



**American Cancer Society Circle Of Life<sup>SM</sup>**  
*Cancer Education and Wellness for American Indian and Alaska Native Communities*

## Wellness Along the Cancer Journey: Coordinator's and Educator's Guide

Revised October 2016

### Chapter 7: Appendices



*Circle Of Life: Cancer Education and Wellness*  
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**Appendices**

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**Appendix A: Sample Job Description for Circle Of Life Educators**

Abilities

- Assess and understand the needs and culture of local communities.
- Help others find and access local health care services.
- Understand basics about health and health care.
- Develop good relationship-building skills.
- Lead others effectively.

Responsibilities

- ✓ Provide culturally appropriate health education.
- ✓ Help people get the health care services they need.
- ✓ Coordinate activities and organize local events, meetings, or classes.
- ✓ Develop and maintain relationships with partners.
- ✓ Promote the initiative to others in a variety of ways.
- ✓ Respond to questions about the initiative.
- ✓ Work with communities and health/social service providers.
- ✓ Provide informal counseling and social support.
- ✓ Help people meet their basic needs (food, clothing, housing, transportation).
- ✓ Track progress on activities.

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#### **Appendix B: Grant Writing Tips and Resources**

(Adapted from the National Institutes of Health's *Grant Writing Tip Sheets* at [http://grants.nih.gov/grants/writing\\_application.htm](http://grants.nih.gov/grants/writing_application.htm))

Most requests for grant proposals come with very specific instructions on what should be included in the grant. Below are a few things to consider when writing your grant proposal.

- The instructions require that materials be organized in a particular way. Reviewers expect to find information in specific sections of the application. Organize your application to guide reviewers effortlessly through it. This creates an efficient evaluation process and saves reviewers from hunting for required information.
- Think like a reviewer. A reviewer must often read 10 to 15 applications in great detail and form an opinion about each of them. Your application has a better chance at success if it is easy to read and follows the usual format. Make a good impression by submitting a clear, well-written, and organized application.
- Start with an outline that follows the suggested organization of the application.
- Be complete and include all pertinent information.
- Be organized and logical. The thought process of the application should be easy to follow. The parts of the application should fit together.
- Write one sentence summarizing the topic of each main section. Do the same for each main point in the outline.
- Make one point in each paragraph. Keep sentences to 20 words or less. Write simple, clear sentences.
- Before you start writing the application, think about the budget and how it is related to your project plan. Remember that everything in the budget must be justified by the work you've proposed to do.
- Be realistic. Don't propose more work than can be reasonably done during the proposed project period. Make sure that the personnel have appropriate project expertise and training. Make sure that the budget is reasonable and well-justified.
- Capture the reviewers' attention by making the case for why the funding organization should fund your project. Tell reviewers why your project is worth

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the money. Tell them why you are the person to do it, and how your community or tribal organization can give you the support you'll need to get it done. Be persuasive.

- Include enough background information to enable an intelligent reader to understand your proposed work.
- Although a cover letter may not be required, it can help the funding organization assign your proposal to the reviewers with the most knowledge about the work that you are proposing.
- Use the active, rather than passive, voice. For example, write "We will develop an activity," not "An activity will be developed."
- Use a clear and concise writing style so that a non-expert may understand the proposed project. Make your points as directly as possible. Avoid using slang or excessive language. Be consistent with terms, references, and writing style.
- Spell out all acronyms on first reference.

**Remember the Details!** Below are tips to help you meet the requirements on font, font size, margins and spacing. Be sure to follow the format in the instructions, and label sections as requested. If no specific instructions are included, then you can be safe in following these simple guidelines.

- Use an Arial, Helvetica, Palatino Linotype, Times New Roman, or Georgia typeface, a black font color, and a font size of 12 points. (A Symbol font may be used to insert Greek letters or special characters; use the same font size.)
- Type density, including characters and spaces, must be no more than 15 characters per inch. Type may be no more than six lines per inch vertically. Double-space between paragraphs. Use standard paper size ( 8½-by-11 inches). Use at least one-inch margins (top, bottom, left, and right) for all pages. No information should appear in the margins.

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- Use sub-headings, short paragraphs, and other techniques to make the application as easy to navigate as possible. Be specific and informative, and avoid redundancies.
- Use diagrams, figures, and tables, and include appropriate legends. This will help the reviewers understand complex information. These should complement the text and be appropriately inserted. Make sure the figures and labels are readable in the size they will appear in the application.
- Use bullets and numbered lists to help organize your proposal. Indents and bold print can help readability. Bolding highlights key concepts and allows reviewers to scan the pages and retrieve information quickly. Do not use headers or footers.
- Critically review your application after completion. Identify any weak links so the application you submit is solid, making a strong case for your project.
- If writing is not your forte, seek help. Even if it is, your application can benefit from a review by someone who understands your goals and is more likely to notice things that you may have missed.

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#### **Appendix C: Community Assessment Guide**

Community assessment is a process that can identify the cancers that cause the most burdens in a community or tribe. It can help find risk factors for those cancers. You can use it to locate community resources, partners, and community interventions needed to reduce the burden. It is a systematic way of collecting demographic, health, medical and other data to define cancer control priorities in a community.

The community assessment provides an opportunity to evaluate a community's strengths and its resources, as well as needs and gaps in services. Community assessment is the key to successful cancer control planning and getting programs into place. The process helps to use financial and people resources wisely by identifying the areas of greatest need. Also, it reveals activities already present in the community and helps to avoid duplication of efforts. By assessing need, you will be one step ahead in setting up a community intervention that works.

The following steps will help you assess the cancer burden, resources, and gaps in your community or tribe:

1. **What is the problem?** When describing the cancer burden in your community or tribe, look at the number of new cancer cases and the number of cancer deaths each year. Sometimes this data can be obtained from a state cancer registry or local hospital registry. Other times you may have to talk with your health care provider to get a better idea of the types of cancer in the community or tribe.
2. **What are the causes of and risk factors for cancer?** In order to identify solutions to the cancer issues faced in the community or tribe, a person must have an idea of the risk factors for cancer and cancer deaths. Many of the health behaviors that affect cancer can be influenced by individual, cultural, system, and policy changes. To achieve the greatest impact on the cancer burden, a person must look at all levels of causes. Individual causes are things like knowledge and beliefs about cancer and cancer-related behaviors. Cultural factors are related to social norms, like the acceptance of tobacco smoking or the use of screening and early detection tests for cancer. Systems level factors

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are a combination of organizations and policies working together to encourage healthy behaviors and discourage unhealthy behaviors. System factors may include worksite policies that offer time off for cancer screening or the availability of health care services in the community or tribe. Finally, policy factors are linked to government or tribal policies that impact things like using tobacco and accessing cancer screening or treatment services.

#### **3. What are the current community or tribal resources available for cancer?**

There are three basic categories of resources: people, community-based organizations, and community systems. People include community and tribal members willing to take action and help address the cancer issues.

Community-based organizations like the American Cancer Society may have resources that can help with education and activities. Community systems include worksites, schools, health care clinics, hospitals or other health care facilities. These resources can help a person reach community members and serve as resources offering prevention, screening, or support programs.

#### **4. Who are potential partners?** By locating partners in the community, a person can leverage resources. Groups and individuals can join together to bring about changes in people's cancer knowledge and behaviors.

#### **5. What activities work to address the cancer burden in the community or tribe?** A person may already have successful activities to educate people or to offer screening or support resources in the community or tribe. It's important that the activities that are used to address the cancer burden are tailored to fit your community or tribal beliefs and values. Activities can help educate and encourage healthy behaviors or may help people get the cancer screening, treatment or support that they need.

#### **6. How does someone set priorities?** After gathering the information for the community assessment, a person can select a few issues to start on right away. They can narrow their focus by thinking of what's most important to the community and what resources they have to address the issue. They will also want to think about the size and seriousness of the problems and whether there are networks or partners to help them address the issues.



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Once a person has identified their priorities, they can then begin to consider the types of activities that they will conduct and how they will measure their efforts. By careful planning and goal setting, they will be able to make progress and share success stories.