Enriching Communication Skills for Health Professionals in Oncofertility

ECHO Training Manual
January 15 – March 15, 2026

NYU Langone Health
NIH NATIONAL CANCER INSTITUTE
MOFFITT CANCER CENTER

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WELCOME!

Dear ECHO participants,

On behalf of New York University, Moffitt Cancer Center, and our R25 Oncology Allied Health Professional Training Program in Reproductive Health, we welcome you as an ECHO participant. You were selected based on your dedication to your patients and workplace, and we are excited to have you as a participant in our 2026 ECHO class.

ECHO is a web-based training program that includes psychosocial, biological, clinical and skill-building modules to help oncology health professionals communicate timely and relevant information regarding reproductive health to their adolescent and young adult (AYA) patients.

We would like to thank the National Cancer Institute for funding ECHO. We also thank New York University, Moffitt Cancer Center, and our dedicated expert panel for their support and efforts.

Finally, we thank you for participating. We hope you enjoy the program and improve your communication skills related to reproductive health with your AYA oncology patients.

Sincerely,

Gwendolyn P. Quinn, Ph.D.

Gwendolyn Quinn, PhD
ECHO Co-Director

Susan Vadaparampil, PhD, MPH
ECHO Co-Director

ECHO OVERVIEW

Training Description

Welcome to ECHO training! This is a **9-week** training from **January 15th – March 15th, 2026**. You will be expected to spend approximately **1-2 hours** *each week* on the course:

- About 20-30 minutes watching the lecture
- About an hour on required and optional readings
- About 5-10 minutes on the case studies that will be presented prior to and immediately after viewing each module

In addition, you should budget about 3 hours over the course of 9 weeks to prepare for and create the **2 training assignments** (please see pages 17-24 for additional information).

Each week, a discussion question/video will be posted to facilitate communication on training topics with other course participants. **We ask that you participate in at least 3 discussion boards throughout the course of the training program.** You may also choose to attend a synchronous session or post to an Ask the Expert board in lieu of one of these three discussions.

Participation Requirements

By no later than Week 2 of the ECHO training program, please make sure you have:

- E-Textbook of Oncofertility Research and Practice: A Multidisciplinary Approach
    - You will receive an access code to this book within 24 hours of completing the pre-test.
- An account for access to the ECHO training website at www.echotorch.org.

Contact Information

If you have any questions, concerns, or comments, please do not hesitate to reach out:

Joon Kim, Lead Research Coordinator
Email: joon.kim@nyulangone.org
Phone: (929) 573-0110

Tech Questions and Troubleshooting
admin@echotorch.org
echotorch@nyulangone.org

ECHO OVERVIEW

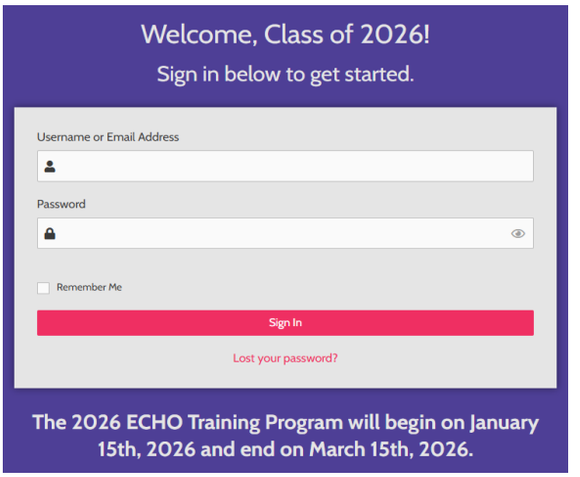
Registration Instructions

Participation in ECHO begins by logging into your pre-registered user account by January 15th, 2026. You will receive an email from admin@echotorch.org with a subject line that reads: **"Welcome to the ECHO Training Program - User Registration."**

Please note, Internet Explorer has compatibility issues with the ECHO Training Program. For the best user experience, we suggest using Microsoft Edge, Chrome, Safari, or Firefox web browsers.

Use the following steps to complete your registration:

1. Open the email sent to you from admin@echotorch.org.
2. Click the link within the email (or type the link in your internet browser).
3. Log in using the username and password provided to you.



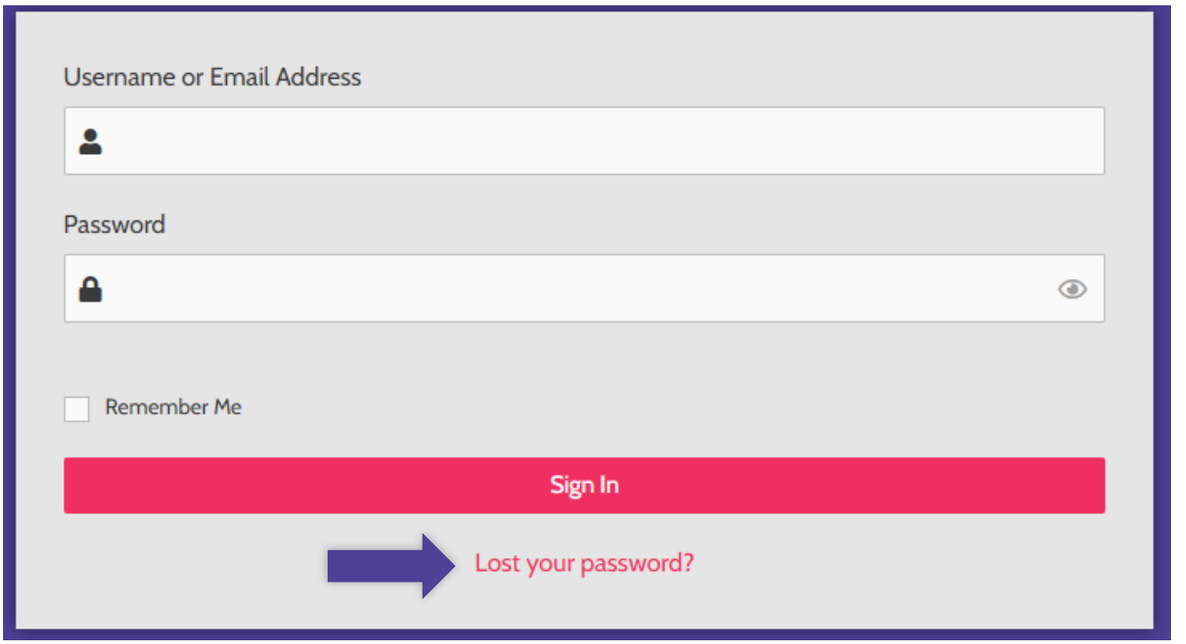
4. Once you have successfully logged in, please change your password to something you can easily remember.

ECHO OVERVIEW

Lost Your Password?

***If at any point you forget your password or would like to change it, please use the following steps to retrieve it:**

1. Visit [www.echotorch.org.](http://www.echotorch.org)
2. Click “Lost your password?” underneath the login box.

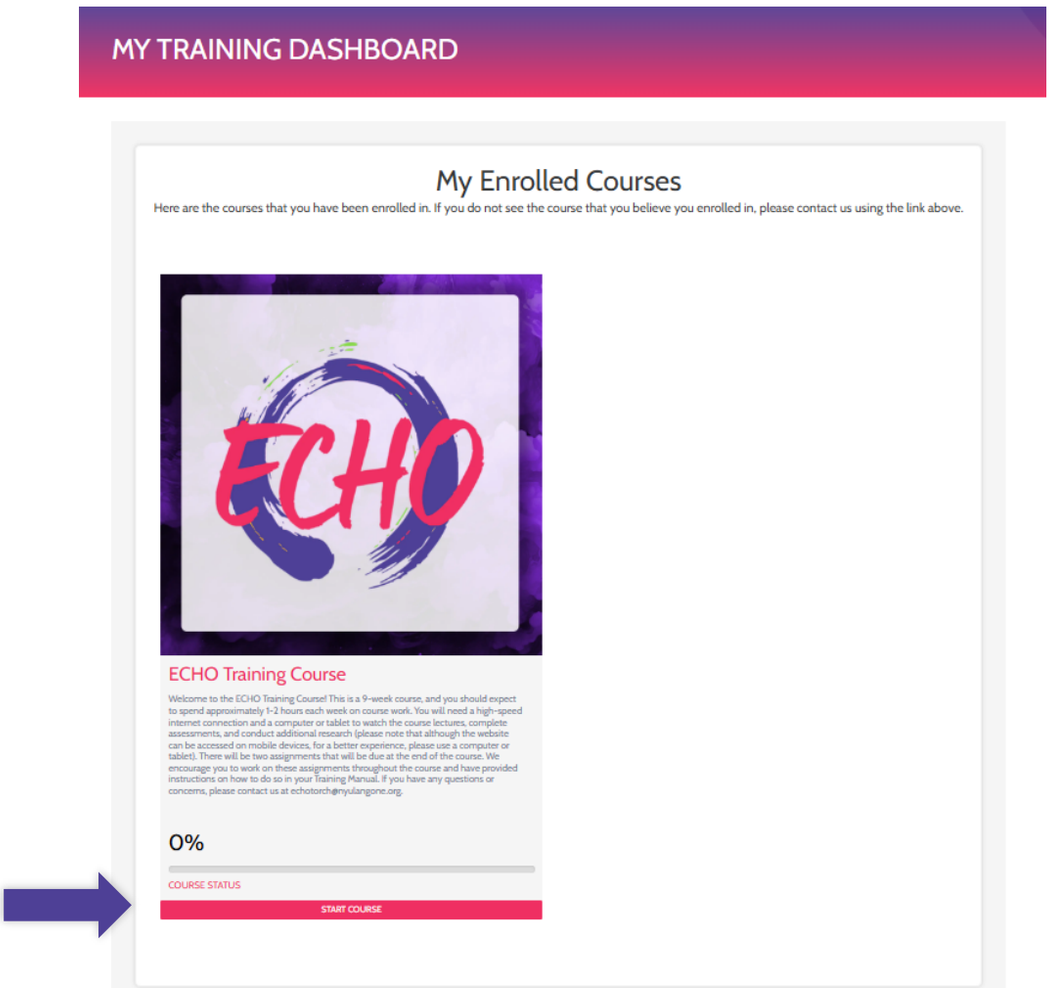


3. Enter the username or email address you used when you registered for the course
4. Click “Get New Password”.
5. A password reset email will be sent to the email address you used when you registered for the course.
6. Follow the instructions in the password reset email.

ECHO OVERVIEW

Starting the Course

1. After you log in, you will be directed to “My Training Dashboard.” This page provides you access to your courses as well as tracks your course progress, downloadable course materials, links to the discussion forums, etc.
2. To start the ECHO Training Course, click “Begin this Course” located directly under the ECHO Training Course Progress bar.



ECHO OVERVIEW

What kinds of activities are involved in the training?

Training Pre-test and Post-test:
- We will ask you to take a test before you begin the training program and after Module 9.

Weekly Lectures:
- Each week, you will view a narrated PowerPoint lecture by an expert in reproductive health and cancer. The lectures generally last from 15-20 minutes.

Weekly Case Studies:
- Immediately prior to and following each lecture, you will be asked to complete a brief case study. The same question will be asked at the beginning and the end of each module to get a sense of how learners may change their responses based on the lectures.

Weekly Readings:
- Readings have been assigned for each module. More information on these can be found on pages 28-29, and copies will be posted to each module page.

Training Assignments:
- Throughout the course of the training program, there will be **2 assignments**. The Interview Assignment is designed to help familiarize you with health care team members or organizations to which you can direct AYA patients. The Dream Big Assignment provides an opportunity to create an action plan for providing optimal patient care with regard to reproductive health. For this assignment, participants will have the option to receive reviewer feedback. More information on these assignments can be found on pages 17-24.

Weekly Discussion Board:
- Weekly discussion questions/videos will be posted to facilitate communication on training topics with other course participants. We ask that you participate in a **minimum of 3 discussion boards** throughout the course of the program. You may also choose to attend a synchronous session (details below) or post to an Ask the Expert board in lieu of one of these three discussions.

Synchronous Sessions:
- Throughout the course, we will be offering two optional synchronous discussions with experts in the field of reproductive health and oncology. Participants will be notified of scheduled discussion dates/times ahead of time.

Information about Continuing Education Credits
- All learners who complete all requirements listed below are entitled to receive **21.5 continuing education credits. Additional information on continuing education accreditation is available on pages 25-27.**
- In order to obtain the credits, learners must:
    - Complete the pre and post-tests (at the beginning and end of the course).
    - Participate in 3 discussion boards (or Synchronous Session/Ask the Expert board)
    - Submit both course assignments
    - Complete program evaluation

2026 ECHO TRAINING AT A GLANCE

Module	Tasks	Assessments / Assignments	Due Dates
Week 1: January 15-21 Module 0: Getting Started and ECHO Overview Module 1: Introduction to Reproductive Health Among AYA Patients	• Log in to ECHO Training platform • Review training manual • View orientation lecture • View Module 1 lecture • Assigned readings • Glossary activity	• Pre-test	January 29
Week 2: January 22-28 Module 2: Reproductive Health in Pre-Pubertal Patients	• View lecture • Assigned readings • Case study • Discussion board	○ Pre-test	January 29
Week 3: January 29 – February 4 Module 3: Reproductive Health and Male AYA Patients: Fertility and Fertility Preservation	• View lecture • Assigned readings • Case study • Discussion board		
Week 4: February 5-11 Module 4: Reproductive Health and Female AYA Patients: Fertility and Fertility Preservation	• View lecture • Assigned readings • Case study • Discussion board		
Week 5: February 12-18 Module 5: AYA Psychosocial Issues	• View lecture • Assigned readings • Case study • Discussion board		
Week 6: February 19-25 Module 6: AYA Sexual Health	• View lecture • Assigned readings • Case study • Discussion board		
Week 7: February 26 – March 4 Module 7: Practical Applications: Communication Issues in Cancer Reproductive Health Care	• View lecture • Assigned readings • Case study		
Week 8: March 5-11 Module 8: Overcoming Reproductive Health System Barriers	• View lecture • Assigned readings • Case study		
Week 9: March 12-15 Module 9: Funding a Fertility Preservation Program	• View lecture • Assigned readings		
Week 9: March 12-15 Wrapping Up and Submission Week	• Ensure lectures 1-9 have been viewed • Ensure all case studies are complete	• Interview Assignment • Dream Big Assignment • At least 3 discussion boards • Post-Test • Course evaluation	March 15

WEEKLY OVERVIEW

Week 1 (January 15-21)

Module 1: Getting Started & Introduction to Reproductive Health Issues among AYA Patients

To Do:

- Watch lecture "Using the ECHO Program"
- Complete the course pre-test by **January 29th**
- Watch lecture by Susan Vadaparampil & Gwendolyn Quinn
- Read week 1 assigned readings
- Complete the glossary activity

By the end of this week, you will be able to:

- Demonstrate an understanding of the specific domains that comprise reproductive health relevant to adolescent and young adult (AYA) patients
- List the American Society of Clinical Oncology and National Comprehensive Cancer Network's Guidelines relevant to the reproductive health of adolescent and young adult AYA patients.

WEEKLY OVERVIEW

Week 2 (January 22-28)

Module 2: Reproductive Health in Pre-Pubertal Children with Cancer

To Do:

- Watch lecture by Jennifer Levine
- Read week 2 assigned readings
- Complete the course pre-test by **January 29th**
- Complete this week's case study

By the end of this week, you will be able to:

- Identify the physical, cognitive, psychosocial, and ethical domains that define this population as they relate to reproductive health.
- Discuss the knowledge, attitudes, and practices of pediatric oncology providers regarding reproductive health for pre-pubertal pediatric patients
- Describe strategies for communicating about reproductive health with pediatric patients and families at diagnosis and during survivorship
- List decision and values clarification tools that may serve as support

WEEKLY OVERVIEW

Week 3 (January 29 – February 4)

Module 3: Reproductive Health and Male AYA Patients: Fertility and Fertility Preservation

To Do:

- Watch lecture by Akanksha Mehta
- Read week 3 assigned readings
- Complete this week's case study

By the end of this week, you will be able to:

- Describe the physiological and psychosocial impact of cancer and treatments on the reproductive health of AYA males
- Identify current technologies and future directions for male fertility preservation
- Identify alternative family building options for male AYA patients

Week 4 (February 5-11)

Module 4: Reproductive Health and Female AYA Patients: Fertility and Fertility Preservation

To Do:

- Watch lecture by Jennifer Mersereau
- Read week 4 assigned readings
- Complete this week's case study

By the end of this week, you will be able to:

- Identify current technologies and future directions for female fertility preservation
- Identify alternative family building options for female AYA patients
- Describe the barriers and solutions to accessing fertility preservation treatments for AYA females

WEEKLY OVERVIEW

Week 5 (February 12-18)

Module 5: AYA Psychosocial Issues

To Do:

- Watch lecture by Kristine Donovan
- Read week 5 assigned readings
- Complete this week's case study

By the end of this week, you will be able to:

- Identify the role of romantic partnerships, friendships, and body image in AYA cancer patients' psychosocial development
- Discuss romantic partnerships in AYA and their impact on fertility preservation decision making
- Identify AYA supportive care needs

Week 6 (February 19-25)

Module 6: Sexual Health and Cancer

To Do:

- Watch lecture by Nina Francis-Levin
- Read week 6 assigned readings
- Complete this week's case study

By the end of this week, you will be able to:

- Start a conversation with patients about safe and healthy sexuality during and after cancer, and continue the conversation as symptoms, side effects, prognosis, and identities change over time
- Discuss safe and satisfying sexual experiences as well as fertility risks and contraception with patients
- Provide AYA patients with appropriate treatment and information regarding sexual and reproductive health by taking into account specific factors pertaining to this population

WEEKLY OVERVIEW

Week 7 (February 26 – March 4)

Module 7: Communication

To Do:

- Watch lecture specific to your profession
    - You may also watch lectures by those outside your profession on other reproductive health topics
- Read week 7 assigned readings
- Complete this week's case study

By the end of this week, you will be able to (by profession):

Nurses/Nurse Practitioners

- Identify three key time points in which communication about FP should occur
- List individual stakeholders involved in reproductive health communication

Social Workers

- Identify all strategies in the BLISSS (**B**ring up the topic of sexuality; **L**isten to **I**ndividual's experience and knowledge; **S**upport the patient and partner; **S**timulate and encourage patient-partner communication; **S**upply individualized information, suggestions and resources; refer as appropriate) model

Physician Assistants

- Using the AIDED model:
    - Understand the crucial role of nurses and PAs as part of the Oncofertility team
    - Initiate Oncofertility conversations with confidence
    - Develop communication strategies that can be used with patients at various stages of their diagnoses
    - Consider the intent of your message, and let this guide you in conversations
    - Feel confident in exploring barriers to conversation, including cultural, financial, religious, and educational

Psychologists

- Identify considerations for clinicians in developing and prioritizing fertility preservation counseling objectives when working with AYAs newly diagnosed with cancer and their parents
- Identify strategies for assessing sperm banking candidacy and delivering psychoeducational interventions among adolescent males newly diagnosed with cancer
- Learn about successful communication techniques and key discussion points to be reviewed when working with adolescent males at risk for infertility secondary to cancer therapy
- Model effective communication while supporting parents and families during the process of fertility preservation decision-making

WEEKLY OVERVIEW

Week 8 (March 5-11)

Module 8: Overcoming Reproductive Health System Barriers

To Do:

- Watch lecture by Danielle Morley
- Complete this week's case study

By the end of this week, you will be able to:

- Define the steps involved in building a fertility preservation program
- Describe the functions of a team in discussing reproductive health, contraception, sexual intimacy concerns, and psychosocial issues
- Describe the lessons learned (barriers and facilitators) in building a program and creating teams
- Describe personal involvement in making changes to practice and policy to address barriers to reproductive health care and fertility preservation options for patients

Week 9 (March 12-15)

Module 9: Funding a Fertility Preservation Program

To Do:

- Watch lecture by Lesley Breech and Scott Byington

By the end of this week, you will be able to:

- Provide insights and tips for how to build a business case (and obtain funding) for a fertility program.

WEEKLY OVERVIEW

Week 9 (March 12-15)

Submission Week and Wrapping Up

Make sure all training activities are complete:

- Watch lectures 1-9
- Complete all case studies
- Submit Interview Assignment with a healthcare team member or organization
- Submit Dream Big Assignment
- Participate in at least 3 discussion boards (or attend a Synchronous Session or post to an Ask the Expert board)
- Complete post-test
- Complete program evaluation

*This submission week denotes the last week to complete and submit course requirements before the end of the course. You may turn in assignments ahead of time if you choose. If at any point in the course, you think you may have difficulty meeting these deadlines, please contact the Lead Program Coordinator, Joon Kim, at joon.kim@nyulangone.org or echotorch@nyulangone.org.

INTERVIEW ASSIGNMENT

Due: March 15, 2026

We recommend working on this assignment *throughout* the course.

Objective: The purpose of this assignment is for you to learn more about an AYA reproductive health issue from the perspective of a profession other than your own **or** an organization (local, state, regional or national) that may provide this type of support to patients.

Method: You will conduct an interview with a health care worker outside of your own profession or organization. The organization should provide support to adolescent and young adult cancer patients. The interview can be in-person, by telephone, or Zoom.

Deliverable:

Completed Interview Assignment**.** This assignment is split into four components that will be submitted all at once. The submission form is located under the Wrap up Module on the ECHO Course Page.

The following pages will provide a breakdown of each of the four components and provide further instructions and examples.

Sample Interview questions:

1. What is your job description or role in the organization?
2. What is your relationship to AYA?
3. What service(s) do you provide to AYA?
4. How is reproductive health related to your job/organization?

INTERVIEW ASSIGNMENT

Component 1: Identify your Reproductive Health Topic for the Interview

Identify the reproductive health issue that you want to learn more about. Think of an issue that is relevant to the adolescent and young adult population you work with and your personal experiences. Choose a topic that is important to you. A few examples are:

- Promoting positive body image for adolescent and young adult population
- Ability of adolescent and young adult population to make decisions
- Use of technology to provide support to adolescent and young adult population
- Differences in communication about fertility preservation with adolescent and young adult females and males

These topics are provided only as examples, feel free to choose the topic most important to your patients and/or practice setting. Some students will know immediately what topic they want to focus on and others will need to investigate potential topics. Looking over the modules covered in the ECHO curriculum may help you to select a topic.

INTERVIEW ASSIGNMENT

Component 2: Identify Interviewee - Health Care Team Member or Organization

You will focus on identifying a health care team member or organization you will interview to learn more about the topic you identified.

Examples of health care team members could be:

- Reproductive endocrinologist
- Clinical psychologist
- Social worker
- Adoption agency
- Nurse

Examples of organizations could be:

- Look Good Feel Better, for body image
- Oncofertility Consortium, for fertility preservation
- Stupid Cancer, for concerns related to relationship and dating

Again, these are just examples, and you should feel free to choose the most appropriate interviewee.

After the health care team member or organization is chosen, you should begin to reach out to a specific person to interview. Personal connections are one of the best ways to identify a contact person. Emails and calls would also be appropriate once you have narrowed down the specific unit or department where the person works. Regardless of how you choose the health care organization, make sure you tell them why you are contacting them, approximate length of the interview, and what will happen with the information. For example, *"I was selected to complete the ECHO training, which is a course on communication regarding reproductive health issues for adolescent and young adult cancer patients. One of my assignments is to interview a health care team member about XXX. The interview would be no longer than 30 minutes and I am happy to set this up at a time most convenient for you. After the interview, I will write a summary and submit it to the ECHO team in a secured electronic learning system. Is this something you would consider participating in?"*

INTERVIEW ASSIGNMENT

Component 3: Develop Interview Guide

You will focus on writing the interview guide. Given that the person you interview will likely be busy, you should only develop 4-5 interview questions in advance of the interview. Questions will be adapted to your topic, but here are a few examples:

- How do you communicate with AYA patients about this issue?
- What do you think is important to discuss with your patients regarding this issue?
- When you discuss this issue with patients, how do you refer to other resources or include other staff in the discussion?
- How does your organization address this issue with AYA patients?
- How do you use social media to reach AYA patients about this issue?

Notice that when developing the interview questions, you should start with *How, Why, What,* or *Give an Example of*. Questions that can be answered with *Yes or No* will not lead to interesting responses. Once you have written the 4 or 5 questions, you should move the most important ones to the top, as you could run out of time.

Finally, you need to create an interview guide. An example interview guide is provided below. Note that it includes: 1) opening remarks, 2) 4-5 interview questions, and 3) closing remarks.

"Thank you for meeting with me today. I would like to ask you a few questions on [insert your reproductive health issue]. The interview should take about 30 minutes and if you are not comfortable answering a question, just let me know and I will skip to the next one. Is it alright if we begin?

1. *What is your role in dealing with patients regarding [your reproductive health issue]?*
2. *What do you think are important topics to discuss regarding [your reproductive health issue]?*
3. *Do you have resources on this issue that you provide to patients?*

Thank you so much for talking to me today. I will write up a summary of this for my class, but it will only be read by my instructors."

INTERVIEW ASSIGNMENT

Component 4: Final Reflection

Write a reflection on your experiences on conducting the interview. Your reflection should comment not only on the answers to the questions, but your impressions of the answers and what the whole experience meant to you. This should be a balanced reflection that should include both strengths and limitations related to how your interviewee or organization addressed your topic of interest for adolescent and young adult patients. You may also comment on what you would have done differently.

Please include the following in your reflection:

- Reproductive health issue
- Profession of health care team member name or name of organization and title/position of person interviewed
- Date of interview
- Method of interview (in person, telephone, Zoom)

Deliverable:

Completed Interview Assignment (includes all four components). The submission form is located under the Wrap up Module on the ECHO Course Page.

Due: March 15, 2026

DREAM BIG ASSIGNMENT

Due: March 15, 2026

We recommend working on this assignment *throughout* the course.

Objective: The purpose of this assignment is for you to describe the best scenario for adolescent and young adults in your patient population, and to think through what tasks would need to happen for that scenario to be realized. Once you have created your Action Plan, you will have the foundation to implement into your workplace. This is not a requirement, but rather a suggestion for leveraging the work you've done on this assignment.

Method: Create an Action Plan that would lead to optimal care for adolescent and young adults in your patient population.

Action Plan

Throughout this training program you have learned about reproductive health for adolescent and young adults with cancer. While learning about this important topic, you most likely started thinking about what your own organization is currently doing and what it could be doing for these patients.

Developing an Action Plan allows you to think about what the most optimal care for adolescent and young adults would look like in your organization. The Action Plan allows you to break down this optimal scenario into smaller tasks, some of which may be achievable in the short or long term. The Action Plan also requires you to think about who would be responsible for completing the task and what resources would be needed.

DREAM BIG ASSIGNMENT

For further guidance, please review the Action Plan Template provided on the next page. You are welcome to work with another person in your organization, but please remember that this is an exercise to think big, and you should be careful of receiving negative input that might cause you to not include an important task.

The most effective Action Plans are also measurable. It is important that you think about how you will know that the Action Plan has been successful.

Deliverable:
Completed Action Plan. The submission form is found under the Wrap up Module on the ECHO Course Page (action plan template below is for your reference only).

**Assignment Feedback (optional): Participants interested in receiving feedback from our ECHO Experts for their Dream Big Assignment will receive feedback in 6-8 weeks after the course deadline.*

Dream Big Action Plan – TEMPLATE ONLY

Purpose: To create an Action Plan that would lead to optimal care for adolescent and young adults with cancer in your organization.

Directions: Complete the Action Plan with as specific information as possible

Action Plan

Goal: Describe what you think optimal care could be like in your organization. Consider what this could be like for patients, support (family/friends), providers, and administration.

Tasks	Person Responsible	Resources Needed
1		
2		
3		
4		
5		

How will you know if your Action Plan has been successful (i.e., what signs or indicators would you look for)?

If you needed to evaluate the Action Plan, how would you do that (i.e., what data would you need, how would you create benchmarks)?

If you wanted this Action Plan to actually be implemented, what are the next steps you would take?

Please note, assignment reviews will not begin until after the last day of the ECHO Training Course and can take up to 6 weeks. If you choose to have your assignment reviewed by one of our ECHO content experts, your submission will be confidential and not shared with anyone beyond the ECHO team. Please feel free to contact us at echotorch@nyulangone.org with any questions or concerns regarding the peer review process.

☐ I would like my assignment to be reviewed and to receive feedback from the ECHO Experts. Feedback will be provided 6-8 weeks after the course deadline.

CONTINUING EDUCATION CREDITS

Our accrediting group, Amedco, has provided us the right to award 21.5 continuing education credits for completion of this course. To obtain credits, learners must:

- Complete the pre and post-tests (at the beginning and end of the course)**
- Participate in 3 discussion boards (or attend a Synchronous Session or post to an Ask the Expert board)
- Complete all required readings
- Submit both course assignments
- Complete program evaluation

Joint Accreditation Statement

In support of improving patient care, this activity has been planned and implemented by Amedco LLC and New York University. Amedco LLC is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

Professions in scope for this activity are listed below.
Amedco Joint Accreditation Provider Number: 4008163

Physicians

Amedco LLC designates this live activity for a maximum of 21.50 *AMA PRA Category 1 Credits*™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Nurses

Amedco LLC designates this activity for a maximum of 21.50 ANCC contact hours.

Psychologists

This course is co-sponsored by Amedco and New York University School of Medicine. Amedco is approved by the American Psychological Association to sponsor continuing education for psychologists. Amedco maintains responsibility for this program and content. Maximum of 21.50 psychologist contact hours.

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CONTINUING EDUCATION CREDITS

The following state boards accept courses from APA providers for Psychologists/Counselors: AK, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, MA (LEP ONLY), MD, ME, MN, MO, NC, ND, NH, NE, NJ, NM, NV, OH, OK*, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WI, WY
MI: Accepts courses from APA for Psychologists. No general CE requirement for Counselors.
OK: Accepts APA credit for live, in-person activities but not for ethics and/or online courses.

The following state boards accept courses from APA providers for MFTs: AK, AR, AZ, CA, CO, CT, DE, FL, GA, IA, ID, IN, KS, MD, ME, MO, NE, NC, NH, NJ, NM, NV, OH, OK*, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WDC, WI, WY
AL MFTs: Credits authorized by NBCC or any other state licensing agency will be accepted.
MA MFTs: Participants can self-submit courses not approved by the MAMFT board for review.
MI MFTs: There are no CE requirements for MFTs in MI.

The following state boards accept courses from APA providers for Addictions Professionals: AK, AR, CO, CT, DC, DE, GA, IA, IN, KS, LA, MD, MO, MT, NC, ND, NE, NJ, NM, NY (held outside NY ONLY), OK*, OR, SC, UT, WA, WDC, WI, WY

The following state boards accept courses from APA providers for Social Workers: AK, AR, AZ, CA, CO, DE, FL, GA, ID, IN, KY, ME, MN, MO, NE, NH, NM, OR, PA, VT, WI, WY

<u>Social Workers</u>
As a Jointly Accredited Organization, Amedco is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. Amedco maintains responsibility for this course. ASWB Content Level: Intermediate. Social workers completing this course receive up to 21.50 continuing education credits.

[continues on following page]

CONTINUING EDUCATION CREDITS

The following state boards accept courses offering ASWB ACE credit for Social Workers: AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NC, ND, NE, NH, NM, NV, OH, OK*, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WI, WV*, WY
OK: Accepts ASWB ACE for live, in-person activities but not for ethics and/or online courses.
WV: Accepts ASWB ACE unless activity is in live in West Virginia.

The following state boards accept courses offering ASWB ACE credit for Counselors: AK, AR, AZ, CA, CO, CT, DC, FL, GA, IA, ID, IL, IN, KS, MA (LEP ONLY), MD, ME, MO, ND, NE, NM, NH, NV, OK*, OR, PA, TN, TX, UT, VA, WI, WY
MI: No CE requirement for licensed counselors.

The following state boards accept courses offering ASWB ACE credit for MFTs: AK, AR, AZ, CA, CO, FL, IA, ID, IN, KS, MD, ME, MO, NC, NE, NH, NM, NV, OK*, OR, PA, RI, TN, TX, UT, VA, WI, WY
AL MFTs: Credits authorized by NBCC or any other state licensing agency will be accepted.
MA MFTs: Participants can self-submit courses not approved by the MAMFT board for review.
MI: No CE requirement for licensed MFTs.

The following state boards accept courses offering ASWB ACE credit for Addictions Professionals: AK, CA, CO, CT, GA, IA, IN, KS, LA, MO, MT, ND, NM, NV, OK, OR, SC, WA, WI, WV, WY

New York Social Workers
Amedco SW CPE is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #0115. 21.50 credit hours.

New York Psychologists
Amedco is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #0115. 21.50 credit hours.

ASSIGNED AND OPTIONAL READINGS

Assigned Readings

Each module has corresponding assigned readings to enhance and reinforce the course content. Required Readings are compiled from chapters from the course textbook, *Textbook of Oncofertility Research and Practice: A Multidisciplinary Approach.* Optional readings are listed in the training manual and available on your training dashboard.

Module	Assigned Readings
Module 1: Introduction to Reproductive Health Issues among AYA Oncology Patients (January 15-21)	**Required** 1. Chapter 1: Fertility Risk with Cancer Therapy (**textbook**: pg 4-11) 2. Chapter 2: Childhood, Adolescent, and Young Adult Cancer: Fertility Implications and Clinical Practice (**textbook**: pg 15-23) **Optional** 1. Inconsistent Mandated Access to Fertility Preservation 2. Fertility Preservation in People with Cancer: ASCO Clinical Practice Guideline Update
Module 2: Reproductive Health in Pre-Pubertal Patients (January 22- 28)	**Required** 1. Chapter 9: Fertility Preservation Options for Female Pediatric and Adolescent Oncology Patients (**textbook**: pg 103-111) 2. Chapter 25: The Birds and the Bees and the Bank: Talking with Families About Future Fertility Amidst a Cancer Diagnosis (**textbook**: pg 297-302) 3. Chapter 33: Fertility Preservation and Restoration in Pediatric Males (**textbook**: pages 385-391) **Optional** 1. A 20-Year Overview of Fertility Preservation in Boys: New Insights Gained Through a Comprehensive International Survey 2. Fertility Preservation in Children and Adolescents: Where We Are and Where We Are Going
Module 3: Reproductive Health and Male AYA Patients (January 29 – February 4)	**Required** 1. Chapter 11: Options for Fertility Preservation (**textbook**: pg 121-136) 2. Chapter 17: Male Fertility Preservation: Current Options and Advances in Research (**textbook**: pg 209-220) **Optional** 1. Current Status of Fertility Preservation in Pediatric Oncology Patients 2. Fertility Preservation in Children and Adolescents during Oncological Treatment – A Review of Healthcare System Factors and Attitudes of Patients and their Caregivers
Module 4: Reproductive Health and Female AYA Patients (February 5-11)	**Required** 1. Chapter 6: Embryo and Oocyte Banking (**textbook**: pg 71-78) 2. Chapter 7: Ovarian Tissue Cryopreservation and Transplantation (**textbook**: pg 81-86) 3. Chapter 8: Surgical and Pharmacologic Fertility Preservation: The Role of Ovarian Transposition and Medical Suppression (**textbook**: pg 89-97) **Optional** 1. Pregnancy After Breast Cancer in Patients with Germline BRCA Mutations 2. Reproductive Health Outcomes among Adolescent and Young Adult Cancer Patients: A Systematic Review and Meta-Analysis

ASSIGNED AND OPTIONAL READINGS

Module	Assigned Readings
Module 5: AYA Psychosocial Issues (February 12-18)	**Required** 1. Chapter 23: Psychosocial Impact of Cancer-Related Infertility (**textbook**: pg 281-287) **Optional** 1. Changes and Predictors of Social Support in Adolescent and Young Adult Cancer Survivors – Results of a 7-year Longitudinal Study 2. Social Support Resources in Adolescents and Young Adults with Advanced Cancer: A Qualitative Analysis
Module 6: AYA Sexual Health (February 19-25)	**Required** 1. Chapter 13: Contraception and Menstrual Suppression for Adolescent and Young Adult Oncology Patients (**textbook**: pg 153-173) 2. Chapter 14: Female Sexual Function in Childhood, Adolescent, and Young Adult Cancer Survivors (**textbook**: pg 177-188) 3. Chapter 18: Male Sexuality (**textbook**: pg 229-240) **Optional** 1. Sexual Health Outcomes Among Adolescent and Young Adult Cancer Patients: A Systematic Review and Meta-Analysis
Module 7: Communication (February 26 – March 4)	**Required** 1. Chapter 21: The Fertility Preservation Consult (**textbook**: pg 266-270) 2. Chapter 26: Patient and Family Tools to Aid in Education and Decision-Making About Oncofertility (**textbook**: pg 305-315) **Optional** 1. Optimizing Health Literacy to Facilitate Reproductive Health Decision-Making in Adolescent and Young Adults with Cancer 2. Sexual Health and Emotional Wellbeing of Adolescent and Young Adult Survivors of Hematological Malignancies
Module 8: Overcoming System Barriers to Reproductive Health (March 5-11)	**Optional** 1. Chapter 19: Setting Up an Oncofertility Program (**textbook**: pg 245-252) 2. Chapter 20: Building a Pediatric Oncofertility Practice (**textbook**: pg 256-262) 3. Beyond Medical Care: How Different National Models of Care Impact the Experience of Adolescent and Young Adult Cancer Patients 4. A Patient-Centered Conceptual Model of AYA Cancer Survivorship Care Informed by a Qualitative Interview Study
Module 9: Funding a Fertility Preservation Program (March 12-15)	**Optional** 1. Chapter 27: Establishing Insurance Coverage for Iatrogenic Infertility (**textbook**: pg 317-327)