

FIDELITY ASSESSMENT FORM

When to Use: During each session

Administered by: Observer (e.g., program manager or supervisor)

Completed by: Observer

Instructions: This tool is used to rate facilitators during the delivery of a Many Men, Many Voices (3MV) session to assess their knowledge of the intervention content and fidelity to the curriculum. Typically, there are four to five exercises per session. The form lists the exercises for each session. The observer is to rate the facilitator, using the high (5) to low (1) scoring system. In addition, the observer may note comments regarding the facilitator for each of the session's exercises.

For each exercise, be sure that you include a fidelity rating, the primary facilitator's name, and additional written comments. You should document and provide verbal feedback on the facilitator's strengths, areas for improvement, and any next steps the facilitator can take to improve future deliveries.

FIDELITY ASSESSMENT FORM—SESSION 1

Exercise	Fidelity Goal	Fidelity Ranking (1 to 5)	Comments	Primary Facilitator's Name
1.1 Welcome and Introductions	Assures introductions for all participants and facilitators. Assures that the Ground Rules are presented and reviewed and that participants understand and agree to them. Distributes and explains Knowledge, Attitudes, and Behavior (KAB) Survey.			
1.2 “Why We Do the Things We Do” Factors That Influence Behavior Change	Provides directions and guidance to the group regarding introductions and personal behavior-change sharing experience; to be done in dyads. Has participants brainstorm and discuss concepts of behavior change in general, then processes the discussion so participants see that many factors are involved with behavior change.			
1.3 BLACK MAN, GAY MAN, BLACK GAY MAN	Assures that the participants brainstorm about black men, gay men, and black gay men; processes the exercise to help participants see the connections from one to the other to help them understand the concept of dual identity.			
1.4 Making the Connection	Connects the information and discussions of the preceding three exercises to help participants see that behavior change in general, dual identity, and a lack of a community of black gay men all may lead to risk-taking behaviors for black men who have sex with men (MSM).			
1.5 Session Summary	Asks for and answers remaining questions from participants. Answers any Parking Lot questions that can be addressed then. Summarizes key points from the day.			

FIDELITY ASSESSMENT FORM—SESSION 2

Exercise	Fidelity Goal	Fidelity Ranking (1 to 5)	Comments	Primary Facilitator's Name
2.1 Recap and Preview	Welcomes participants back. Recaps previous session's main points. Answers any outstanding Parking Lot questions.			
2.2 Roles and Risks for Tops and Bottoms	Assures that participants see the difference between the sexual relationship role and identity of being a top or a bottom and the sexual position (types of sex) and how these affect disease transmission risk.			
2.3 What Do You Know About STDs and HIV for Black Gay Men?	Assures that the participants receive accurate and current sexually transmitted disease (STD) information (viral versus bacterial, transmission modes, treatment) and clarifies misconceptions.			
2.4 How Do You Get an STD or HIV?	Assures that the participants brainstorm about sexual and substance-use practices to produce a list that is relevant and inclusive; then processes how these practices relate to acquisition and transmission of different STDs, including HIV, so that risk of these behaviors can be ranked.			
2.5 Sex in the City: An Inside View	Provides the directions and materials and uses the "Sex in the City" script in correct order and processes each scene before proceeding to the next.			
2.6 Transmission Puzzle	Accurately and clearly presents the transmission puzzle, using visual aids.			
2.7 Session Summary	Asks for and answers remaining questions from participants. Answers any Parking Lot questions that can be addressed then. Summarizes key points from the day.			

FIDELITY ASSESSMENT FORM—SESSION 3

Exercise	Fidelity Goal	Fidelity Ranking (1 to 5)	Comments	Primary Facilitator's Name
3.1 Recap and Preview	Welcomes participants back. Recaps previous session's main points. Answers any outstanding Parking Lot questions.			
3.2 What Are My Chances and What Are My Choices?	Assures that participants see the difference between the harm reduction and prevention goals. Uses the transmission puzzle to make the connection between these and sexual and substance-use practices with respect to STD/HIV acquisition and transmission. Distributes the Prevention Options for Individuals (Menu 1) handout.			
3.3 Take Your Own Inventory	Posts and uses the sexual practice wall signs in correct order (by risk rank) and processes this with the group. Distributes the Personal Inventory Charts (2 copies to each participant) and relationship index cards/sticky notes, providing clear directions for their use. Processes the link between a relationship and sexual practice and how these affect risk-taking.			
3.4 My Personal HIV/STD Risk Behavior	Distributes My Personal STD/HIV Risk Behaviors Handout (two to each participant), with clear directions; then records response—assuring confidentiality—on the newsprint, making the connection between the prior two exercises and what participants in the group might actually be doing through processing of these lists.			
3.5 Session Summary	Asks for and answers remaining questions from participants. Answers any Parking Lot questions that can be addressed then. Summarizes key points from the day.			

FIDELITY ASSESSMENT FORM—SESSION 4

Exercise	Fidelity Goal	Fidelity Ranking (1 to 5)	Comments	Primary Facilitator's Name
4.1 Recap and Preview	Welcomes participants back. Recaps previous session's main points. Answers any outstanding Parking Lot questions.			
4.2 Stage Yourself—How Ready Are YOU for Change?	Provides an explanation of the concepts of the stages of change. Clearly provides directions to the participants as to staging themselves, and processes the self-staging and rationale with respect to their different sexual and substance-use HIV/STD risk behaviors. Distributes and processes the Prevention Options for Individuals (Menu 1) handout, making the connection between Session 3's activities and personal behaviors and choices.			
4.3 Choosing to Act	Reviews the Prevention Options for Individuals (Menu 1) handout, and assures that participants understand the listed options; instructs the participants to choose an option; and tells them that their chosen option will be reviewed at the following session.			
4.4 Barriers and Facilitators of Selected Change	Helps participants identify perceived barriers and facilitators to the prevention or harm reduction option selected using The Barriers and Facilitators of Change handout.			
4.5 Getting Ready for Action—Taking the First Step	Reviews and has participants complete the Getting Ready for Action handout.			
4.5 Session Summary	Asks for and answers remaining questions from participants. Answers any Parking Lot questions that can be addressed then. Summarizes key points from the day.			

FIDELITY ASSESSMENT FORM—SESSION 5

Exercise	Fidelity Goal	Fidelity Ranking (1 to 5)	Comments	Primary Facilitator's Name
5.1 Recap and Preview	Welcomes participants back. Recaps previous session's main points. Answers any outstanding Parking Lot questions.			
5.2 The Man of My Dreams	Directs the participants to fantasize about what the "Man of My Dreams" would look like and what a relationship with him would be like, then processes using the manual's suggested questions; also asks and records (on newsprint), but does not yet process, the definitions of sexism and stereotyping (to be used in Exercise 3).			
5.3 Who's Got the Power	Asks the group to tell who—in their childhood homes, neighborhoods, and churches—held the power, in order, using the manual's suggested questions and guidelines to elicit the responses. Gets the group to process the different types of power held by the different people within these groups, how the power may be different between men and women, and introduces the concepts of nurturing and authoritarian power.			
5.4 Why We Choose the Ones We Choose	Uses the information elicited in the previous exercise to ask the group to identify different kinds of power; uses the definitions of sexism and stereotyping from Exercise 1 to guide the group to see the connection between their life experiences and how this affects how they see their roles as tops and bottoms, their choices in sexual practices, and their relationships; distributes and reviews the Prevention Options for Partners (Menu 2) handout and asks the participants to identify a first step from the list.			
5.5 Session Summary	Asks for and answers remaining questions from participants. Answers any Parking Lot questions that can be addressed then. Summarizes key points from the day.			

FIDELITY ASSESSMENT FORM—SESSION 6

Exercise	Fidelity Goal	Fidelity Ranking (1 to 5)	Comments	Primary Facilitator's Name
6.1 Recap and Preview	Welcomes participants back. Recaps previous session's main points. Answers any outstanding Parking Lot questions.			
6.2 Play Your Own Scene	Conduct role-plays, providing clear directions to participant actors about scene and roles. Processes the role-plays—with input and feedback from the group and how it might work in real life.			
6.3 Falling Off the Wagon	Asks group members to identify their most problematic scenarios and experiences in which relapse had occurred and asks them how they felt. Involves the group in identifying ways to overcome hurdles as the participants share their experiences and records them on newsprint. Processes by reinforcing that relapse is normal and that it can be used to help in the future.			
6.4 Session Summary	Asks for and answers remaining questions from participants. Answers any Parking Lot questions that can be addressed then. Summarizes key points from the day.			

FIDELITY ASSESSMENT FORM—SESSION 7

Exercise	Fidelity Goal	Fidelity Ranking (1 to 5)	Comments	Primary Facilitator's Name
7.1 Recap and Preview	Welcomes participants back. Recaps previous session's main points. Answers any outstanding Parking Lot questions.			
7.2 What Else Do You Need?	Appropriately uses newsprint and Behavior Change Plan handout to facilitate a discussion of participants' ongoing prevention needs.			
7.3 How Can I Build on This Experience?	Process participants' feelings and thoughts about their 3MV experience, covering the suggested topic areas. Properly explains the purpose of having the mental health professional give a presentation.			
7.4 How Can WE Build a Community?	Facilitates a discussion on tools and resources participants need to build a supportive community and records discussion points on newsprint.			
7.5 The Survival Handbook for Black Gay Men	Distributes and reviews survival handbook, linking it to the previous exercise.			
7.6 Session Summary and Graduation	Asks for and answers remaining questions from participants. Answers any Parking Lot questions that can be addressed then. Summarizes key points from the day. Distributes and explains KAB Survey and Participant Satisfaction Questionnaire. Conducts graduation ceremony.			