collection forms: <ul style="list-style-type: none"> <li>✓ Contact Sheet with participant information and space to log followup</li> <li>✓ Evaluation Form to document feedback from participants</li> </ul>	Distributed by CHWs for women to complete after a session
Take-home Materials	Informational handouts for participants: <ul style="list-style-type: none"> <li>✓ Promise Sheet (signed pledge to get screened)</li> <li>✓ Appointment Sheet</li> <li>✓ Fact Sheet</li> <li>✓ Resource Sheet with information on local clinics that offer screening</li> </ul>	Distributed by CHWs for women to keep after a session
Quick Reference Guide	A glossary of medical terms related to female health and cervical cancer, along with answers to questions not covered in the flip chart or lesson plan	General reference and training, and to supplement a learning session



## GET STARTED

### IN THIS SECTION

Learn how to prepare for a Face Your Health learning session by following these steps:

- ▶ Practice the session.
- ▶ Schedule the session.
- ▶ Promote the session.
- ▶ Confirm the session.



Follow these step-by-step instructions to get ready for your Face Your Health learning session. Use the **Pre-Learning Session Checklist** to keep track of what you need to do and when to do it; see **Appendix A**.

## STEP 1: PRACTICE THE SESSION

- ▶ Start by reviewing the latest **information about cervical cancer**. Be familiar with what causes it, what puts women at risk, and what the current screening guidelines and recommendations are. The Face Your Health lesson plan includes the basic information you need when conducting a learning session and answering questions from participants. Find more information about cervical cancer on CDC's website at [www.cdc.gov/cancer/cervical/](http://www.cdc.gov/cancer/cervical/).
- ▶ Get familiar with the **medical terms** and how to pronounce them. The Quick Reference Guide includes a glossary of terms to know.
- ▶ Be prepared to discuss **disparities African American women face** with cervical cancer. The most important message is that African American women are more likely to die from cervical cancer than other women, but with regular screening, cervical cancer can be prevented or caught early and treated. You may want to review current statistics and trends on cervical cancer so you're ready to answer more detailed questions women may have. The Data Visualizations tool has up-to-date information for the country as a whole and for individual states and counties at [www.cdc.gov/cancer/dataviz](http://www.cdc.gov/cancer/dataviz).
- ▶ Get comfortable with the **content and flow of the learning session**. The lesson plan lays out a suggested script and talking points, including how to prompt participants to generate group discussion. It includes instructions for how and when to play the games, which take-home materials to hand out, and how to use those materials to help women take the next step toward screening.
- ▶ Have a plan for responding to women with **sensitive questions or concerns**, such as sexual abuse or trauma. The Quick Reference Guide offers tips and talking points for some scenarios. Your familiarity with the needs and experiences of the women in your community will help you anticipate sensitive topics that may come up.
- ▶ Practice **delivering the session** out loud using the flip chart until you no longer need to refer to the script. If you can, practice with another CHW or group of CHWs. Role playing can help you prepare to answer questions, handle challenging scenarios, and incorporate interactive elements like the games.



**TIP:** Be sure to attend any trainings your program administrator or supervisor organizes. Even if you're already familiar with the topic or if you've conducted similar educational sessions, it's important to know how to use the Face Your Health resources. Trainings can also help you stay up-to-date on screening guidelines and recommendations.

## STEP 2: SCHEDULE THE SESSION

If your organization has already decided where to offer Face Your Health sessions, you should follow those instructions. However, if you are deciding the best way to deliver sessions in your community, here are things to think about.

### Group Sessions

Look for places that are:

- ▶ **Convenient**, so women can get there easily and quickly by car or public transportation.
- ▶ **Comfortable**, so there's enough seating and room to stand up and moving around.
- ▶ **Private (or semi-private)**, so only women in the group can hear what is being discussed.

If your organization doesn't have a room that will work, meeting rooms in a local place of worship, library, school, health clinic, or community center are good options. Reserve the location at least 2 to 4 weeks in advance so you have time to recruit for and promote the learning session.

Schedule the session for a time of day you think will work for women in your community.

Some programs offer small gifts like notepads, pens, or cups at the end of a learning session. If you're planning to do this, decide what gifts would be appropriate. How many will you need and how will you get them?

### One-on-One Sessions

- ▶ Individual visits are better for talking about a woman's own experiences and concerns, especially if she has had a past trauma or is concerned about privacy.
- ▶ Some women may like you to come to their home, especially if they don't have childcare. If you're conducting a session in a woman's home, try to schedule it during the day. Follow your organization's safety tips for conducting home visits, or see **Appendix D**.
- ▶ If you're doing a home visit and other women in the house want to participate—the woman's mother, friend, or daughter, for example—you can adapt the session for a group using the lesson plan and games.

## STEP 3: PROMOTE THE SESSION

If your organization has procedures for recruiting women to attend health education sessions, you should follow them to recruit participants for Face Your Health. If not, here are some suggestions:

- ▶ Recruit participants through **local organizations** that also serve the women you want to reach. You can also invite women you are working with another program, or ask women you know to invite their friends or family members.
- ▶ Print and hang **Face Your Health posters** in places where women are likely to see them. Ask local grocery stores, churches, community centers, schools, childcare centers, and other locations about putting up posters.
- ▶ If your organization has a **website** or uses **social media**, post information about the sessions and invite women to call or sign up online. Ask local partner organizations if they will promote the sessions on their web and social media sites.
- ▶ Whatever method you use to recruit, try to make a **personal call** or send an **email** to invite women to the session. They will appreciate the personal touch.



**TIP:** When advertising or promoting a Face Your Health learning session, focus on aspects that will generate interest and enthusiasm. Here are some ways to describe what women can expect from a session:

- Learn how to stay healthy.
- Learn and share information about cervical cancer screening.
- Talk about things that may help other women you care about.
- Socialize and meet other women in the community.
- Have a good time!

### Getting the Most Out of Your Promotional Activities

Here are some ideas to make your promotion more visible and help get more people interested in your learning sessions:

- ▶ Schedule sessions during Cervical Cancer Awareness Month in January. Take advantage of promotional activities around cervical cancer in the news, on social media, and in other outlets to generate interest in your community. Consider the season and link Face Your Health to themes like “new year, new you.”
- ▶ If your organization participates in other health observances, screening campaigns, educational sessions, or health fairs, look for opportunities to cross-promote with Face Your Health.
- ▶ Raise awareness throughout the year by incorporating key facts about cervical cancer and screening reminders into your organization’s regular promotional activities, such as social media posts, website features, community newsletters, texting services, and other communications.
- ▶ When asking partners to share your messages and announcements, make it convenient for them. Give them prepared text or images to use.
- ▶ Hang up or hand out the Face Your Health posters to promote your learning sessions. There are four posters, each featuring a different woman across the 21 to 65 age range. Select the posters that will resonate best with the women you’re trying to reach. There’s a section for you to add information like your organization’s phone number or website, or the date and time of the next learning session.

## STEP 4: CONFIRM THE SESSION

Confirm the session 1 to 2 days in advance.

- ▶ For an individual session, call, email, or text the woman to remind her. Reschedule if she says she can't be there. Get or give directions to where you will meet, if necessary.
- ▶ For a group session, confirm the meeting space for your session is still available. Post reminders about the session on any web or social media sites you've used to promote it. Call, email, or text any women you can to remind them to attend.



## CONDUCT A LEARNING SESSION

### IN THIS SECTION

Get an overview of what's involved in a learning session:

- ▶ Preparing for the session.
- ▶ Conducting the session.

Details on how to conduct a session from start to finish—including a script to help you discuss the key topics—are in the Face Your Health lesson plan.

This section describes the learning session—preparing for it, its basic content, and how it fits into the overall Face Your Health program, which includes following up with participants and evaluating your progress. The Face Your Health lesson plan provides a script to help you discuss the key topics, detailed instructions for using the flip chart, and games to conduct. It also includes instructions for using the handouts and other materials to encourage women to make cervical cancer screening appointments.

## PREPARE FOR THE SESSION

### 1 to 2 Days Before the Session

- ▶ **Review your lesson plan.** Practice saying the talking points on the back of the flip chart and prepare any materials or props you'll need for the games.
- ▶ **Make confirmation calls or send emails.** If you're conducting a home visit, call the woman's home to make sure she's expecting you. If you're conducting a group session, confirm your reservation with the facility and make sure the room and equipment will be ready. Call or email your learning session participants to confirm they are coming.
- ▶ **Make copies** of the items you'll need to take with you.

Here are the items you'll need:

- ✓ One double-sided copy of the flip chart to display and read from as you work through the session.
- ✓ A copy of the instructions for each game and any scripts or information sheets.
- ✓ Enough copies of these handouts for each woman to take home: Promise Sheet, Resource Sheet, Appointment Sheet, and Fact Sheet.
- ✓ Enough copies of these forms for each woman to complete and give back to you: Contact Sheet and Evaluation Form.
- ✓ A copy of the Quick Reference Guide, in case questions come up during the session that are hard to answer.
- ✓ If you are offering small gifts, make sure you have enough for the number of participants you're expecting. If your organization has funds available, consider bringing water or tea and healthy snacks to the session.

### Day of the Session

- ▶ Gather your session materials, any gifts you're providing, and any drinks or snacks you're serving.
- ▶ If you're conducting the session as a home visit, make sure you have directions and some information about the neighborhood (for example, where you can park). Leave plenty of time to get there.
- ▶ If you're conducting a group session, get there as early as you can to set up the room.

## CONDUCT THE SESSION

- ▶ The main component of the learning session is the flip chart. This series of 8.5- by 11-inch sheets has graphics and minimal text on the front of each sheet to help women follow along while you deliver the content. Talking points are on the back of each flip chart sheet, and the full script is in the lesson plan.
- ▶ The learning session is designed to be interactive and encourage participation and discussion. The lesson plan recommends starting with an icebreaker to help women get comfortable with one another, and with you. Prompts are included throughout to remind you to ask questions that help spark sharing and discussion.
- ▶ Two games are incorporated at specific points in the session to test women’s knowledge and reinforce important messages. Games can be skipped if you have limited time, or if your audience prefers not to participate.
- ▶ Information that most women need to know about cervical cancer and screening is the focus of the lesson plan and flip chart. The Quick Reference Guide prepares you for scenarios that may affect a smaller number of women—such as HPV vaccine or sensitive topics like sexual assault—so you’re ready to address them if they arise.
- ▶ The learning session also gives you an opportunity to educate women about basic female anatomy and what happens during a cervical cancer screening test. This information may be especially important for women who have never been screened before. You may cover this information in more or less detail, depending on how much time you have and participants’ level of knowledge.
- ▶ Toward the end of the session, you’ll hand out materials women can take home to reinforce what they learned and serve as reminders to make an appointment and get screened regularly. One of these items is a Promise Sheet. It encourages them to sign a pledge to get screened and set a target date to do it. Research shows that this type of activity may make women more likely to follow through on screening. The Promise Sheet encourages women to treat themselves to something special as a reward for keeping their pledge.
- ▶ You’ll also ask the women to complete a Contact Sheet—which you can use to record your follow-up conversations and track their progress—and an Evaluation Form providing feedback on their experience with the session. Your organization can use these to see how well the sessions are working.
- ▶ The session can be done in as little as 30 to 45 minutes, for one-on-one sessions or group sessions conducted without the games. The full group experience—completing the flip chart, playing both games, and leaving ample time after the session for feedback and discussion—can take more than an hour.



**TIP:** The flip chart slides “The Female Reproductive System” and “How Do You Get Screened for Cervical Cancer?” are visual aids showing the basic female anatomy and a diagram of a pelvic exam, respectively. You can pull these out and use separately for this or other educational opportunities, or hang them up in the office or clinic to use as routine teaching tools.

## General Tips for a Successful Session

- ▶ Be friendly.
- ▶ Introduce yourself and make small talk before you start.
- ▶ Encourage women to ask questions and share their stories. For a group session, try to get every woman to talk at least once. Be sure to stress that the sessions are confidential.
- ▶ Talk slowly and make eye contact with the women when you are reading the flip chart.
- ▶ Make sure everyone can see the flip chart.
- ▶ Make the games fun! No one should be embarrassed not to know an answer.

### Face Your Health Flip Chart Components

- What Is Cervical Cancer?
- The Female Reproductive System
- What Have You Heard About Cervical Cancer?
- What Causes Cervical Cancer?
- Who Can Develop Cervical Cancer?
- Why Do You Need to Get Screened for Cervical Cancer?
- How Do You Get Screened for Cervical Cancer?
- How Often Should You Get Screened for Cervical Cancer?
- What Do Your Test Results Mean?
- What Can You Do to Prevent Cervical Cancer?
- What Makes It Hard to Get Screened?
- What Should You Do Next?
- How Should You Prepare for Your Screening Test?



## FOLLOW UP AND TRACK PROGRESS

### IN THIS SECTION

Find out what you should do to keep track of participants:

- ▶ Right after the session.
- ▶ 1 to 2 days after the session.
- ▶ 1 to 2 weeks after the session.
- ▶ 1 month after the session.

The learning doesn't end after the session is over—for you or your participants. It's important to follow up with women multiple times (if possible) during the days and weeks after the session to support their progress, answer their questions, and reinforce the importance of screening and other educational messages. Talking to women after the session will also help you learn what information resonates with them and what challenges they're having so you can tailor future sessions to meet their needs better. Use the **Post-Learning Session Checklist** to keep track of everything you need to do after each session.

## RIGHT AFTER THE SESSION

1. Complete the Learning Session Record to track where and when you delivered the sessions, the number of women who attended, and your overall experiences. Keeping track of this information is important for several reasons:
  - ▷ It helps you learn how to make your sessions better.
  - ▷ It helps you keep up with your work and show your supervisors what you've done.
  - ▷ It keeps track of your progress in helping women get screened.
  - ▷ It helps administrators make the program better and get better health services for women.
  - ▷ It gives your administrators information they can use to show how well the sessions are going and gather more support for the program.

See **Appendix C** for an example of a completed Learning Session Record.

2. Collect the **Contact Sheets** from session participants. On each sheet, record the date and location of the session and if you were able to schedule a screening appointment at that time. You will fill in the rest of the form after you follow up with each woman. See the Face Your Health lesson plan for an example of a completed Contact Sheet and instructions for using it during a learning session.
3. Turn in copies of the **Contact Sheets** and **Evaluation Forms**, and the Learning Session Record to your program administrator or supervisor (if required). If you had any problems with your session, schedule time to discuss them with your administrator or supervisor.

## 1 TO 2 DAYS AFTER THE SESSION

Use the **Contact Sheets** to follow up with the women. Following up is important because it:

- ▶ Helps you learn if the sessions are encouraging women to get screened.
- ▶ Gives you a chance to offer extra encouragement and support to women who are still not sure about being screened.
- ▶ Helps you learn if women are able to make their screening appointments and, if not, how you can help them.
- ▶ Lets you talk one-on-one and address any personal or sensitive questions they might have.

If your organization already has forms and procedures for conducting follow-up calls, you should use those. If not, follow the steps below.

1. Review the **Contact Sheets**. Call each woman to thank her for talking with you and to congratulate her for taking charge of her health. Ask each woman:
  - ▷ If she has an appointment to get screened. If she does, ask if she has any questions. Remind her how to prepare for the appointment.
  - ▷ If she would like any help making an appointment to get screened.
  - ▷ If she has any questions or needs more information about getting screened. Make sure she knows how to contact you or someone else in your organization when she's ready to make an appointment.
2. Record notes from your conversation in the follow-up section of the Contact Sheet. If you schedule an appointment, note the date and location. If a woman is not ready to make an appointment, note her reasons so you can tailor future conversations to address the specific barriers she is facing.

## 1 TO 2 WEEKS AFTER THE SESSION

1. Review the **Contact Sheets** and call each woman to check on her progress toward getting screened.
2. If an appointment is **not scheduled** on her Contact Sheet, ask if she needs help making one. If she is not ready, ask what her concerns are and if you can follow up with her in another month.
3. If an appointment is **scheduled** on her Contact Sheet, congratulate her for taking the next step!
  - ▷ Confirm the date, time, and location of the appointment.
  - ▷ Remind her how to prepare for the appointment.
  - ▷ Ask if she has any questions you can answer.
4. If an appointment has been completed:
  - ▷ Ask her how the appointment went, which tests she had done (Pap, HPV, or both), and when she expects her results.
  - ▷ Remind her how important it is to follow up with the clinic about her results. Encourage her to contact you if she has any questions when her results come back.
  - ▷ Remind her how important it is for her to get screened again in 3 or 5 years. Suggest she add a reminder to her calendar or phone. Brainstorm other ways to help her remember to get screened every 3 or 5 years. If necessary, review the screening options with her.
  - ▷ Ask if she has any questions you can answer.
5. Record notes from your conversation in the follow-up section of the **Contact Sheet**. If you schedule an appointment, note the date and location of the appointment. If a woman is not ready to make an appointment, be sure to note her reasons.

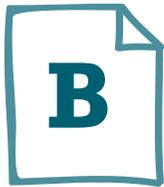
## 1 MONTH AFTER THE SESSION

1. Review the **Contact Sheets** and follow up with all women who were planning to or scheduled to get screened since your last call.
2. If a woman does not have an appointment, ask if you can help her make one.
3. If a woman has been screened, ask if she has her results and if she has any questions about them. If she was told to come back for a follow-up appointment, ask if she has scheduled the appointment or if she needs help doing so.
4. Remind each woman how important it is to plan to get screened again in 3 or 5 years. Suggest she add a reminder to her calendar or phone. Brainstorm other ways to help her remember to get screened every 3 or 5 years. If necessary, review the screening options with her.

## APPENDICES



Pre-Learning Session Checklist



Post-Learning Session Checklist



Sample Learning Session Record



Safety Tips for Home Visits



## APPENDIX A. Pre-Learning Session Checklist



### FACE YOUR *Health*

#### PRE-LEARNING SESSION CHECKLIST

4 to 6 Weeks in Advance	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practice conducting a learning session.</li> <li><input type="checkbox"/> Attend training sessions, if offered.</li> </ul>
2 to 4 Weeks in Advance	<ul style="list-style-type: none"> <li><input type="checkbox"/> Secure a meeting location and schedule the session.</li> </ul>
1 to 2 Weeks in Advance	<ul style="list-style-type: none"> <li><input type="checkbox"/> Promote the session to recruit participants.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Reach out to local organizations and community partners.</li> <li><input type="checkbox"/> Invite women through word-of-mouth and social networks.</li> <li><input type="checkbox"/> Print and display Face Your Health posters in your community.</li> <li><input type="checkbox"/> Promote the session on your website and social media.</li> </ul> </li> </ul>
1 to 2 Days in Advance	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the Face Your Health lesson plan and flip chart.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Practice what you will say aloud.</li> <li><input type="checkbox"/> Practice using the games and reviewing the handouts.</li> </ul> </li> <li><input type="checkbox"/> Call women to confirm.</li> <li><input type="checkbox"/> Confirm the meeting location.</li> <li><input type="checkbox"/> Make copies of the materials you need.</li> <li><input type="checkbox"/> Purchase or prepare snacks or gifts, if you are providing them.</li> </ul>
Day of Session	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gather session materials: flip chart, games, handouts, and follow-up forms.</li> <li><input type="checkbox"/> Make reminder calls.</li> <li><input type="checkbox"/> For a group session, arrive an hour early to set up.</li> </ul>

## APPENDIX B. Post-Learning Session Checklist



### FACE YOUR *Health*

#### POST-LEARNING SESSION CHECKLIST

<b>Right After Each Session</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the Learning Session Record.</li> <li><input type="checkbox"/> Complete the session contact portion of each Contact Sheet.</li> <li><input type="checkbox"/> Turn in copies of the Contact Sheets and Evaluation Forms to your program administrator or supervisor (if required) and review to address any problems.</li> </ul>
<b>1 to 2 Days Later</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the Contact Sheets. Call each woman and ask:               <ul style="list-style-type: none"> <li><input type="checkbox"/> If she needs any more information or would like to talk more.</li> <li><input type="checkbox"/> If she would like help making an appointment to get screened.</li> </ul> </li> <li><input type="checkbox"/> Add your notes to the follow-up section of the Contact Sheet.</li> </ul>
<b>1 to 2 Weeks Later</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the Contact Sheets. Call each woman and ask if she has a screening appointment scheduled.               <ul style="list-style-type: none"> <li><input type="checkbox"/> If she does not have an appointment, ask if she would like help making one.</li> <li><input type="checkbox"/> If she has already been screened, ask how it went and her results. Remind her to follow up on any abnormal results and to get screened again in 3 or 5 years.</li> </ul> </li> <li><input type="checkbox"/> Add your notes to the follow-up section of the Contact Sheet.</li> </ul>
<b>1 to 2 Months Later</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the Contact Sheets. Call each woman planning or scheduled to get screened since your last call.               <ul style="list-style-type: none"> <li><input type="checkbox"/> If she does not have an appointment, ask if she would like help making one.</li> <li><input type="checkbox"/> If she has already been screened, ask how it went and her results. Remind her to follow up on any abnormal results and to get screened again in 3 or 5 years.</li> <li><input type="checkbox"/> If she was told to come back for a follow-up appointment, ask if she has scheduled the appointment or if she needs help doing so.</li> </ul> </li> <li><input type="checkbox"/> Make copies of the materials you need.</li> <li><input type="checkbox"/> Add your notes to the follow-up section of the Contact Sheet.</li> </ul>

## APPENDIX C. Sample Learning Session Record



# FACE YOUR *Health*

### LEARNING SESSION RECORD

CHW Name: <i>Linda Smith</i>	
Date and Time: <i>1/13/23 6pm</i>	Length of Session: <i>1 hour</i>
Location: <i>Community Health Center Meeting Room</i>	
Number of Participants: <i>8</i>	
<p><b>Comments</b> (What worked? What didn't work? How was the location? Any surprises?)</p> <p><i>Overall, the session went well. Two women I reached out to did not come. I got a lot of questions about seeing a female doctor and who to talk to if they have questions after an appointment. A lot of women asked about free services as well. I will follow up with the two women who did not show up for this session.</i></p>	



## APPENDIX D. Safety Tips for Home Visits

Your safety is important! If you are conducting a session in a woman's home or in a location away from your office or clinic, please follow the tips below. If you find yourself in a situation that is scary or uncomfortable, trust your instincts and leave immediately, or call for help.

### BEFORE YOU GET THERE

- ▶ Make an appointment first and call ahead so the residents know you're coming.
- ▶ Travel with another CHW if you can.
- ▶ Review the route in advance. If possible, drive by the location first to familiarize yourself with the area and the street and residence (house or apartment) you'll visit.
- ▶ Know where to get emergency help if you need it, such as a police, fire, or gas station.
- ▶ Place your valuables out of sight and bring only what you need. Do not wear expensive jewelry. Carry only small amounts of money.
- ▶ Wear comfortable shoes.
- ▶ Carry an extra car key in a safe place.
- ▶ Make sure you have enough gas in the car.
- ▶ Always use your seat belt.
- ▶ Be sure your cell phone is fully charged.
- ▶ Ask the resident to leash animals if you are uncomfortable.

### WHEN YOU GET THERE

- ▶ Park your car in a well-lit area where it is easy to exit. Be careful on small and dead-end streets. On dead-end streets, always park facing the way out.
- ▶ Lock your car.
- ▶ Show confidence in how you walk and act. If possible, walk in the middle of the sidewalk.
- ▶ Stop and listen before knocking on the door. If you hear a fight or argument, leave at once.
- ▶ When you knock on the door, say your name and the name of the person you are visiting. If you suspect an unsafe situation, do not enter.
- ▶ Ask permission before you go into another part of the house.
- ▶ Be professional. Do not respond to verbal attacks.

### WHEN YOU LEAVE

- ▶ Have your keys in your hand. Look inside your car before you get in.
  - ▶ If anyone tries to get in your car or bothers you, scream for help. Use your cell phone, or go back to the house or apartment and call for help.
  - ▶ Be careful of children playing in the street before you drive away.
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**FACE YOUR *Health***  
A learning session for women

Know your risk.

Get screened.

**BE THE FACE OF CHANGE.**