

Problem Statement

**Target Population:** Focus on Youth with ImPACT is community-based HIV/STD risk reduction intervention designed for high risk African-American youth aged 12 to 15 and their parents.

**Risk Behaviors:** This **population** is at risk for unwanted pregnancies, HIV and other STDs due to having unprotected sex.

**Major risk and contextual factors for HIV/STD include:** *Young people often engage in unprotected sex because of*

- Perception that peers are engaging in behavior
- Underdeveloped and/or under used decision making skills
- Underdeveloped and/or under used sexual negotiation skills
- Lack of refusal skills
- Lack of condom use skills
- Lack knowledge and skills to use a range of protection strategies
- Lack of parental monitoring
- Inability and/or unwillingness of parents to discuss HIV, STDs, and safe sex with their teens
- Lack of parent knowledge regarding condom use skills



## FOY Behavior Change Logic

Behavioral Determinants <i>Corresponds to risk or contextual factors</i>	Activities <i>To address behavioral determinants</i>	Outcomes <i>Expected changes as a result of activities targeting behavioral determinants</i>	
		Immediate Outcomes	Intermediate Outcomes
<ul style="list-style-type: none"> <li>Lack of knowledge about how decisions impact one's future</li> <li>Lack of decision making skills regarding risk behavior</li> <li>Lack of knowledge about HIV/STDs and methods for protection against disease</li> <li>Low self-efficacy for abstinence and condom use</li> <li>Low response efficacy for abstinence and condom use</li> <li>Perception of high response costs for using a condom or being abstinent</li> <li>Perceived intrinsic and extrinsic rewards of risk behaviors</li> <li>Low perceived peer norms supportive of abstinence or condom use</li> <li>Low perceived severity and vulnerability related to outcomes of sexual risk behavior.</li> </ul>	<p>FOY is an 8-session (90 -120 minutes each), interactive, small group-based intervention. The activities developed for each of the sessions are designed to address the behavioral determinants or risk factors among youth.</p> <ul style="list-style-type: none"> <li>Discuss how decision making occurs in a social context and that decisions made while they are young can have an impact on their future.</li> <li>Learn skills for better decision-making through the SODA Decision-Making Model</li> <li>Examine their risk behaviors and why they may feel invincible or invulnerable in order to understand how this can place them at risk for HIV/STD or unplanned pregnancy.</li> <li>Identify and use personal values to make decisions.</li> <li>Identify a variety of behaviors that do and do not put young people at risk for HIV infection through reading fact sheets and participating in a risk continuum activity.</li> <li>Discuss reason teens engage in risky behaviors</li> <li>Identify and rank their personal values about relationships and sexuality</li> <li>Identify ways to obtain information in order to make healthy decisions by applying the decision-making model.</li> </ul>	<p><b>Increases in:</b></p> <ul style="list-style-type: none"> <li>Knowledge that the decisions made while you are young can have an impact on your future</li> <li>Confidence about making good decisions for protecting themselves from HIV/STDs</li> <li>Perceived vulnerability to HIV/STD infection</li> <li>Knowledge of HIV/STD testing</li> <li>Personal responsibility for safer sexual behavior</li> <li>Knowledge about puberty, sexual function and reproduction</li> <li>Knowledge and skills on how to use condoms effectively and correctly</li> <li>Knowledge and skills for showing you care without sex</li> <li>Refusal skills</li> </ul>	<p><b>Increases in:</b></p> <ul style="list-style-type: none"> <li>Confidence to refuse sexual intercourse</li> <li>Confidence to negotiate and use male condoms</li> <li>Refusal skills</li> <li>Condom negotiation skills</li> <li>Use of alternative strategies for protection (outercourse, mutual HIV-testing, refusal, leaving a relationship or not starting one because of concerns about safer sex)</li> <li>Consistent condom use with partner(s)</li> <li>Peer norms supportive of abstinence</li> <li>Peer norms supportive of condom use</li> <li>Parental monitoring</li> <li>Parental and adolescent communication</li> </ul>



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<ul style="list-style-type: none"> <li>• outcomes of sexual risk behaviors</li> <li>• Lack of skills for:                             <ul style="list-style-type: none"> <li>◦ refusal of unsafe sex</li> <li>◦ condom use</li> <li>◦ negotiation</li> </ul> </li> <li>• Low perceived parental monitoring</li> <li>• Low communication with parents</li> <li>• Low parental knowledge of HIV/STD transmission and safe sex practices</li> <li>• Low parental self-efficacy for condom use skills</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills for decision-making while considering the options of those choices</li> <li>• Develop skills for gathering information about options and resources from trusted adults, fact sheets, and other sources                             <ul style="list-style-type: none"> <li>• Discuss and weigh the positive and negative consequences of options as they make decisions</li> <li>• Explore how many young people are protected themselves through a game (peer norms)</li> </ul> </li> <li>• View demonstration of correct use of male condoms                             <ul style="list-style-type: none"> <li>• Practice correct use of male condoms.</li> <li>• Practice communication and negotiation skills to assist in carrying out responsible decisions.</li> </ul> </li> <li>• Discuss how poor communication can lead compromising situations and identify ways to avoid them through a story                             <ul style="list-style-type: none"> <li>• Explore various ways to show they care without having sex through brainstorming and role play</li> </ul> </li> <li>• Develop awareness of how quickly HIV and other STDs can be spread and how they can be prevented</li> <li>• Obtain information about safer sex and contraception through discussion and fact sheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills to influence and negotiate with partners to use protection</li> <li>• Skills to reduce vulnerability for forced sex.</li> <li>• Skills to refuse unsafe sex</li> <li>• Knowledge of safer sex practices</li> <li>• Ability to talk about sex and safer sex practices</li> <li>• Ability to identify strategies for protecting oneself and one's community from HIV/STDs.</li> <li>• Parent's ability to monitor youth</li> <li>• Parent knowledge and skills re HIV, STDs and safe sex</li> <li>• Parental monitoring and communication</li> <li>• Perceived parental monitoring and communication</li> </ul>	<ul style="list-style-type: none"> <li>• communication</li> </ul> <p>And Decreases in:</p> <ul style="list-style-type: none"> <li>• Reduction of sexual intercourse</li> <li>• Reduction of sexual partners</li> </ul>



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	<ul style="list-style-type: none"> <li>• Develop attitudes and skills that support sexual health through listening role playing and negotiation skills.</li> <li>• Listen to or view a video of a person living with HIV/AIDS to better understand how the disease can change a person's life.</li> <li>• Identify long-term goals themselves and describe short-term goals that can help them achieve these long-term goals.</li> <li>• Analyze their concerns and discuss how they can take responsibility about protecting themselves and their community for HIV/STDs.</li> </ul> <p><b>ImPACT Session (Parents)</b></p> <ul style="list-style-type: none"> <li>• Build monitoring and communication skills with viewing video, discussion, practice and role play.</li> <li>• Increase knowledge about HIV/STDs, condom use and other safe sex practices via viewing of video, condom demonstration and practice.</li> </ul>		

*Revised version: August 5, 2008*

