

**CHES/MCHES Competencies and Sub-competencies as Aligned
to the 2016 International Cancer Education Conference Learning Objectives**

| Program Objectives | HESPA Competencies/Sub-competencies |
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| <p>1. Develop strategies related to research and programs on cancer education using effective and innovative formats (including novel information technology and social media platforms).</p> | <ul style="list-style-type: none"> • 2.3.3 Apply principles of evidence-based practice in selecting and/or designing strategies/interventions (Advanced) • 4.2.6 Assess the merits and limitations of qualitative and quantitative data collection (Advanced) • 5.2.4 Evaluate emerging technologies for applicability to health education/promotion |
| <p>2. Identify opportunities to assist junior investigators and new educational practitioners from underrepresented minority populations to develop skills in education and scholarship in cancer through participation in the conference.</p> | <ul style="list-style-type: none"> • 6.2.1 Assess training needs of potential participants (Advanced) • 6.2.6 Use evaluative feedback to create future trainings (Advanced) • 7.4.9 Serve as a mentor to others in the profession (Advanced) • 7.4.11 Engage in service to advance the profession (Advanced) |
| <p>3. Increase knowledge of precise treatments, such as utilization of molecular analysis to predict treatment benefits, utilization of genomics to target distinct interventions, and contributing to/utilizing genomic-based clinical trials</p> | <ul style="list-style-type: none"> • 1.2.1 Identify sources of secondary data related to health • 1.2.2 Establish collaborative relationships and agreements that facilitate access to data (Advanced) |
| <p>4. Identify methods to provide cancer education programs based on communication that is culturally, linguistically, and literacy relevant.</p> | <ul style="list-style-type: none"> • 2.3.4 Apply principles of cultural competence in selecting and/or designing strategies/interventions • 2.3.5 Address diversity within priority populations in selecting and/or designing strategies/interventions • 2.3.7 Tailor strategies/interventions for priority populations • 3.3.4 Apply principles of diversity and cultural competence in implementing health education/promotion plan |
| <p>5. Discuss creative approaches for utilizing multimedia and technology for designing or evaluating cancer education programs.</p> | <ul style="list-style-type: none"> • 2.3.2 Assess efficacy of various strategies/interventions to ensure consistency with objectives (Advanced) • 2.3.6 Identify delivery methods and settings to facilitate learning • 2.4.2 Identify the resources involved in the delivery of health education/promotion • 2.4.6 Select methods and/or channels for reaching priority populations • 4.1.5 Assess needed and available resources to conduct evaluation (Advanced) |

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| 6. Utilize best practices to educate patients and families on complex diagnosis, treatment and survivorship issues with a focus on genomics, communication and psychosocial aspects of care. | <ul style="list-style-type: none"> • 6.1.5 Convey health-related information to consumer |
| 7. Summarize innovative education and support programs for specific major cancers such as prostate, breast, lung, skin, and other cancers. | <ul style="list-style-type: none"> • 6.1.2 Identify valid information resources |
| 8. Identify opportunities for collaborating with partners to focus on disparities in cancer education. | <ul style="list-style-type: none"> • 6.3.1 Assess and prioritize requests for advice/consultation (Advanced) • 6.3.2 Establish advisory/consultative relationships |
| 9. Discuss how partnerships between national and international cancer education organizations can promote global cancer education initiatives. | <ul style="list-style-type: none"> • 7.2.1 Identify current and emerging issues requiring advocacy • 7.2.2 Engage stakeholders in advocacy initiatives |
| 10. Develop outreach strategies focused on cancer education collaborations and initiatives, mainly in special populations and underserved communities from a local as well as global perspective. | <ul style="list-style-type: none"> • 7.2.2 Engage stakeholders in advocacy initiatives • 7.2.3 Access resources (for example, financial, personnel, information, data) related to identified advocacy needs |