Adaptation of a Prostate Cancer Education Curriculum to Barbershops in a Rural Community

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Study Background

• Barbers Against Prostate Cancer
  — Purpose
  — Funding Source: NIH
• Why African Americans?
• Why the barbershop?
• Why focus on rural area?
Why African Americans?

- 1 in 5 chance of being diagnosed in his lifetime
- 1 in 20 chance of dying from prostate cancer

Why the Barbershop?

- 1880s to 1940s: Males socialized in all-male hangouts such as barbershops
- Visiting barbershop was a weekly, or sometimes daily occurrence among men
Barbers

Why Focus on Rural Areas?

• Micropolitan study sites
  – Both towns in MUA’s
  – 30% AA – intervention site
  – 43% AA – delayed intervention site
  – Similar number of Black barbershops
Study Aims

• To refine a prostate cancer screening education program and to train barbers to deliver this program for rural African-American men
• To test the effectiveness of the prostate cancer screening education program on informed decision making among rural African-American men

Study Sites

Milledgeville
Statesboro
Curriculum

• Purpose of curriculum

• Refinement of curriculum

• Components of curriculum

EXAMPLES OF CURRICULUM SLIDES
Topic 1: An Overview of the Lessons

- Lesson 1: Introduction to Training
- Lesson 2: Role of the Barber Health Advisor
- Lesson 3: What is cancer?
- Lesson 4: What is the prostate and prostate cancer?
- Lesson 5: Prostate cancer screening: Risks and Benefits?
- Lesson 6: What treatments are there for prostate cancer?
- Lesson 7: Teaching at the barber’s chair
- Lesson 8: Practice session
- Lesson 9: Resources and referrals
- Lesson 10: Evaluation

What to Ask During Appointment

- What are the benefits and risks to screening?
- What are the alternatives to screening?
- What are the possible consequences of my decision?
- Am I at high-risk for developing prostate cancer?
- What do you recommend?
- Can I get a copy of my pathology report?
**Activity #10: Educational Encounters Evaluation Card**

- Review the Educational Encounter Card
- Practice helping a partner fill out the information on the card

**Methods**

- Recruitment of barbers
- Barbers interviewed about types of customers that come into their shops and willingness to participate in intervention
- Session evaluations conducted to receive barbers’ feedback and assess their acceptability of the curriculum
Results

• Barbers felt that prostate cancer is important topic to discuss with customers, felt comfortable discussing it, and expressed willingness to participate in intervention
• Barbers very satisfied with curriculum training sessions (exit interview findings)
• Barber’s prostate cancer knowledge improved based on pre/post-test findings from 17 items
  – Average pretest knowledge scores: 72% (12.2, SD = 3.2)
  – Average posttest knowledge scores: 89% (15.2, SD = 1.1)
  – p = 0.03
• Areas for improvement associated with training sessions

Poster and Brochure Adaptation
Discussion

• Viability of intervention

• The rural environment

• Challenges associated with training sessions

Conclusion

• Current tasks

• Future directions
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Questions