



2019

Cancer Survivorship E-Learning Series
for Primary Care Providers Annual Report

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INTRODUCTION

The Cancer Survivorship E-Learning Series for Primary Care Providers (E-Learning Series) launched in 2013. The E-Learning Series is an online, self-paced, 10-module continuing education program available to health professional learners at no cost. Modules cover a variety of survivorship topics including managing late and long-term effects of cancer and its treatment, coordinating care and providing evidence-based clinical care. The GW Cancer Center has previously published a detailed article regarding the development, methods, measures, outcomes and limitations of the E-Learning Series. Please [access the article](#) for further information that is not covered in this annual report. For your convenience, Appendix A includes a list of module titles/topics and learning objectives.

METHODS

Statistical analyses were conducted using STATA®/IC 16. The GW Cancer Center stratified learners as primary care provider (e.g. gynecology, internal medicine, etc.) or specialty provider (e.g. oncology, radiology, surgery, etc.)

For January 1, 2018 to December 31, 2018, a count of learners who completed a module (by primary care or specialty provider) for a state, tribe or territory was compiled to establish a baseline. A count of 2019 learners is also provided. Learners who were in progress but had not completed a module are excluded from the counts and analyses.

For ease of reading the learner count tables, states, tribes and territories that had a learner complete a module are presented. **If your state, tribe or territory is not included in this report and you have questions, please reach out to the GW Cancer Center at cancercontrol@gwu.edu.**

In addition, for learners who completed a module in 2019, descriptive statistics, including frequencies and percentages, are reported to quantify responses. Paired samples t-tests were used to assess if the average difference from pre- to post-assessment was statistically significant. A p value of <0.05 was considered statistically significant.

RESULTS

Table 1 presents the number of primary care and specialty providers that completed a module in 2018 by state, tribe or territory. The last column of the table represents the total number of unique learners for each state, tribe or territory.

Table 1. 2018 Primary Care and Specialty Provider Learner Count by State, Tribe or Territory

State/Tribe/Territory	Module 1		Module 2		Module 3		Module 4		Module 5		Module 6		Module 7		Module 8		Module 9		Module 10		Total Unique Learners
	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	
Alabama	0	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Alaska	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Arizona	0	4	0	1	0	4	0	1	0	2	0	1	0	1	0	2	0	1	0	1	4
California	16	27	8	15	10	17	3	14	3	16	2	12	1	11	1	11	1	9	2	6	52
Choctaw	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Colorado	0	4	0	1	0	5	0	3	0	4	0	3	0	3	0	4	0	0	0	3	7
Connecticut	0	4	0	3	0	4	0	2	0	4	0	3	0	3	0	3	0	3	0	3	6
Delaware	0	1	0	2	0	2	0	2	0	1	0	0	0	0	0	0	0	0	0	0	3
District of Columbia	10	9	7	5	6	5	2	5	4	5	3	4	3	4	4	4	2	3	2	3	27
Florida	1	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	1	0	6
Georgia	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3
Hawaii	0	1	0	0	0	1	0	1	0	1	0	0	0	2	0	2	0	0	0	1	2
Illinois	1	15	1	3	1	10	1	7	1	8	1	5	1	7	1	6	1	4	1	4	20
Indiana	0	10	0	5	0	7	0	6	0	5	0	4	0	3	0	3	0	2	0	3	11
Iowa	0	5	0	3	0	4	0	3	0	4	0	3	0	3	0	3	0	1	0	0	5
Kentucky	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	4
Louisiana	1	4	0	3	0	3	0	2	1	2	0	2	0	1	0	2	0	1	0	1	6
Maine	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1
Maryland	3	5	1	2	1	2	1	0	2	0	2	0	2	0	2	0	2	0	2	0	11
Massachusetts	0	6	0	3	0	3	0	3	0	3	0	1	0	3	0	4	0	1	0	2	7
Michigan	3	4	0	2	0	2	0	1	0	1	0	1	0	1	0	2	0	0	0	0	9
Minnesota	0	5	0	3	0	4	0	3	0	1	0	1	0	1	0	1	0	1	0	0	6
Missouri	1	5	0	3	0	3	1	3	0	0	0	0	0	1	1	0	0	0	0	0	6
Montana	1	5	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	7
Nebraska	0	4	0	1	0	1	0	1	0	1	0	0	0	1	0	2	0	0	0	1	4
New Hampshire	0	2	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	3
New Jersey	1	7	1	3	1	6	1	3	1	3	0	2	1	4	1	5	0	1	0	1	9
New Mexico	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
New York	3	18	2	8	1	12	1	8	1	6	1	3	0	3	1	4	0	3	0	3	25
North Carolina	2	3	1	3	0	2	0	4	0	2	0	1	0	2	0	1	1	1	0	1	10
Ohio	1	24	0	20	0	16	0	18	0	13	0	12	0	2	0	5	0	2	0	1	28
Oklahoma	2	2	2	0	2	2	2	1	2	2	1	2	1	2	1	2	1	0	1	2	5
Oregon	0	6	0	1	0	4	0	2	0	2	0	1	0	1	0	0	0	1	0	0	6
Palau	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pennsylvania	2	12	0	7	0	5	1	5	0	5	0	5	0	4	0	6	0	4	0	4	15
Puerto Rico	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	2
South Carolina	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Tennessee	2	4	1	4	1	4	1	3	1	3	1	3	1	3	1	3	1	2	1	3	7
Texas	2	11	2	5	2	6	2	7	2	5	2	3	2	3	2	8	2	3	2	3	15
Utah	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Vermont	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Virginia	2	8	1	3	2	3	2	3	1	2	1	2	1	2	1	3	1	1	1	2	11
Washington	1	4	1	3	1	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	7
West Virginia	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Wisconsin	0	4	0	1	0	1	0	1	0	2	0	1	0	1	0	4	0	1	0	1	8
Wyoming	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Totals	61	236	32	119	31	146	20	118	20	107	14	79	13	74	16	95	12	54	12	52	375

Table 2 presents the number of primary care and specialty providers that completed a module in 2019 by state, tribe and territory. The last column of the table represents the total number of unique learners.

Table 2. 2019 Primary Care and Specialty Provider Learner Count by State, Tribe or Territory

State/Tribe/Territory	Module 1		Module 2		Module 3		Module 4		Module 5		Module 6		Module 7		Module 8		Module 9		Module 10		Total Unique Learners	
	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty	PCP	Specialty		
Alabama	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	2
Alaska	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Arizona	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1
Arkansas	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1
California	8	20	3	13	6	19	2	19	2	11	4	15	0	5	1	11	1	6	1	5	42	
Chippewa	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	0	2
Choctaw	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	1
Colorado	4	2	4	1	4	0	4	0	3	0	1	0	1	0	1	1	1	1	1	1	1	11
Connecticut	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
District of Columbia	1	2	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	3
Florida	0	2	0	0	0	3	0	3	0	0	0	2	0	0	0	2	0	0	0	0	0	5
Georgia	0	3	0	2	0	3	0	3	0	1	0	2	0	1	0	3	0	1	0	1	0	4
Hawaii	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1
Idaho	0	1	0	1	0	2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	2
Illinois	0	8	0	3	0	4	0	4	0	3	0	3	0	1	0	7	0	1	0	1	0	13
Indiana	0	11	0	7	0	6	0	6	0	6	0	6	0	5	0	7	0	4	0	4	0	13
Iowa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Kansas	29	7	29	7	29	7	29	7	0	1	0	0	0	0	0	0	0	0	0	0	0	40
Kentucky	0	1	0	1	0	2	0	1	0	1	0	1	0	1	0	2	0	1	0	1	0	5
Louisiana	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Maine	0	2	0	2	0	2	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	2
Marshall Islands	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Maryland	0	3	0	2	0	2	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	4
Massachusetts	0	5	0	2	1	3	1	2	0	2	1	2	0	2	1	2	0	2	0	1	0	11
Michigan	1	1	1	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	5
Minnesota	0	2	0	1	0	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	8
Missouri	4	3	4	0	4	0	4	0	0	0	0	0	0	0	1	0	0	0	0	0	0	9
Montana	0	3	0	2	0	2	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	4
Navajo	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Nebraska	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	3
New Hampshire	1	1	0	1	1	0	1	0	0	1	0	0	0	1	1	0	1	0	1	0	1	2
New Jersey	2	3	2	2	2	4	2	3	2	3	2	5	2	2	2	5	2	1	2	1	2	13
New Mexico	4	0	5	0	6	0	6	0	3	0	4	0	2	0	4	0	2	0	1	0	0	7
New York	2	2	0	1	1	6	1	4	0	0	1	3	0	0	1	4	0	0	0	0	0	17
North Carolina	0	4	0	1	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Ohio	2	7	2	7	2	3	2	3	0	1	2	3	2	0	2	0	2	0	1	0	0	12
Oklahoma	1	1	1	0	2	1	2	0	2	0	2	0	1	0	2	0	1	0	1	0	0	5
Oregon	1	2	1	1	1	2	1	3	0	2	0	2	0	1	0	2	0	1	0	1	0	4
Pennsylvania	0	3	0	0	0	1	0	1	0	0	0	0	0	0	2	0	1	0	0	0	0	9
Puerto Rico	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	4
South Carolina	2	1	2	0	2	0	2	0	0	2	0	1	0	2	1	1	0	1	0	1	0	5
South Dakota	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Tennessee	0	4	0	3	0	1	0	3	0	2	0	1	0	1	0	2	0	1	0	1	0	8
Texas	2	7	1	3	0	6	0	5	0	2	0	3	0	0	4	0	1	0	0	0	0	18
Utah	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	2
Virginia	1	3	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	6
Washington	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2
West Virginia	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Wisconsin	0	2	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Totals	69	123	60	71	67	90	62	78	18	44	25	56	13	29	23	69	15	28	12	25	326	

Demographic characteristics of 2019 learners are presented in Table 3. Learners were stratified by primary care or specialty provider. For both specialty and primary care providers, the majority of learners were female, white, not Hispanic or Latino and worked in the field of nursing.

Table 3. 2019 Stratified Demographics by Primary Care or Specialty Provider

DEMOGRAPHIC CHARACTERISTIC	PRIMARY CARE PROVIDER FREQUENCIES (%)	SPECIALTY PROVIDER FREQUENCIES (%)
Gender		
Female	96 (93.20)	207 (92.82)
Male	7 (6.80)	3 (1.35)
I prefer not to answer	0	13 (5.83)
Age		
21-29	18 (17.48)	31 (13.90)
30-39	38 (36.89)	54 (24.21)
40-49	24 (23.30)	56 (25.11)
50-59	15 (14.56)	51 (22.87)
60 or older	8 (7.77)	28 (12.56)
I prefer not to answer	0	3 (1.35)
Race		
Asian	8 (7.77)	25 (11.21)
American Indian or Alaska Native	3 (2.91)	0
Black	8 (7.77)	11 (4.93)
Native Hawaiian or Other Pacific Islander	1 (0.97)	0
Other	2 (1.94)	3 (1.35)
White	74 (71.85)	164 (73.54)
Multiracial	3 (2.91)	3 (1.35)
I prefer not to answer	4 (3.88)	17 (7.62)
Ethnicity		
Hispanic or Latino	19 (18.45)	12 (5.38)
Not Hispanic or Latino	80 (77.67)	195 (87.45)
I prefer not to answer	4 (3.88)	16 (7.17)
Location		
Rural	38 (36.89)	32 (14.35)
Suburban	25 (24.27)	79 (35.43)
Urban	30 (29.13)	89 (39.91)
Unsure	1 (0.97)	5 (2.24)
Not applicable	9 (8.74)	18 (8.07)
Practice Site		
Community health center	25 (24.28)	13 (5.83)
Hospital	26 (25.24)	50 (22.42)
Office practice	26 (25.24)	18 (8.07)
Outpatient center	12 (11.65)	118 (52.92)
Other practice site	9 (8.74)	16 (7.17)
Not applicable	5 (4.85)	8 (3.59)
Profession		
Health Educator	3 (2.91)	5 (2.24)
Healthcare Administrator	1 (0.97)	4 (1.79)
Medical Resident/Student	3 (2.91)	0
Nurse	37 (35.93)	89 (39.92)
Nurse Navigator	1 (0.97)	40 (17.94)
Nurse Practitioner	23 (22.33)	26 (11.66)
Patient Navigator	5 (4.85)	14 (6.28)
Physician	19 (18.45)	10 (4.48)
Physician Assistant	4 (3.88)	12 (5.38)
Social Worker	0	5 (2.24)
Other Profession	7 (6.80)	18 (8.07)

Table 4 indicates all learners had an increase in self-rated confidence to meet learning objectives from pre- to post-assessment for each module. The difference in mean confidence ratings was statistically significant ($p < 0.0001$) across all modules.

Table 4. 2019 Pre- and Post-Assessment Means and Change in Learners' Self-Confidence Ratings

MODULE #	SAMPLE	PRE-ASSESSMENT MEAN (SD)	POST-ASSESSMENT MEAN (SD)	CHANGE IN RATING FROM PRE TO POST (SD)	p VALUE
1	227	2.94 (0.89)	3.95 (0.53)	1.01 (0.86)	<0.0001
2	161	2.96 (0.85)	3.95 (0.49)	1.00 (0.75)	<0.0001
3	196	3.14 (0.85)	4.04 (0.52)	0.89 (0.82)	<0.0001
4	176	3.34 (0.82)	4.11 (0.58)	0.78 (0.79)	<0.0001
5	75	3.50 (0.72)	4.08 (0.60)	0.57 (0.61)	<0.0001
6	101	3.38 (0.77)	4.08 (0.59)	0.77 (0.66)	<0.0001
7	54	3.09 (0.91)	4.10 (0.45)	0.94 (0.77)	<0.0001
8	109	3.18 (0.89)	4.07 (0.54)	0.93 (0.87)	<0.0001
9	52	3.38 (0.79)	4.12 (0.46)	0.67 (0.60)	<0.0001
10	44	3.08 (0.88)	3.99 (0.48)	0.84 (0.71)	<0.0001

2019 Learner Satisfaction

The majority of learners (93.7%) either agreed or strongly agreed their knowledge was enhanced as a result of taking a module. In addition, 86.2 percent of learners indicated gaining new strategies/skills/information and 77.5 percent plan to implement these strategies/skills/information into their practice.

DISCUSSION

Participation across the E-Learning Series remains higher among specialty providers compared to primary care providers. The E-Learning Series is an efficacious educational program that can increase learners' confidence to care for cancer survivors and is well received by learners. However, there is still a need to increase uptake of the E-Learning Series among primary care providers.

RESOURCES

The GW Cancer Center offers resources for Comprehensive Cancer Control Programs/Coalitions to help promote and disseminate the E-Learning Series.

The [Marketing and Dissemination Toolkit for Online Courses](#) contains strategies for marketing the E-Learning Series, as well as pre-written content, graphics, social media posts and flyers that can be customized with your organization's logo.

The GW Cancer Center recently released a short promotional video about the E-Learning Series. Consider sharing the video through your e-newsletters, website, social media or show at local professional meetings/conferences. [Learn more and share with your networks.](#)

The GW Cancer Center recently presented an overview of available cancer survivorship resources for a variety of audiences, from health care providers to cancer control professionals. [Download](#) the presentation to learn more.



APPENDIX A: MODULE LEARNING OBJECTIVES

MODULE	LEARNING OBJECTIVES
1. The Current State of Survivorship Care and the Role of Primary Care Providers	<ul style="list-style-type: none"> • I am confident in my knowledge of models of cancer survivorship follow-up care. • I am confident in my ability to describe national efforts related to survivorship care. • I am confident in my understanding of a PCP's role in providing care to cancer survivors.
2. Late Effects of Cancer and its Treatments: Managing Comorbidities and Coordinating with Specialty Providers	<ul style="list-style-type: none"> • I am confident in my ability to describe how cancer treatment late effects may interact with other non-cancer comorbidities. • I am confident in my ability to describe common late effects after treatment with chemotherapy, radiation therapy, hormone therapy, and surgery. • I am confident in my ability to implement a coordinated plan of care/consult with specialty providers to manage medical late effects of cancer when appropriate.
3. Late Effects of Cancer and its Treatments: Meeting the Psychosocial Health Care Needs of Survivors	<ul style="list-style-type: none"> • I am confident in my ability to identify types of psychosocial issues and how they vary based on time since treatment completion. • I am confident in my ability to describe risk factors for psychosocial consequences of cancer and its treatment. • I am confident in my ability to describe how to screen for distress and the PCP's role in follow-up psychosocial care. • I am confident in my ability to provide appropriate psychosocial care to post-treatment cancer survivors.
4. The Importance of Prevention in Cancer Survivorship: Empowering Survivors to Live Well	<ul style="list-style-type: none"> • I am confident in my ability to explain the primary care provider's (PCP) role in providing survivorship care focused on prevention, wellness, and evidence-based guidelines for screening. • I am confident in my ability to provide guideline-supported recommendations for secondary prevention to cancer survivors regarding sunscreen, diet, obesity, exercise, alcohol and tobacco. • I am confident in my ability to explain the importance of prevention and wellness in cancer survivorship care.
5. A Team Approach: Survivorship Care Coordination	<ul style="list-style-type: none"> • I am confident in my ability to explain the importance of the survivorship care plan as a communication tool to coordinate care between the oncologist and primary care provider. • I am confident in my ability to describe the role of the primary care provider in providing follow-up care to cancer survivors in the primary care setting. • I am confident in my ability to describe coordination of care between oncologists and primary care providers in transitioning a patient from oncology to primary care. • I am confident in my ability to describe the roles of oncologist and primary care providers in the shared-care model.

<p>6. Cancer Recovery and Rehabilitation</p>	<ul style="list-style-type: none"> • I am confident in my ability to understand the role and importance of rehabilitation post-treatment. • I am confident in my ability to understand the role and importance of spirituality during recovery post-treatment. • I am confident in my ability to identify interventions to assist in physical, emotional and spiritual recovery of cancer survivors.
<p>7. Spotlight on Prostate Cancer Survivorship: Clinical Follow-Up Care Guideline for Primary Care Providers</p>	<ul style="list-style-type: none"> • I am confident in my ability to describe the potential long-term and late effects of prostate cancer and its treatment. • I am confident in my ability to describe how to care for prostate cancer survivors as outlined in the new American Cancer Society Prostate Cancer Survivorship Care Guideline. • I am confident in my ability to demonstrate understanding of a PCP's role in providing follow-up care to prostate cancer survivors. • I am confident in my ability to appropriately utilize current clinical guidelines when providing care to prostate cancer survivors.
<p>8. Spotlight on Colorectal Cancer Survivorship: Clinical Follow-Up Care Guideline for Primary Care Providers</p>	<ul style="list-style-type: none"> • I am confident in my ability to describe potential late and long-term effects of disease or treatments for colorectal cancer survivors. • I am confident in my ability to describe how to care for colorectal cancer survivors as outlined in the new American Cancer Society Colorectal Cancer Survivorship Care Guideline. • I am confident in my ability to explain a PCP's roles in providing clinical follow-up care to colorectal cancer survivors.
<p>9. Spotlight on Breast Cancer Survivorship: Clinical Follow-Up Care Guideline for Primary Care Providers</p>	<ul style="list-style-type: none"> • I am confident in my ability to describe potential long-term and late effects of breast cancer and its treatments. • I am confident in my ability to describe how to care for breast cancer survivors as outlined in the American Cancer Society/American Society of Clinical Oncology Breast Cancer Survivorship Guideline. • I am confident in my ability to explain a Primary Care Clinician's role in providing clinical follow-up care to breast cancer survivors.
<p>10. Spotlight on Head and Neck Cancer Survivorship: Clinical Follow-Up Care Guideline for Primary Care Providers</p>	<ul style="list-style-type: none"> • I am confident in my ability to describe potential long-term and late effects of head and neck cancer and its treatment. • I am confident in my ability to describe how to care for head and neck cancer survivors as outlined in the American Cancer Society Head and Neck Cancer Survivorship Care Guideline. • I am confident in my ability to describe a primary care clinician's role in providing clinical follow-up care to head and neck cancer survivors.