

## TUESDAY BREAKOUT SESSIONS

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| <b>A1</b> | <b>Self-esteem and Motivation</b><br>This course will cover the inner essence of your being as already esteemed and motivated. We will learn to bring that very essence out and apply it to our everyday life whether we are at work or at home. The session will include exciting activities and fun interaction! Participants need to come in with a very open-mind to soak up all that you can!   | <b>Vera Austin</b>  | <b>Grand Ballroom B</b> |
| <b>B1</b> | <b>Methamphetamine on the Navajo Reservation</b><br>How the Navajo Nation is mobilizing their communities.   | <b>Char James</b><br>*This session repeats at 3:00pm                                      | <b>Sonoma D</b>         |
| <b>C1</b> | <b>Who Cares About Appropriate Antibiotic Use? CHR's Do!</b><br>This session will offer an overview of how appropriate antibiotic use impacts antibiotic resistance  | <b>Darcia D. Johnson, Pat Cook, Tammy Blevins-Purser</b>                                  | <b>Napa B</b>           |
| <b>D1</b> | <b>High Risk Native Youth: Role of Youth Regional Treatment Centers</b><br>Specific aspects of RTC: education, cultural, evaluation and financial planning.  | <b>Richard L. Palmer, Blossom Pradt, Ernest Pino</b>                                      | <b>Napa C</b>           |
| <b>E1</b> | <b>Honoring the Gift of Heart Health: Promoting Heart Healthy Lifestyles in AI/AN Communities</b><br>This skills-building workshop will introduce participants to the "Honoring the Gift of Heart Health" curriculum and manual: a comprehensive, culturally appropriate 10 session course on heart-health education for American Indian & Alaska Native individuals, families, and communities. Participants will gain "hands-on" experience utilizing the various tools and teaching strategies inherent within the curriculum.  | <b>Rachael L. Tracy, Natalie Thomas, Ellie Zephier</b><br>*This session repeats at 3:00pm | <b>Sonoma C</b>         |
| <b>F1</b> | <b>The Pink Shawl Project</b><br>The Pink Shawl Project is a community based project that started in May 2003 with a Mother–Daughter Tea where we proposed to raise awareness about breast health & cancer for the Native American population in the Grand Rapids, Michigan area. The Pink Shawl Project mission is to educate and inspire Native American communities to implement sewing circles to make Pink Shawls utilizing the universal color for breast health awareness and cancer. The Shawl is a representation of the role of womanhood, creation, love, protection, warmth, security, and affection. The Shawl is a visual reminder about the sacredness of life. Our traditional women dancers carry the shawl on the left arm to signify our connections to the heart. It is also our hope to inspire other indigenous communities of the world to utilize their own cultural and traditional regalia to promote healthy & positive messages. The intent of "The Pink Shawl Project" is to reinforce our personal knowledge of breast cancer awareness and prevention for Native American women. During this presentation we will learn the significance of "The Pink Shawl" campaign to raise tribal, community, and individual understanding Submitted in the Spirit of a Healthy Nation. | <b>Lorraine "Punkin" Shananaquet</b>  | <b>Napa A</b>           |
| <b>G1</b> | <b>How Sweet are You?</b><br>Childhood obesity, nutrition/activity.  | <b>Angela Broncheau</b>   | <b>Monarch</b>          |

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| <b>H1</b> | <b>TCRHCC Diabetes Prevention Demonstration Project</b><br>Diabetes prevention demonstration project   | <b>Evelina Y. Maho</b>  | <b>Laguna</b>     |
| <b>I1</b> | <b>If You Educate a Woman, You Educate the Family: Intergenerational Women's Health Education Project</b><br>Sharing educational approaches.   | <b>Rachel Pacheco, Trudy Soole</b>                            | <b>Huntington</b> |
| <b>J1</b> | <b>In Between People: Community Health Workers in the Circle of Care</b><br><br>Community Health Representatives (CHRs) and other outreach workers can help to promote health among their people by educating, supporting, and caring for community members striving to prevent diabetes and its complications. Many CHRs have helped to mobilize their communities to create conditions that are healthier for the people. Possessing both a deep understanding of their community's history, culture, and strengths and knowledge about conventional health care practices gained through training and experience, CHRs are uniquely equipped to serve as bridges between worlds. Described by some as the "in-between people," CHRs are caring, knowledgeable community members as well as valuable members of the health care team.<br><br>"The In-Between People: Community Health Workers in the Circle of Care," a 21- minute DVD, was recently developed by CDC's Native Diabetes Wellness Program to document for policy/decision makers the critical role of CHRs. The film, narrated by John Eagle Shield, President of the Aberdeen Area CHR Association, visits three American Indian communities--the Round Valley Indian Reservation in Covelo, California, the Cheyenne-Arapaho tribe in Concho, Oklahoma, and the American Indian community in New York City—and two Hispanic communities—migrant workers in Owatonna, Minnesota and recent immigrants in Brownsville, Texas. In each community we see the many ways that community health workers contribute to the health of their people and the key roles they play:<br><br><ul style="list-style-type: none"> <li>• bridging the gap between their communities and the health care system,</li> <li>• providing culturally appropriate and accessible health education,</li> <li>• assuring that the people get the services they need,</li> <li>• providing informal counseling and social support,</li> <li>• advocating for individuals and communities within the health and social service system,</li> <li>• providing direct medical services, and</li> <li>• building community capacity.</li> </ul> | <b>Dawn Satterfield,<br/>Dave Baldrige, Maria Burns</b>       | <b>Napa D</b>     |
| <b>K1</b> | <b>Best Practices for Safety Seat Use</b><br>Describes the basics of proper child safety seat installation and "best practices" regarding car seat selection and use.  | <b>Child Cathy Rasmussen, Adrienne Crookes, Norma Jimenez</b> | <b>Balboa</b>     |
| <b>A2</b> | <b>Life is More Fun When you are Active and Fit</b><br>How exercise impacts a person's well being.   | <b>Pam Ovah, Sandra Dewakuku,<br/>Jessica Quamahongnewa</b>   | <b>Napa B</b>     |

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| <b>B2</b> | <b>Methamphetamine on the Navajo Reservation</b><br>How the Navajo Nation is mobilizing their communities.  | <b>Char James</b><br>*Repeat of session B1                                      | <b>Sonoma D</b> |
| <b>C2</b> | <b>Asthma Management and Control of Indoor Asthma Triggers</b><br>The focus of the presentation is to provide or enhance the participant's asthma knowledge base. With this knowledge, the participant will be able to better educate patients and community members about the disease of asthma and its management. More specifically, the presentation will address pulmonary anatomy and physiology, disease process, medication identification and administration, asthma "tools", (i.e. Asthma Care Plan, Asthma Diary, Peak Flow Meter), asthma trigger identification, reduction and or remediation and the need for collaboration with health-care providers and environmental specialists. | <b>Louise Phetteplace</b>   | <b>Napa C</b>   |
| <b>D2</b> | <b>Pandemic Flu Prevention: Preparation and Response at the Federal and Local Level</b><br>Speakers will facilitate small group interaction using a table top exercise focused on a pandemic flu outbreak.  | <b>Molly Patton, John Smart, Rick Orlando</b>                                   | <b>Napa A</b>   |
| <b>E2</b> | <b>Honoring the Gift of Heart Health: Promoting Heart Healthy Lifestyles in AI/AN Communities</b><br>This skills-building workshop will introduce participants to the "Honoring the Gift of Heart Health" curriculum and manual: a comprehensive, culturally appropriate 10 session course on heart-health education for American Indian & Alaska Native individuals, families, and communities. Participants will gain "hands-on" experience utilizing the various tools and teaching strategies inherent within the curriculum.   | <b>Rachael L. Tracy, Natalie Thomas, Ellie Zephier</b><br>*Repeat of Session E1 | <b>Sonoma C</b> |
| <b>F2</b> | <b>Childhood Feeding and Nutrition Education for Obesity Prevention</b>   | <b>Stacey Kennedy</b>   | <b>Monarch</b>  |
| <b>G2</b> | <b>FBI Bridges: Effectively Assisting Native American Crime Victims and their Families</b><br>The purpose of this session is to increase awareness, as we come alongside existing programs and professionals from other disciplines to achieve a synergistic effect for Native American victims of violent crimes. Effectively assisting victims and their families toward becoming survivors may require building bridges across systems that typically have not worked with FBI.  | <b>Gayle Thom-FBI Crime Victim Specialist</b>                                   | <b>Laguna</b>   |

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| <b>H2</b> | <b>Healthy Beverages</b>  | <b>Elaine Little, Jean-Charles Azure, Huntington<br/>Diane Phillips</b> |               |
|           | <p>CHRs are leaders. CHRs are invited to make a serious effort to decrease the excessive intake of soft drinks in the American Indian communities that we serve. Excessive intakes of soft drinks, such as regular soda, can have a profound negative impact on health. In 2004, 70% of Indian Health Service users aged 2-74 years were overweight or obese. Oral disease rates in American Indian and Alaska Natives is 2-3 times those of non-Indians. The Healthy Beverage Community Action Kit was developed at the request of communities to help them work together to decrease the intake of sugary beverages and help combat diabetes, heart disease, dental decay and obesity. The kit will be available in summer of 2006.</p> |   |               |
| <b>I2</b> | <b>Protecting our Children in the Ho-Chunk Community</b>  | <b>Linda DeLay, Georgiann Funmaker</b>                                  | <b>Napa D</b> |
|           | <p>Childhood Safety with focus on vehicle/carseat safety of our children.</p>   |   |               |

### WEDNESDAY BREAKOUT SESSIONS

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| <b>A1</b> | <b>What Happens in Vegas Shouldn't Stay in Vegas: CHR Patient Care Component (CHR PCC)</b>   | <b>Pam Aguilar, Dione Harjo, Cathy Stueckemann</b> | <b>Sonoma D</b> |
|           | <p>*This session repeats at 3:00pm</p> <p>This presentation will bring participants up to date on changes within the CHR Patient Care Component (CHR PCC). It is our hope what is learned in Vegas doesn't stay in Vegas, take the CHR PCC knowledge and skills learned in Vegas home with you!</p> <ul style="list-style-type: none"> <li>- Describe the benefits of using CHR PCC locally and nationally.</li> <li>- Describe the differences between the IHS-535 Comprehensive Form and the IHS-535-1 Abbreviated Form.</li> </ul> <p>Introduce the new, convenient and time-saving Group Data Entry Form.</p> <ul style="list-style-type: none"> <li>- Provide update on the new health problem and service codes, and answer any questions regarding coding.</li> </ul> <p>Provide update on the Remote CHR PCC Software Package.</p> |  |                 |
| <b>B1</b> | <b>CMS Medicare - Part D</b><br>(1:00-2:00pm)<br>Questions and Answers<br>(2:00-2:30pm)  | <b>Gary Pulvermacher</b>                           | <b>Sonoma C</b> |
|           | <p>*This session repeats at 3:00pm</p> <ul style="list-style-type: none"> <li>- Provide an overview of the implementation of the Medicare Modernization Act.</li> <li>- Discuss 2006 transition of dual eligible beneficiaries to Medicare Prescription Drug Plans.</li> <li>- Describe formulary utilization management tools, i.e., prior authorization, quantity limits and step therapy.</li> <li>- Discuss and present topics specific to pharmacist and pharmacy operational activities for 2006 and 2007.</li> </ul>  |  |                 |

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| <b>C1</b> | <b>We CAN! Prevent Childhood Obesity: A National Education Initiative</b>  | <b>Rachael L. Tracy,<br/>Jean Charles-Azure</b>                | <b>Monarch</b>    |
|           | We Can! stands for Ways to Enhance Children's Activity & Nutrition. We Can! is a national education program designed for parents and caregivers to help children 8-13 years old stay at a healthy weight. The session will introduce We Can!, describe program elements, background information on obesity, community outreach opportunities, and We Can! as a tool to educate parents and caregivers on how to help their families to maintain a healthy weight by balancing energy IN (calories from food and drinks) and energy OUT (calories burned through physical activity). The session will highlight exciting We Can! activities within the Indian Health Service Nutrition program. |  |                   |
| <b>D1</b> | <b>Navajo CHR's PLANT - by building Partnerships that Link Agriculture and Native Tradition</b>  | <b>Sharon Nelson,<br/>Lorraine Kelwood</b>                     | <b>Laguna</b>     |
|           | Developing community-based initiatives that will introduce and reinforce the growth and consumption of traditional native foods.   |  |                   |
| <b>E1</b> | <b>Positive Thinking</b>   | <b>Ray A. Paytiamo</b>   | <b>Napa C</b>     |
|           | From the complexity of our minds, we experience many thoughts and feelings that influence our behavior. Understanding the cause and effect relationships that alter our thinking can help us to make more conscious choices towards positive thinking. This session will help you gain this understanding through exploration of the ABC Model, discovery of the power of the mind, and how you can harness that power and learn to think and feel more positively.  |  |                   |
| <b>F1</b> | <b>Investing in Prevention Makes Sense</b>   | <b>Alberta Becenti, Marita Jones</b>                           | <b>Napa D</b>     |
| <b>G1</b> | <b>Increase of syphilis/HIV on the Navajo: Usage of Partner Notification</b>   | <b>Larry P. Foster</b>   | <b>Huntington</b> |
|           | Discuss the Navajo syphilis outbreak and partner notification system used to control the syphilis outbreak.  |  |                   |
| <b>H1</b> | <b>Tracking Data via WEB</b>   | <b>Mike Gomez</b>  | <b>Napa B</b>     |
| <b>I1</b> | <b>The Effects of Substances on the Heart: DO DRUGS AND DIE!!</b>  | <b>Janeen Gray, Joe Bray,<br/>Jon Hotubbee, Jeanie Jackson</b> | <b>Napa A</b>     |
|           | How a program direction can be influenced by community input and participation.  |  |                   |

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| A2  | <b>What Happens in Vegas Shouldn't Stay in Vegas: CHR Patient Care Component (CHR PCC)</b>  | <b>Pam Aguilar, Dione Harjo, Cathy Stueckemann</b><br>*Repeat of session A1  | <b>Sonoma D</b>   |
| <p>This presentation will bring participants up to date on changes within the CHR Patient Care Component (CHR PCC). It is our hope what is learned in Vegas doesn't stay in Vegas, take the CHR PCC knowledge and skills learned in Vegas home with you!</p> <ul style="list-style-type: none"> <li>- Describe the benefits of using CHR PCC locally and nationally.</li> <li>- Describe the differences between the IHS-535 Comprehensive Form and the IHS-535-1 Abbreviated Form.</li> </ul> <p>Introduce the new, convenient and time-saving Group Data Entry Form.</p> <ul style="list-style-type: none"> <li>- Provide update on the new health problem and service codes, and answer any questions regarding coding.</li> </ul> <p>Provide update on the Remote CHR PCC Software Package.</p> |   |  |                   |
| B2  | <b>CMS Medicare - Part D</b><br>(3:00-4:00pm)<br>Questions and Answers<br>(4:00-4:30pm)     | <b>Gary Pulvermacher</b><br>*Repeat of session B1                            | <b>Sonoma C</b>   |
| <ul style="list-style-type: none"> <li>- Provide an overview of the implementation of the Medicare Modernization Act.</li> <li>- Discuss 2006 transition of dual eligible beneficiaries to Medicare Prescription Drug Plans.</li> <li>- Describe formulary utilization management tools, i.e., prior authorization, quantity limits and step therapy.</li> <li>- Discuss and present topics specific to pharmacist and pharmacy operational activities for 2006 and 2007.</li> </ul>  |   |  |                   |
| C2  | <b>Angel Flight</b>   | <b>Claudia Bannon, Mary Ellen LaFramboise, Steve Patterson, Jolene Potts</b> | <b>Monarch</b>    |
| <p>To present Angel Flight America's programs of free air transportation utilizing volunteer pilots and private general aviation planes, and charitable commercial airlines that donate tickets and miles to meet the needs of patients who must travel to distant medical appointments.</p>  |   |  |                   |
| D2  | <b>Helping Meet Standards of Care: Your Part is Critical</b>                                | <b>Janice Atencio</b>  | <b>Laguna</b>     |
| <p>This workshop will provide an orientation to the IHS Diabetes Standards of Care and the Yearly IHS Diabetes Care and Outcomes Audit. The workshop will include how CHR/lay providers make an impact on their patients and future funding via documentation of encounters through data entry into RPMS. A short review will be done on PCC documentation, use of patient education codes and data entry. This workshop will be interactive and attendees will have a chance to explore issues pertaining to documentation in their communities/worksites.</p>   |   |  |                   |
| E2  | <b>Men's Health: Cancer Screening on the Standing Rock Reservation, a Local Perspective</b> | <b>Elaine Keepseagle, Jodie Fetsch</b>                                       | <b>Huntington</b> |
| <p>This program will review the process of how community partners within the Standing Rock Reservation have worked together to develop a men's cancer screening program and the successes of the program.</p>   |   |  |                   |

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| <b>F2</b> | <b>Stress Management</b><br>Stress is a fact of life for most people. The key is to identify and manage your stress, and not let it manage you and damage your health. This session will start by identifying the definitions and characteristics of stress and helping you identify factors that may cause stress in your life. We'll discuss the formula for stress detection, and learn to recognize stress burn-out. Finally, you'll learn some valuable stress management techniques, including coping mechanisms and ideas for relaxation and stress relief techniques that anyone can do.   | <b>Ray A. Paytiamo</b>   | <b>Napa C</b> |
| <b>G2</b> | <b>Heart Failure and Telemedicine</b>  | <b>James M. Galloway MD, Edith Pacheco</b>   | <b>Napa D</b> |
| <b>H2</b> | <b>Height/Weight Assessment</b><br>In 2004, 70% of Indian Health Service users aged 2-74 years were overweight or obese. It is important to our patients to have accurate HT and WT taken to better plan patient care. This presentation will discuss and demonstrate standardized height and weights. The audience will be given an opportunity to take a standardized HT and WT and look for their BMI on a chart. CHR's play a key role in the care of our patients, we can make a difference!  | <b>Jean Charles-Azure, Elaine Little, Diane Phillips</b>   | <b>Napa B</b> |
| <b>I2</b> | <b>A Partnership to Build Upon Cultural Strengths of Native American Communities to Fight Cancer</b><br><br>Cancer incidence is increasing among Native Americans and the five year survival rate for those diagnosed is lower than other racial groups in the United States. In New Mexico (NM), Native Americans are diagnosed with later stage cancer more than other races/ethnicities. NM is home to 22 tribes in rural regions throughout the state. In order to address cancer concerns among tribal communities a partnership between tribal health workers, the University of New Mexico Center for Native American Health, UNM Cancer Research and Treatment Center, and the National Cancer Institute's partnership program was established to: 1) train tribal community health workers in the delivery of NCI's Cancer 101 for Native Americans curriculum; and 2) modify the curriculum to build upon and reflect the unique cultural strengths of NM tribes. Outcomes to date include: 1) improved rates of cancer awareness and knowledge among trainees (pre-post tests); 2) training in general cancer education for approximately 45 tribal health workers; and 3) subsequent requests for on-site tribal education (Zuni, Acoma, Laguna, Cochiti, and Eight Northern Pueblos). | <b>Gayle Dine Chacon (Navajo), Joyce Naseyowma-Chalan (Hopi/Taos), Michele Suina (Cochiti), Connie Garcia (Acoma), Lorraine Pablo (Navajo), Jean Pino (Santa Ana), Christina Chavez-Trujillo (Cochiti), Rose Poncho (Laguna), Jane Cotner, Maria Otero</b> | <b>Napa A</b> |