

Survivors Teaching Students: Saving Women's Lives® (STS)

OVERVIEW

Survivors Teaching Students achieves its goal by bringing ovarian cancer survivors into the classrooms of health professional students. The survivors share their stories and key information on the disease. The program is currently offered to a variety of medical and health professional students—our future diagnosticians—including medical, nurse practitioner, physician assistant and nursing students.

The program was created by the Ovarian Cancer Research Fund Alliance and is managed in Houston by Judy's Mission Ovarian Cancer Foundation.

As of October 2016, Judy's Mission has signed on Baylor College of Medicine and Texas Women's University as partners, with several more institutions pending.

SURVIVOR TRAINING

- Each survivor will be asked to submit her story to the STS Education Coordinator who will provide guidance on which points to cover in presentation
- STS Education Coordinator will provide in-person training
- When a presentation is added, Coordinator will contact the survivors to find out if the time/date is a good fit. Always ok to say no
- Survivors will be reimbursed for mileage to/from presentations

PRESENTATION GUIDELINES

- Each presentation should last one hour, and follow the schedule below:
 - a. Introduction—five minutes (Edu. Coordinator)
 - b. Administer and Collect Pre-Evaluations—five minutes
 - c. Presenter #1—seven minutes
 - d. Presenter #2—seven minutes
 - e. Presenter #3—seven minutes

- f. Question and Answers—15-20 minutes (Note: This is flexible and may last longer depending on time.)
- g. Closing—five minutes (Edu. Coordinator)
- h. Distribute Handouts and Administer Post-Evaluations—five minutes

- The presentation typically includes three presenters—one of whom may also serve as the facilitator—who are ovarian cancer survivors. Ideally, presenters should be women with different backgrounds and experiences. In many cases, the women who present will have been diagnosed at a late stage, but it is valuable to include women diagnosed at an early stage as well.
- The facilitator will begin the presentation with a brief introduction. Next, each presenter tells her story, illustrating the difficulty of early diagnosis and what happened to her as a result. The survivor's story puts a face and voice to the disease, which is a powerful tool in increasing students' understanding and recall of the facts about ovarian cancer.
- Students should gain insights into listening to patient concerns and become sensitized to the psychosocial aspects of ovarian cancer, as well as the need for early detection.
- After the presentation, the facilitator will open a dialogue between the presenters and students to enable direct and substantive interaction.
- Students are also given a brief pre and post evaluation to assess their understanding of the disease and the value of the presentation