Handouts Workbook
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Objectives of Healthy Relationships Facilitators’ Training

At the end of this four-day training, trainees will be able to:

1. Describe the five Core Elements of Healthy Relationships.

2. Identify at least five skills needed to successfully facilitate small group-level interventions.

3. Identify the components of each of the five sessions and their purpose.

4. Identify and select 15 culturally appropriate movie clips and educational videos for use in Healthy Relationships’ sessions.

5. Identify the five coping skills used throughout.

6. Demonstrate skills in performing the four-step process for facilitating the clips.

7. Identify at least three data sources in conducting each of the following: formative evaluation, process monitoring, and process evaluation.
Healthy Relationships:
A Small Group-level Intervention with People Living with HIV/AIDS

Goal of Training of Facilitators

- The goal of this 4-day training is to prepare facilitators from community based agencies, AIDS service agencies, and local health departments to implement the Healthy Relationships intervention with persons living with HIV in their community.

Prevention with Persons Living with HIV

- National HIV/AIDS Strategy (NHAS)
  http://aids.gov/federal-resources/national-hiv-aids-strategy/overview/index.html
- High Impact Prevention (HIP)
  http://www.cdc.gov/hiv/policies/hip.html
**NHAS Goals**

- Reduce new HIV infections
- Increase access to care and improve health outcomes for persons living with HIV
- Reduce HIV-related health disparities

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**Focus of CDC’s HIP Initiative**

- Combine scientifically proven, cost-effective, and scalable interventions
- Target the right populations in the right geographic areas
- Use this approach to increase impact of HIV prevention efforts

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**Prevention with Persons Living with HIV**

Challenges of providing prevention services with persons living with HIV?
Goal of Healthy Relationships Intervention

To reduce sexual risk behaviors of men and women living with HIV

Why the Emphasis on Coping with Stress?

- HIV prevention often asks persons living with HIV to learn new behaviors while under stress
- Stress inhibits behavior change
- Healthy Relationship works on managing stress with coping skills so participants can successfully learn and adopt new behaviors

Outcomes of Healthy Relationships

- Lots of discussion about disclosure of HIV status in HR, but it is NOT a disclosure intervention
- HR is proven to reduce:
  - Unprotected sexual behaviors
  - Stress about making disclosure decisions
  - Stress related to unprotected sex
Assumptions Behind Healthy Relationships

- Decision-making about disclosure of HIV status and safer sex is stressful
- Building coping skills to manage stress can reduce risk behaviors
- The decision about disclosure comes first
- The decision about negotiating safer sex depends on the disclosure decision

Overview of Healthy Relationships

- Five sessions
- Small groups
- People living with HIV/AIDS
- Social Cognitive Theory
- Development of coping skills

Overview of the Healthy Relationships Intervention

- Five Coping Skills
  - Awareness
  - Trigger and Barrier Identification
  - Problem-solving
  - Decision-making
  - Action
Social Cognitive Theory

In a nutshell,
Social Cognitive Theory states that persons learn by observing other people successfully practice a new behavior.

Main Components of the Social Cognitive Theory (SCT)

- Information – such as awareness of risk and knowledge of techniques for coping with the environment
- Self-efficacy – belief in one’s ability to control one’s own thoughts, emotions, and specific behaviors
- Outcome expectations – belief that good things will happen as a result of the new behavior
- Outcome expectancies – belief that the results of the new behavior are valuable and important
- Social skills within interpersonal relationships – such as the ability to communicate effectively, to negotiate, and to resist pressures from others
Main Components of the Social Cognitive Theory (SCT)

- Self-regulating skills – such as abilities to motivate, guide, and encourage oneself and to problem-solve
- Reinforcement value – “rewards” produced by attempts at a new behavior, as opposed to “costs”

What does the Social Cognitive Theory say Influences Behavior?

- Observing other people’s behaviors and experiences
- Learning information from others
- Discussing strategies with others
- Hearing other people’s outcomes
- Observing skills being modeled
- Having guided practice of new behaviors and skills
- Receiving corrective feedback
- Acquiring personal experiences
- Receiving social support from others

Main Components of the Social Cognitive Theory (SCT)

- Information
- Self-efficacy
- Outcome expectations
- Outcome expectancies
- Social skills within interpersonal relationships
- Self-regulating skills
- Reinforcement value
Main Components of Motivational Enhancement

- Strategies used in Motivational Enhancement encourage group processes by engaging participants in the behavior change process and creating individualized risk reduction strategies
  - Affirming strengths
  - Providing feedback to identify reasons for change
  - OARS

Core Elements

1. Defining stress and reinforcing coping skills with people living with HIV/AIDS across three life areas:
   - Disclosing to family and friends
   - Disclosing to sexual partners
   - Building healthier and safer relationships

Core Elements

2. Using modeling, role-play, and feedback to teach and practice skills related to coping with stress
3. Teaching decision-making skills around the issue of disclosure of HIV status
Core Elements

4. Providing participants with Personal Feedback Reports, based on the Initial Assessment Survey, to motivate change of risky behaviors and continuance of protective behaviors

Core Elements

5. Using movie-quality clips to set-up scenarios around disclosure and risk reduction to stimulate discussions and role-plays

Key Characteristics

- Small, closed groups
- Minimum of five 120 minute sessions
- Participants sit in a circle, face-to-face
- Groups are divided by gender and sexual orientation of members
- At least one facilitator is an experienced and skilled counselor or, preferably, a mental health professional
Key Characteristics

- One facilitator is a peer counselor living with HIV/AIDS
- One facilitator is male and one is female
- At least one facilitator matches the ethnicity of the majority of the group
- Both facilitators have personal characteristics and group skills of effective facilitators

What is Agency Capacity?

An agency’s ability to implement evidence-based interventions such as Healthy Relationships
Agency Capacity Issues

- Identify agency and community stakeholders
- Identify Intervention "Champion"
- Obtain buy-in
- Locations
- Program Review Panel submissions
- Evaluation planning
- Staffing requirements

Intervention Team

- Staff and volunteers directly responsible for implementing Healthy Relationships, including:
  - Program Manager
  - Mental health professional/skilled counselor facilitator
  - Peer facilitator

Facilitator Characteristics and Skills and Roles and Responsibilities

Exercise Instructions

- Group One: make a list of characteristics and skills of a successful facilitator
- Group Two: make a list of the roles and responsibilities of a group facilitator
- Groups switch places and continue
- Use Handout 4-1 and 4-2 and circle the items you did not list
- Star any characteristics and skills you want to improve
- Check any characteristics and skills you have
Working with Challenging Participants Exercise Instructions

- **Participants:**
  - Turn over your card and read your role. Do not share with others until told to do so.
  - Discuss in your roles: if you were going to a desert island, what are the three items that your group would need to take?

- **Observers:**
  - Decide which participant is playing each role

Preparing to Implement Healthy Relationships

- Plans for recruitment of participants
- Engagement of participants
  - Building relationships
  - Providing social aspect
  - Making message appealing
- Plans for retention of participants

The Message for Healthy Relationships

- **Who is the group for?**
- **What is Healthy Relationships?**
- **Where and when does it happen?**
- **How do participants learn the coping skills?**
- **Why would someone want to attend Healthy Relationships?**
Making the Message Appealing

- Work with advisory group
- Assess community for best times/days for sessions and schedule using information
- Have a private, comfortable, accessible space
- Make sure all staff know the message
- Provide appealing media
- Address barriers to participation

Initial Assessment Survey & Performance Feedback Reports

Step One:
Client fills out the Initial Assessment Survey (IAS).

Step Two:
Facilitators take Clients’ answers from the IAS and place them on three separate Performance Feedback Reports (PFR) – forms used in Sessions 1, 3 & 4

Initial Assessment Survey (IAS) & Personalized Feedback Reports (PFR) Overview

- Initial Assessment Survey (full version) Q: 1-45c
- Personalized Feedback Report A (Session 1) Questions 1, 2, 3, 4, 6, 10, 12, 13
- Personalized Feedback Report B (Session 3) Questions 18, 19, 23, 24, 25, 27, 26, 28, 30
- Personalized Feedback Report C (Session 4) Questions 7, 29, 30, 33, 34, 35, 36, 37, 38, 40, 41, 42, 44b, 45b, 45c
Trainee Demonstration of Session One

- Trainees will observe the content and skills needed to facilitate discussion on dealing with stress factors related to decisions about disclosure to family and friends
  - Group Rules
  - Getting to Know You
  - Dealing with Stress Factors
  - Personal Feedback Report-A
  - Clip # 1-1
  - Risk Continuum Banner: Disclosure to Family and Friends
  - Clip # 1-2
  - Clip # 1-3

Family and Friends Risk Continuum Banner Instructions

- Read Manual section on Risk Continuum Banner: Disclosure to Family and Friends
- Review Handout 6-2
- Discuss the placement of the cards on the example handout and how you would facilitate the discussion with participants in a group of men who have sex with women
When can disclosing be risky – or not risky?
Risk of disclosure is a very individual matter and differs from person to person.
For each card:
  - Think about type of person listed.
  - Think about the kind of relationship involved.
Both disclosing and not disclosing can be stressful.

What challenges did the placement present for your group?
What concerns do you have around facilitating the Risk Continuum Banner with your community?
What kind of adaptation would you need to make to the cards to make this activity more relevant to your community?

Trainers will review and/or demonstrate through video the content and skills needed to facilitate discussion on the Five Coping Skills in Session Two, and training participants will perform:
  - Listening for Meaning
  - Overview of Trigger and Barrier Identification
  - Overview of Problem-solving
  - Overview of Effective Decision-making and Action
  - Clip # 2-2
Session Two: Welcome Back and Check-in

- Implementation Manual, page 71
- 5 minutes allotted
- Procedures 1-2: engage/welcome participants
- Procedure 3: remind about Group Rules
- Procedure 4: emphasize Five Coping Skills

Overview of Awareness Skills

- Implementation Manual, pages 72-73
- 10 minutes allotted
- Easel Chart Guide 2-a
- Procedure 1: Importance of awareness
- Procedure 2: Define awareness
- Procedure 3: Introduce "catch-phrase"
- Procedure 4: Connect awareness to communication skills, especially active listening

Listening for Meaning

- Implementation Manual, pages 74-75
- 15 minutes allotted
- Easel Chart Guide 2-b
- Main points: Practice listening skills and tell/hear a good disclosure experience
- Video, followed by performance and feedback
Session Two Video

- Video demonstrates implementation of Session Two agenda items
- Facilitators experienced with implementing Healthy Relationships
- Participants are actors
- Thank you, CDC!
- Please ignore audio imperfections
- Session 2 Video: Listening for Meaning
- Follow along in the Implementation Manual

Overview of Trigger and Barrier Identification

- Implementation Manual, pages 76-79
- 15 minutes allotted
- Easel Chart Guide 2-c
- Main points: Make connection to Awareness and reducing stress; define this skill; and introduce four types of triggers and barriers
- Session 2 Video: Trigger and Barrier Identification
- Performance and feedback

Overview of Problem-solving

- Implementation Manual, pages 80-82
- 20 minutes allotted
- Easel Chart Guide 2-d
- Main Points: Make connection to previous two skills and reducing stress; define problem-solving and the three steps; practice the first three skills
- Session 2 Video: Problem Solving
- Performance and feedback
Overview of Decision-making and Action

- Implementation Manual, pages 83-86
- 20 minutes allotted
- Easel Chart Guide 2-e
- Main Points: Define decision-making, pros and cons, a healthy decision, and action; practice the last two skills
- Session 2 Video: Decision Making and Action
- Performance and feedback

Five Coping Skills

- Awareness: ability to read and understand your surroundings and yourself

Five Coping Skills

- Trigger and Barrier Identification: ability to recognize events and situations that can encourage or discourage you from doing something
  - People
  - Places
  - Thoughts and Feelings
  - Substances
Five Coping Skills

- Problem-solving: ability to think of possible plans to achieve long-term and short-term results you want, including overcoming problems (triggers or barriers)
  - Identify the problem
  - Brainstorm possible options
  - Identify the results you want: both short-term and long-term

Five Coping Skills

- Decision-making: ability to weight the pros and cons of two options and to choose an option that will work best for you
  - Realistic
  - Fair and balanced
  - Meets the needs of all the participants
  - Considers the future

- Action: ability to act on the option chosen and to communicate your decision to others

Facilitation of Clips Process

- Structured process (see Handout 6-5)
- Used to focus practice of skills
- Purpose of clip available in Appendix VI
- Not used with all clips, such as stories from documentaries
- Review all clips before sessions
Dealing with Disclosure to Family and Friends: Clip #2-1
- Implementation Manual, pages 87-90
- 15 minutes allotted
- Easel Chart Guide 2-1/page 1
- Main points: introduce the clip and follow the facilitation of clips process to discuss and practice the Five Coping Skills
- Session 2 Video: Dealing with Disclosure Clip #2-1
- Performance and Feedback

Dealing with Disclosure to Family and Friends: Clip #2-2
- Implementation Manual, pages 91-92
- 10 minutes allotted (15 for performance)
- Easel Chart Guide 2-2/page 2
- Main points: introduce the clip and follow the facilitation of clips process to discuss and practice the Five Coping Skills
- Training Video: Dealing with Disclosure Clip #2-2
- Performance and Feedback

Session Two: Summary and Close
- Implementation Manual, page 95
- 5 minutes allotted
- Procedure 1: review session concepts
- Procedures 2, 6: affirm/reward participants for their work
- Procedures 3-4: provide reminders
- Procedure 5: introduce concept of how disclosure to sex partners may be different
Review, Demonstration, and Performance of Session Three

- Trainers will review and/or demonstrate the content and skills needed to facilitate Session Three, and training participants will perform:
  - Risk Continuum Banner: Disclosure to Sex Partners
  - Clip # 3-2
  - Clip # 3-3

Session Three: Welcome Back and Check-in

- Implementation Manual, page 100
- 5 minutes allotted
- Procedures 1-2: engage/welcome participants
- Procedure 3: remind about Group Rules
**PFR-B: Stress and Disclosure to Sex Partners**
- Implementation Manual, pages 101-102
- 5 minutes allotted
- Procedures 1-5, 9: transition to disclosure to sex partners
- Procedure 6-8: provide motivational feedback on past behaviors and thoughts to help participants identify and consider possible behavior changes or reinforce desired behaviors

**Risk Continuum Banner: Disclosing to Sex Partners**
- Implementation Manual, pages 103-104
- 20 minutes allotted
- Main points: remind participants about purpose of banner and individual nature of disclosure risk; help participants identify personal risk continuum around disclosure to sex partners; and reinforce risk and stress connection to disclosing or not disclosing
- Performance and Feedback

**Session Three: Skills Building Review**
- Implementation Manual, page 105
- 20 minutes allotted
- Procedures 1-6: review the Five Coping Skills and help participants make connection to disclosure to sex partners
Dealing with Disclosure to Sex Partners: Clip #3-1

- Implementation Manual, page 106-109
- 20 minutes allotted
- Same procedures as Clips #2-1 and #2-2, except life area is disclosure to sex partners
- Facilitation of clips process

Facilitation of Clips

- Set the scene:
  - One person is living with HIV and is considering disclosing or negotiating safer sex
  - Forget what you know about the original movie
- Show the clip

Facilitation of Clips

- Guided Discussion
  - Facilitate the discussion of the clip around each of the five coping skills
  - Personalize the clip for the participants
- Role-play the action step from the clip
Dealing with Disclosure to Sex Partners: Clip #3-2

- Implementation Manual, page 110-113
- 20 minutes allotted
- Same procedures as Clips #2-1 and #2-2, except life area is disclosure to sex partners
- Facilitation of clips process
- Performance and Feedback

Dealing with Disclosure to Sex Partners: Clip #3-3

- Implementation Manual, page 114-117
- 15 minutes allotted
- Same procedures as Clips #2-1 and #2-2, except life area is disclosure to sex partners
- Facilitation of clips process
- Performance and Feedback

Session Three: Summary and Close

- Implementation Manual, page 118
- 10 minutes allotted
- Procedure 1: review concepts from session
- Procedures 2 and 6: affirm/reward participants for their work
- Procedures 3-4: provide reminders
- Procedure 5: introduce concept of how disclosure to sex partners who also are living with HIV may be different
Review and Demonstration of Session Four

- Trainers will review and/or demonstrate the content and skills needed to facilitate Session Four
- Session transitions between 2nd and 3rd life areas
- Session is more weighted to guided discussion and does not use the facilitation of clips process
- Participants consider relationships with positive and negative partners
- Many opportunities for addressing treatment as prevention

Session Four: Welcome Back and Check-in

- Implementation Manual, page 123
- 5 minutes allotted
- Procedures 1-2: engage/welcome participants
- Procedure 3: remind about Group Rules

Deciding About Disclosure to Sex Partners

- Implementation Manual, pages 124-125
- 15 minutes allotted
- 3 Easel Chart Guides
Guide 4-a

- Procedures 1-3: remind participants about personal stress and risks in disclosing HIV status
- Procedure 4: remind participants that they were to consider how disclosure to sex partners who also are living with HIV may be different
- Procedure 5: discuss participants’ personal risks related to disclosing to various types of partners

Guide 4-b

- Procedure 6: introduce Disclosure Risk Assessment
- Procedure 7: ask participants to generate potential “set-the-scenes” in which the three reactions might occur, and discuss how to look for warning signs, avoid reactions, deal with unavoidable reactions, and develop a plan for managing negative aftermath

Guide 4-c

- Procedure 8: summarize the key points of deciding whether or not to disclose:
  - Decision is personal and very individual
  - Anticipate reactions and problem-solve possible negative reactions in advance
  - Set personal priorities for disclosure
  - Remember that choosing not to disclose is an option
Relationships with Positive and Negative Partners: Clip #4-1

- Implementation Manual, pages 126-127
- 25 minutes allotted
- Procedures 1-4: introduce and play the clip
- Procedures 5-9: discuss relationships and stress with same-status and different-status partners
- Procedure 10: discuss around health status and relationship roles
- Procedures 11-12: discuss safer sex and disclosure
- Procedure 13: check group’s emotional state

PFR-C/Risk Continuum Banner: Safer Sex/Risk Reduction

- Implementation Manual, pages 128-132
- 20 minutes total allotted
- Main points: link understanding personal risky situations and negotiating safer sex; introduce importance of understanding relative “safety” of various sexual practices; emphasizing this continuum is different because it contains “right and wrong” answers; give visual representation of few “very high” sexual practices and lots of options

HIV/AIDS Education: Clip #4-2

- Implementation Manual, page 133
- 25 minutes allotted
- Procedure 1: discuss sources of safer sex information and myths/facts about HIV
- Procedure 2: introduce educational video and tie to importance of all having same factual information
- Procedure 3: play video
- Procedure 4: discuss transmission risks and participants’ misconceptions before video
Session Four: Skills Building Review

- Implementation Manual, page 134
- 20 minutes allotted
- Procedure 1: introduce discussion of “how can sex be made safer?”
- Procedures 2-6: practice the Five Coping Skills as related to negotiating and practicing safer sex

Session Four: Summary and Close

- Implementation Manual, page 135
- 5 minutes allotted
- Procedure 1, 4: affirm/reward participants for their work
- Procedures 2-3: provide reminders, including the fact that the next session will be the last one

Review, Demonstration, and Performance of Session Five

- Session focuses on 3rd life area
- More clips/more opportunities for participants to practice the skills
- Training participants will perform all four Session Five clips (# 5-2, # 5-3, # 5-4, and # 5-5)
- Trainers will review and/or demonstrate the content and skills needed to facilitate the first half of Session Five
Session Five: Welcome Back and Check-in

- Implementation Manual, page 141
- 5 minutes allotted
- Procedures 1-2: engage/welcome participants
- Procedure 3: remind about Group Rules

Session Five: Review the Five Skills

- Implementation Manual, page 142
- 5 minutes allotted
- Main points: do quick review by asking participants for examples of each of the Five Coping Skills

Session Five: Condom Skills Discussion/Practice

- Implementation Manual, page 143-145
- 30 minutes allotted
- 3 Easel Chart Guides
Guide 5-a

- Procedures 1-3: remind participants about previous discussions of safer sex and discuss ways to “be safe”
- Procedure 4: create pros/cons list about condom use
- Procedure 5: practice problem-solving on cons

Guide 5-b

- Procedures 6-7: introduce and show condom demonstration video(s)
- Procedure 8: demonstration/key steps of condom use
- Procedures 9-13: have participants practice condom skills
- Procedure 14: give participants condoms/lube
- Procedures 15-16: discuss ways to eroticize condom use

Guide 5-c

- Procedure 17: introduce concept of negotiating condom use without words
- Procedure 18: lead discussion of negotiating condom use and personal benefits to staying in your safety comfort zone
- Procedure 19: remind participants about role of coping skills
- Procedures 20-21: transition to break
Dealing with Safer Sex/Risk Reduction: Clip #5-2

- Implementation Manual, pages 146-149
- 15 minutes allotted
- Basically same procedures as previous clips, except:
  - Life area is around safer sex and risk reduction
  - Triggers/Barriers list is for negotiating safer sex
  - Decision-making Grid is for practicing/not practicing safer sex
- Facilitation of clips process
- Performance and Feedback

Dealing with Safer Sex/Risk Reduction: Clip #5-3

- Implementation Manual, page 150-153
- 15 minutes allotted
- Same procedures as Clip #5-2
- Facilitation of clips process
- Performance and Feedback

Dealing with Safer Sex/Risk Reduction: Clip #5-4

- Implementation Manual, page 154-157
- 15 minutes allotted
- Same procedures as Clips #5-2 and #5-3
- Facilitation of clips process
- Performance and Feedback
Dealing with Safer Sex/Risk Reduction: Clip #5-5

- Implementation Manual, page 158-161
- 15 minutes allotted
- Same procedures as Clips #5-2, #5-3, and #5-4
- Facilitation of clips process
- Performance and Feedback

Session Five: Summary and Close

- Implementation Manual, page 16-18
- 15 minutes allotted
- Procedure 1: summarize concepts from sessions
- Procedure 2: have participants share what they've gotten from group and any behavior change
- Procedure 3: ask whether participants “have a plan”
- Procedures 4-7: final closure reminders, acknowledgements, and rewards

Opportunities for Adaptation

- Advisory group
- Name of intervention
- Different delivery methods
- Identify peer facilitators
- Language and relationships for Risk Continuum Cards
- Initial Assessment Survey and Personal Feedback Reports wording
- Clips
Copyright Issues

- Consult an attorney regarding the Fair Use doctrine of Sections 107-118 of the Copyright Act (Title 17, U.S. Code)
- Visit the U.S. Copyright Office’s website www.copyright.gov/laws/

Adapting Clips

- Choose movie-quality clips that work for your community
- Involve an advisory group in the selection of appropriate movie-quality clips
- Use the "Clip Essence Tables" in the Implementation Manual to determine the purpose of each clip and its essential ingredients

| Purpose | Essential Ingredients | Option | Original Video and Recommendations | Sample "Set-the-scene"
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<tr>
<td>To act as springboard to discussion around disclosure to sex partners.</td>
<td>To set up role-plays where participants can practice the Five Coping Skills learned in the previous session (awareness, trigger/barrier identification, problem-solving, decision-making skills, and action, related to disclosure to sex partners).</td>
<td>Be suitable for discussion and stimulating role-plays around disclosure.</td>
<td>For Women: from Eve’s Bayou. A woman and man discuss it being time for him to go, #8.</td>
<td>sample: &quot;Set-the-scene&quot; #8: The woman in this scene is feeling pressured to tell her long-term partner that she is living with HIV because he wants to make a commitment and he is the person she has to tell.</td>
</tr>
<tr>
<td>To set up role-plays where participants can practice the Five Coping Skills learned in the previous session (awareness, trigger/barrier identification, problem-solving, decision-making skills, and action, related to disclosure to sex partners).</td>
<td>To act as springboard to discussion around disclosure to sex partners.</td>
<td>Be able to be tied to the skills learned in the previous session.</td>
<td>For MSW: from Boyz 'N the Hood. A young man who is distressed talks with his girlfriend about their relationship, #9.</td>
<td>sample: &quot;Set-the-scene&quot; #9: In this scene, a young man has just learned that he tested positive for HIV and is feeling anger and sadness. He seeks comfort from his girlfriend who does not yet know about the HIV test.</td>
</tr>
<tr>
<td>To set up role-plays where participants can practice the Five Coping Skills learned in the previous session (awareness, trigger/barrier identification, problem-solving, decision-making skills, and action, related to disclosure to sex partners).</td>
<td>To act as springboard to discussion around disclosure to sex partners.</td>
<td>Be movie-quality.</td>
<td>For MSM: from Making Love. Two men try to get each other to disclose sexual orientation., #10.</td>
<td>sample: &quot;Set-the-scene&quot; #10: In this scene, Zack (the man in the white shirt) is confused about telling his new partner that he has HIV. He wants to have sex with him and does not want to lose him.</td>
</tr>
</tbody>
</table>
“Essence” in Clip Selection
Exercise Instructions

- Look at the purpose and essential ingredients (essence) of Clip #3-1 in the Table
- View possible replacement clips for a women’s group
- Consider whether or not each clip meets the essence for Clip #3-1
- Consider whether or not each clip might work with your intervention population/community

Debriefing

- Conduct debriefing after each session
- Opportunity to address challenging issues from session, review fidelity to core elements, and prevent facilitator burn-out
- Run by program manager
- Relaxed and open environment

Maintenance

- Begins after final session of first series
- Further adaptation of intervention
- Necessary changes to agency’s capacity and resources
- Quality assurance
- Evaluation
Types of Program Evaluation

- Formative
- Process Monitoring
- Process Evaluation
- Outcome Monitoring

Formative Evaluation

- Process of collecting data that describe the needs of the population and the factors that put group members at risk for HIV infection
- Initial Assessment Survey
- Focus Groups

Process Monitoring

- Process of collecting data that describe:
  - The characteristics of the population served
  - The number of contacts made to recruit for the groups
  - The number of groups held
  - The number of people who attend each session
  - The resources used to deliver the sessions
Process Evaluation

- Process of collecting and analyzing data to examine:
  - How was the intervention delivered?
  - Did the delivery of the intervention maintain fidelity to the core elements?
  - How do the process monitoring data compare to the planned numbers of contacts, attendees, etc.

Outcome Monitoring

- Process of collecting data about client outcomes
- Immediate outcomes
  - Social support
  - Risk perception
  - Decision-making skills
  - Self-efficacy
  - Condom use skills
- Intermediate outcomes
  - Appropriate disclosure decisions
  - Decreased unprotected sex acts

Capacity Building Assistance (CBA)

What is CBA?

CBA is designed to assist in implementing and sustaining science-based and culturally proficient HIV prevention behavioral interventions like Healthy Relationships and HIV prevention strategies.
Examples of CBA

CBA providers can offer assistance on HR:
- Adapt movie clips and PFRs/IAS to meet the culture of the community
- Increase skills to facilitate small group discussions around problem-solving and decision-making skills
- Develop marketing and recruitment plans
- Other implementation assistance as requested

Accessing CBA

How do you access CBA?
- Contact your CDC project officer or state health department about your CBA needs.
- Submit a request through the CBA Request Information System (CRIS).
- CDC’s Capacity Building Assistance Website: www.cdc.gov/hiv/topics/cba

Effective Interventions Website

Review of Core Elements

Core Elements
Core Elements are those elements of the intervention that must be maintained without alteration in order for the intervention to remain effective or to reach outcomes similar to those of the original research. Each of the Core Elements is designed to emphasize specific components of the Social Cognitive Theory used to build the intervention.

The purpose of implementing an evidence-based intervention is to assure that agencies get the same results with populations that are similar to those with whom the intervention was tested.

When implementing an evidence-based intervention, an agency does not have to conduct outcome evaluation. If the intervention is implemented with fidelity to its Core Elements, an agency can expect similar results.

➢ Core Element #1: Defining stress and reinforcing coping skills with people living with HIV/AIDS across three Life Areas:
  • Disclosing to family and friends,
  • Disclosing to sexual partners, and
  • Building healthier and safer relationships

This Core Element operationalizes:
  • Information by learning what stress and levels of risk are
  • Social skills within interpersonal relationships by discussing relationships and building disclosure and relationship skills
  • Self-regulating skills by building thoughtful, rather than emotional, problem-solving abilities
  • Self-efficacy by receiving affirmation as skills are learned
  • Outcome expectations and expectancies by hearing the positive results of peers’ strategies

➢ Core Element #2: Using modeling, role-play, and feedback to teach and practice skills related to coping with stress.

This Core Element involves:
  • Information by observing modeled coping skills
  • Reinforcement value by receiving corrective feedback on role-played skills and social support for new behaviors
  • Outcome expectations and expectancies by observing peers’ techniques
  • Self-regulating skills by having guided practice of skills for coping with stress
  • Self-efficacy by practicing coping skills
Core Element #3: Teaching decision-making skills around the issue of disclosure of HIV status.

This Core Element operationalizes:
- Information by learning a systematic process for deciding when, where, how, and to whom to disclose or not to disclose
- Self-efficacy by discussing and practicing how to use decision-making skills to control motivations and impulses
- Social skills within interpersonal relationships by observing and practicing effective communication skills

Core Element #4: Providing participants with Personal Feedback Reports, based on the Initial Assessment Survey, to motivate change of risky behaviors and continuance of protective behaviors.

This Core Element builds:
- Self-regulating skills by reflecting on experiences to motivate self to change behavior
- Reinforcement value by identifying what they do, what they want to do, and existing safer behaviors they can maintain

Core Element #5: Using movie-quality clips to set-up scenarios around disclosure and risk reduction to stimulate discussions and role-plays.

This Core Element develops:
- Self-efficacy by getting personal experience with new skills
- Social skills within interpersonal relationships by practicing skills in communication, negotiation, and resisting pressure to have unsafe sex
- Reinforcement value by discussing strategies with peers
Review of Key Characteristics

Key Characteristics are crucial activities and delivery methods for conducting an intervention, which may be tailored for different agencies and at-risk populations. Key Characteristics can be modified or adapted without diminishing the effectiveness of the intervention. There are nine specific Key Characteristics of Healthy Relationships.

- **Key Characteristic #1**: Participants meet in small groups, similar in style to support groups. The groups are “closed”, which means that new members cannot join once the series of sessions has begun.
  - Closed sessions help build an atmosphere of trust and community.
  - There is no time built into the delivery of the intervention to repeat sessions for “newcomers.”
  - The skills are cumulative, so the intervention would not be as effective for participants who do not start at the beginning.

- **Key Characteristic #2**: Participants meet for at least five, 120-minute sessions.
  - 10 hours is the minimum suggested time.
  - An additional session could be added, based on the needs of the group, once the 5 core sessions are conducted.

- **Key Characteristic #3**: Participants sit in a circle, face-to-face.
  - It is very important that the participants be able to see one another. Facilitators need to sit in the circle to facilitate discussion, make eye contact, and connect with participants.

- **Key Characteristic #4**: Groups are divided by gender and sexual orientation of the members.
  - The original research looked at who participants said they would like to have in their group. The findings showed that:
    - Women preferred groups with all women but said it would be alright to include gay men.
    - Gay men preferred groups with all gay men but said it would be alright to include women.
    - Heterosexual men said they only wanted other heterosexual men in their group.
Key Characteristic #5: At least one group facilitator is an experienced and skilled counselor, preferably a mental health professional. This facilitator may or may not be living with HIV/AIDS.

- While this intervention is not counseling, having at least one of the facilitators with those skills is very valuable. People living with HIV/AIDS have to deal with many issues and may have an emotional response during one of the sessions. A skilled counselor would know how to deal with such situation and how to keep the group focused on the intervention.

Key Characteristic #6: One facilitator is a peer counselor who is living with HIV/AIDS.*

- The original research team had an advisory group of people living with HIV/AIDS, who felt it was very important to have at least one facilitator living with HIV/AIDS.

Key Characteristic #7: One facilitator is male and the other female.*

- Male and female facilitators bring different perspectives to the discussions, which is particularly important for same-gender heterosexual groups.
- A female facilitator can help with role-playing in heterosexual men’s groups, since some of these men may be hesitant to play a woman's role.

Key Characteristic #8: At least one facilitator matches the ethnicity of the majority of group members.*

- Skilled facilitators can create a safe and comfortable place for participants of any ethnicity; however it may take longer to establish a rapport if the facilitators and participants are of different ethnicities.
- Choosing an appropriate facilitator team is important. The combination of facilitators may affect the outcome of this group-level intervention.

Key Characteristic #9: Both facilitators have the personal characteristics and group skills of effective facilitators.
Healthy Relationships: A small group-level intervention with people living with HIV/AIDS
Revised February 2015

Handout 2-1
Theoretical Basis, and Healthy Relationships (HR) Components and Core Elements

Core Element #1: Defining stress and reinforcing coping skills with people living with HIV/AIDS across three Life Areas:
- Disclosing to family and friends,
- Disclosing to sexual partners, and
- Building healthier and safer relationships

Core Element #2: Using modeling, role-play, and feedback to teach and practice skills related to coping with stress.

Core Element #3: Teaching decision-making skills around the issue of disclosure of HIV status.

Core Element #4: Providing participants with Personal Feedback Reports, based on the Initial Assessment Survey, to motivate change of risky behaviors and continuance of protective behaviors.

Core Element #5: Using movie-quality clips to set up scenarios around disclosure and risk reduction to stimulate discussions and role-plays.

<table>
<thead>
<tr>
<th>Theoretical Basis</th>
<th>HR Components – Related Core Element(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Cognitive Theory (SCT): Information</td>
<td>Guided practice and discussion of three Risk Continuum Banners (one for each life area) to help participants consider their levels of stress and risk – Core Element #1</td>
</tr>
<tr>
<td>SCT: Information</td>
<td>Observation of Five Coping Skills being modeled and guided discussion with other participants about coping with stress – Core Element #2</td>
</tr>
<tr>
<td>SCT: Information</td>
<td>Learning a systematic process for deciding when, where, how, and to whom to disclose or not to disclose – Core Element #3</td>
</tr>
<tr>
<td>SCT: Self-efficacy</td>
<td>Affirmation of participants’ strengths and corrective feedback provided by facilitators and other group members as skills are practiced – Core Element #1</td>
</tr>
<tr>
<td>SCT: Self-efficacy</td>
<td>Guided practice of coping skills as related to scenarios in movie-quality clips around negotiating safety, condom use, and disclosure to family, friends, and sex partners – Core Elements #2 and #5</td>
</tr>
<tr>
<td>Theoretical Basis</td>
<td>HR Components – Related Core Element(s)</td>
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<tr>
<td>SCT: Self-efficacy</td>
<td>Guided discussion about and practice of decision-making coping skill and how to use decision-making skills to control motivations and impulses – Core Element #3</td>
</tr>
<tr>
<td>SCT: Outcome expectations/expectancies</td>
<td>Guided discussion of other group members’ experiences with negotiating safety, condom use, and disclosure to family, friends, and sex partners – Core Element #1</td>
</tr>
<tr>
<td>SCT: Outcome expectations/expectancies</td>
<td>Guided practice and observation of peers’ practice of communication and coping skills as related to scenarios in movie-quality clips around negotiating safety, condom use, and disclosure to family, friends, and sex partners – Core Elements #2 and #5</td>
</tr>
<tr>
<td>SCT: Social skills within interpersonal relationships</td>
<td>Guided discussion of strategies for maintaining satisfying relationships while protecting themselves and their partners – Core Element #1</td>
</tr>
<tr>
<td>SCT: Social skills within interpersonal relationships</td>
<td>Observation of effective communication skills modeled by facilitators, characters in the videos/clips, and other group members and practice of the skills – Core Element #2</td>
</tr>
<tr>
<td>SCT: Social skills within interpersonal relationships</td>
<td>Guided practice of communication and coping skills as related to scenarios in movie-quality clips around negotiating safety, condom use, and disclosure to family, friends, and sex partners – Core Elements #2 and #5</td>
</tr>
<tr>
<td>SCT: Self-regulating skills</td>
<td>Instruction on and guided practice of identifying risk triggers and barriers as part of problem-solving and decision-making, and guided discussion about personal experiences – Core Element #1</td>
</tr>
<tr>
<td>SCT: Self-regulating skills</td>
<td>Guided practice of communication and coping skills as related to scenarios in movie-quality clips around negotiating safety, condom use, and disclosure to family, friends, and sex partners – Core Elements #2 and #5</td>
</tr>
<tr>
<td>SCT: Self-regulating skills</td>
<td>Guided discussion about how to use thoughtful, rather than emotional, decision-making skills to help control motivations and impulses around the issue of disclosure of HIV status – Core Element #3</td>
</tr>
<tr>
<td>SCT: Self-regulating skills</td>
<td>Review and guided discussion of three Personal Feedback Reports (one for each life area) – Core Element #4</td>
</tr>
<tr>
<td>SCT: Reinforcement value</td>
<td>Collaborative atmosphere in group where participants receive social support from each other, and affirmation of participants’ strengths and corrective feedback provided by facilitators and other group members – Core Element #2</td>
</tr>
</tbody>
</table>
## Theoretical Basis

<table>
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</thead>
<tbody>
<tr>
<td>SCT: Reinforcement value</td>
<td>Review and guided discussion of three Personal Feedback Reports (one for each life area) to help participants identify what they have done or thought in past, what they want to change, and existing safer behaviors they want to maintain – Core Element #4</td>
</tr>
<tr>
<td>SCT: Reinforcement value</td>
<td>Guided discussion of participants’ own and other group members’ experiences with negotiating safety, condom use, and disclosure to family, friends, and sex partners – Core Element #5</td>
</tr>
<tr>
<td>Motivational Enhancement (ME): encouraging a collaborative process that affirms strengths and self-efficacy</td>
<td>Affirmation of participants’ strengths and corrective feedback provided by facilitators and other group members as skills are learned and practiced – Core Elements #1 and #2</td>
</tr>
<tr>
<td>ME: providing feedback that helps participants identify reasons for change and self-motivational statements</td>
<td>Review and guided discussion of three Personal Feedback Reports (one for each life area) to help participants identify what they have done or thought in past, what they want to change, and existing safer behaviors they want to maintain – Core Element #4</td>
</tr>
<tr>
<td>ME: involving individuals in their behavior change process and in developing personal risk reduction strategies</td>
<td>Guided practice of communication and coping skills as related to scenarios in movie-quality clips around negotiating safety, condom use, and disclosure to family, friends, and sex partners – Core Element #5</td>
</tr>
</tbody>
</table>
## Healthy Relationships Session Components Grid

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Life Areas</strong></td>
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<td>Disclosing to Family and Friends</td>
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<tr>
<td>Disclosure to Sexual Partners</td>
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<tr>
<td>Building Healthier and Safer Relationships</td>
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<tr>
<td><strong>Coping Skills</strong></td>
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<td>Awareness</td>
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<tr>
<td>Trigger and Barrier Identification</td>
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<td>Action</td>
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<td><strong>Activities:</strong></td>
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<td>Easel Guides</td>
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<td>Introductions of Facilitators</td>
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<td>Icebreaker for Participants</td>
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<td>Incentives</td>
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<td>Group Rules (Establish or review)</td>
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<td><strong>Personal Feedback Reports (PFR)</strong></td>
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<td>Family and Friends</td>
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<td>Sexual Partners</td>
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<td>Sexual Relationships</td>
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<td><strong>Continuum Banner</strong></td>
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<td>Family and Friends</td>
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<td>Sexual Partners</td>
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<td>Sexual Practices</td>
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<td>Role Play Activities</td>
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<tr>
<td>HIV/AIDS Education</td>
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<td>Condom Skills</td>
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<tr>
<td>Video Clips</td>
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<td>Resource Packet</td>
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<td>Element</td>
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<tr>
<td><strong>Before Session:</strong></td>
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<tr>
<td>Set up for session (including Easel Chart Guides, Risk Continuum Banner, video)</td>
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<tr>
<td>Welcome participants; (if applicable) give out prize ticket</td>
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<td><strong>During Session:</strong></td>
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<tr>
<td>Introduce facilitators and agency</td>
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<td>Introduce purpose</td>
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<td>Set up group rules</td>
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<tr>
<td>Conduct “Interview Pairs” activity</td>
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<tr>
<td>Guide discussion of dealing with stress factors related to HIV/AIDS</td>
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<tr>
<td>Distribute and introduce Resource Packets</td>
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<tr>
<td>Introduce communication skills</td>
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<tr>
<td>Distribute and guide discussion of PFR-A</td>
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<tr>
<td>Set-up, show, and guide discussion of Clip #1-1</td>
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<tr>
<td>Conduct Risk Continuum Banner activity (family and friends), and guide related discussion</td>
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</tbody>
</table>
## Healthy Relationships Session One
### Facilitators’ Session Outline (page two)

<table>
<thead>
<tr>
<th>Element</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>End of Session:</strong></td>
<td></td>
</tr>
<tr>
<td>Recap session concepts</td>
<td></td>
</tr>
<tr>
<td>Set-up and show Clips #1-2 and #1-3</td>
<td></td>
</tr>
<tr>
<td>Thank participants for coming</td>
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<tr>
<td>Remind participants about Resource Packet</td>
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<tr>
<td>Remind participants of next meeting</td>
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<tr>
<td>Conduct prize drawing (if applicable)</td>
<td></td>
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<tr>
<td><strong>After Session:</strong></td>
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<tr>
<td>Fill out Session Evaluation</td>
<td></td>
</tr>
<tr>
<td>Attend debriefing</td>
<td></td>
</tr>
</tbody>
</table>
## Healthy Relationships Session Two
### Facilitators’ Session Outline

<table>
<thead>
<tr>
<th>Element</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Session:</strong></td>
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</tr>
<tr>
<td>Set up for session (including Easel Chart Guides, video)</td>
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<tr>
<td>Welcome participants; (if applicable) give out prize ticket</td>
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</tr>
<tr>
<td><strong>During Session:</strong></td>
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<tr>
<td>Thank participants for coming</td>
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<tr>
<td>Note and inquire about missing participants</td>
<td></td>
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<tr>
<td>Review group rules</td>
<td></td>
</tr>
<tr>
<td>Do overview and guide discussion of awareness skills</td>
<td></td>
</tr>
<tr>
<td>Conduct Listeners-Speakers-Observers activity</td>
<td></td>
</tr>
<tr>
<td>Do overview and guide discussion of triggers and barriers identification skills</td>
<td></td>
</tr>
<tr>
<td>Segue into and do overview and guided discussion of problem-solving skills</td>
<td></td>
</tr>
<tr>
<td>Do overview and guide discussion of effective decision-making and action</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the Decision-making Grid</td>
<td></td>
</tr>
<tr>
<td>Set-up and show Clip #2-1, relate to Five Coping Skills and disclosure to family and friends, guide discussion, and conduct role-play</td>
<td></td>
</tr>
<tr>
<td>Set-up and show Clip #2-2, relate to Five Coping Skills and disclosure to family and friends, guide discussion, and conduct role-play</td>
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<tr>
<td>Element</td>
<td>Comments/Notes</td>
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<tr>
<td><strong>End of Session:</strong></td>
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<tr>
<td>Recap session concepts (Five Coping Skills)</td>
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<tr>
<td>Thank participants for coming</td>
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<tr>
<td>Remind participants about Resource Packet</td>
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<tr>
<td>Remind participants of next meeting</td>
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<tr>
<td>Conduct prize drawing (if applicable)</td>
<td></td>
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<tr>
<td><strong>After Session:</strong></td>
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<tr>
<td>Fill out Session Evaluation</td>
<td></td>
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<tr>
<td>Attend debriefing</td>
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</table>
## Healthy Relationships Session Three
### Facilitators’ Session Outline

<table>
<thead>
<tr>
<th>Element</th>
<th>Comments/Notes</th>
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</thead>
<tbody>
<tr>
<td><strong>Before Session:</strong></td>
<td></td>
</tr>
<tr>
<td>Set up for session (including Easel Chart Guides, Risk Continuum Banner, video)</td>
<td></td>
</tr>
<tr>
<td>Welcome participants; (if applicable) give out prize ticket</td>
<td></td>
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<tr>
<td><strong>During Session:</strong></td>
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<tr>
<td>Thank participants for coming</td>
<td></td>
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<tr>
<td>Note and inquire about missing participants</td>
<td></td>
</tr>
<tr>
<td>Review group rules</td>
<td></td>
</tr>
<tr>
<td>Distribute and guide discussion of PFR-B</td>
<td></td>
</tr>
<tr>
<td>Conduct Risk Continuum Banner activity (sex partners), and guide related discussion</td>
<td></td>
</tr>
<tr>
<td>Review Five Coping Skills as related to disclosure to sex partners</td>
<td></td>
</tr>
<tr>
<td>Set-up and show Clip #3-1, relate to Five Coping Skills and disclosure to sex partners, guide discussion, and conduct role-play</td>
<td></td>
</tr>
<tr>
<td>Set-up and show Clip #3-2, relate to Five Coping Skills and disclosure to sex partners, guide discussion, and conduct role-play</td>
<td></td>
</tr>
<tr>
<td>Set-up and show Clip #3-3, relate to Five Coping Skills and disclosure to sex partners, guide discussion, and conduct role-play</td>
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</tbody>
</table>
## Healthy Relationships Session Three
### Facilitators’ Session Outline (page two)

<table>
<thead>
<tr>
<th>Element</th>
<th>Comments/Notes</th>
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</thead>
<tbody>
<tr>
<td><strong>End of Session:</strong></td>
<td></td>
</tr>
<tr>
<td>Recap session concepts (Five Coping Skills as related to disclosure to sex partners)</td>
<td></td>
</tr>
<tr>
<td>Thank participants for coming</td>
<td></td>
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<tr>
<td>Remind participants about Resource Packet</td>
<td></td>
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<tr>
<td>Remind participants of next meeting</td>
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<tr>
<td>Ask participants to think about how disclosure to HIV- partners is different than to HIV+ partners</td>
<td></td>
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<tr>
<td>Conduct prize drawing (if applicable)</td>
<td></td>
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<tr>
<td><strong>After Session:</strong></td>
<td></td>
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<tr>
<td>Fill out Session Evaluation</td>
<td></td>
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<tr>
<td>Attend debriefing</td>
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</tbody>
</table>
## Healthy Relationships Session Four
### Facilitators’ Session Outline

<table>
<thead>
<tr>
<th>Element</th>
<th>Comments/Notes</th>
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<tbody>
<tr>
<td><strong>Before Session:</strong></td>
<td></td>
</tr>
<tr>
<td>Set up for session (including Easel Chart</td>
<td></td>
</tr>
<tr>
<td>Guides, Risk Continuum Banner, video)</td>
<td></td>
</tr>
<tr>
<td>Welcome participants; (if applicable) give</td>
<td></td>
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<tr>
<td>out prize ticket</td>
<td></td>
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<tr>
<td><strong>During Session:</strong></td>
<td></td>
</tr>
<tr>
<td>Thank participants for coming</td>
<td></td>
</tr>
<tr>
<td>Note and inquire about missing participants</td>
<td></td>
</tr>
<tr>
<td>Review group rules</td>
<td></td>
</tr>
<tr>
<td>Guide discussion of personal disclosure</td>
<td></td>
</tr>
<tr>
<td>risks with various types of sex partners</td>
<td></td>
</tr>
<tr>
<td>Introduce and guide discussion of</td>
<td></td>
</tr>
<tr>
<td>disclosure risk assessment</td>
<td></td>
</tr>
<tr>
<td>Summarize key points of disclosure decisions</td>
<td></td>
</tr>
<tr>
<td>Set-up and show Clip #4-1</td>
<td></td>
</tr>
<tr>
<td>Guide discussion, based on Clip #4-1, of</td>
<td></td>
</tr>
<tr>
<td>issues related to sero-discordant couples</td>
<td></td>
</tr>
<tr>
<td>Distribute and guide discussion of PFR-C</td>
<td></td>
</tr>
<tr>
<td>Conduct Risk Continuum Banner activity</td>
<td></td>
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<tr>
<td>(sexual behaviors), and guide related</td>
<td></td>
</tr>
<tr>
<td>discussion</td>
<td></td>
</tr>
<tr>
<td>Set-up and show Clip #4-2 (HIV/AIDS education video) or otherwise present information</td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Comments/Notes</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Review Five Coping Skills as they relate to safer sex/risk reduction</td>
<td></td>
</tr>
<tr>
<td><strong>End of Session:</strong></td>
<td></td>
</tr>
<tr>
<td>Thank participants for coming</td>
<td></td>
</tr>
<tr>
<td>Remind participants about Resource Packet</td>
<td></td>
</tr>
<tr>
<td>Remind participants of next meeting and that it will be the last session</td>
<td></td>
</tr>
<tr>
<td>Conduct prize drawing (if applicable)</td>
<td></td>
</tr>
<tr>
<td><strong>After Session:</strong></td>
<td></td>
</tr>
<tr>
<td>Fill out Session Evaluation</td>
<td></td>
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<tr>
<td>Attend debriefing</td>
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</tbody>
</table>
### Healthy Relationships Session Five
#### Facilitators’ Session Outline

<table>
<thead>
<tr>
<th>Element</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Before Session:</strong></td>
<td></td>
</tr>
<tr>
<td>Set up for session (including Easel Chart</td>
<td></td>
</tr>
<tr>
<td>Guides, video)</td>
<td></td>
</tr>
<tr>
<td>Welcome participants; (if applicable) give</td>
<td></td>
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<tr>
<td>out prize ticket</td>
<td></td>
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<tr>
<td><strong>During Session:</strong></td>
<td></td>
</tr>
<tr>
<td>Thank participants for coming</td>
<td></td>
</tr>
<tr>
<td>Note and inquire about missing participants</td>
<td></td>
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<tr>
<td>Review group rules</td>
<td></td>
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<tr>
<td>Review Five Coping Skills</td>
<td></td>
</tr>
<tr>
<td>Guide discussion of pros and cons of</td>
<td></td>
</tr>
<tr>
<td>condom use</td>
<td></td>
</tr>
<tr>
<td>Set-up and show Clip #5-1 (condom demos)</td>
<td></td>
</tr>
<tr>
<td>Demonstrate proper condom use</td>
<td></td>
</tr>
<tr>
<td>Conduct condom practice</td>
<td></td>
</tr>
<tr>
<td>Discuss negotiating safer sex</td>
<td></td>
</tr>
<tr>
<td>Set-up and show Clip #5-2, relate to Five</td>
<td></td>
</tr>
<tr>
<td>Coping Skills and safer sex/risk reduction,guide discussion, and conduct role-play</td>
<td></td>
</tr>
<tr>
<td>Set-up and show Clip #5-3, relate to Five</td>
<td></td>
</tr>
<tr>
<td>Coping Skills and safer sex/risk reduction,guide discussion, and conduct role-play</td>
<td></td>
</tr>
<tr>
<td>Set-up and show Clip #5-4, relate to Five</td>
<td></td>
</tr>
<tr>
<td>Coping Skills and safer sex/risk reduction,guide discussion, and conduct role-play</td>
<td></td>
</tr>
</tbody>
</table>
**Healthy Relationships Session Five**
Facilitators’ Session Outline (page two)

<table>
<thead>
<tr>
<th>Element</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set-up and show Clip #5-5, relate to Five Coping Skills and safer sex/risk reduction, guide discussion, and conduct role-play</td>
<td></td>
</tr>
<tr>
<td><strong>End of Session:</strong></td>
<td></td>
</tr>
<tr>
<td>Recap concepts from all sessions</td>
<td></td>
</tr>
<tr>
<td>Give participants opportunity to share what they gained from the sessions</td>
<td></td>
</tr>
<tr>
<td>Guide discussion of action plans</td>
<td></td>
</tr>
<tr>
<td>Thank participants for coming</td>
<td></td>
</tr>
<tr>
<td>Remind participants about Resource Packet</td>
<td></td>
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<tr>
<td>Present participants with certificate, award and acknowledgement</td>
<td></td>
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<tr>
<td>Ask participants to fill out post-group evaluation</td>
<td></td>
</tr>
<tr>
<td>Conduct prize drawing (if applicable)</td>
<td></td>
</tr>
<tr>
<td><strong>After Session:</strong></td>
<td></td>
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<tr>
<td>Fill out Session Evaluation</td>
<td></td>
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<tr>
<td>Attend debriefing</td>
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</table>
Handout 3-3

Logic Model

Problem Statement: People living with HIV/AIDS experience stress around disclosure and safer sex and, as a result, inappropriate decisions about disclosure and safer sex can be made. (blue type indicates disclosure; red type indicates safer sex)

<table>
<thead>
<tr>
<th>Influencing Factors</th>
<th>Activities</th>
<th>Outputs</th>
<th>Immediate Outcome</th>
<th>Intermediate Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low social support</td>
<td>5 session small group program</td>
<td>9 people will complete all 5 sessions of each group (example)</td>
<td>Perceived social support will increase</td>
<td>Stress related to making decisions about disclosure of HIV status will decrease</td>
</tr>
<tr>
<td>Low perception of risk to self and others</td>
<td>PPR forms completed and distributed</td>
<td>Risk perception will converge with risk behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low self-efficacy for appropriate disclosure to family and friends</td>
<td>Risk Continuum exercises</td>
<td>Decision making skills in disclosing HIV status to family/friends will increase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low self-efficacy for appropriate disclosure to sex partners</td>
<td>Decision-making skills exercises</td>
<td>Decision making skills in disclosing HIV status to sex partners will increase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low self-efficacy for safer sex</td>
<td>Role plays around maybe chips</td>
<td>Comfort level in disclosure, decisions will increase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer or emotion-based problem-solving skills</td>
<td>Condom demonstration and practice (male and female condoms)</td>
<td>Safer sex self-efficacy will increase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative outcome expectancies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Low self-efficacy for negotiation skills</td>
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<tr>
<td>Low self-efficacy for communication skills</td>
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</tr>
<tr>
<td>Low self-efficacy for condom use skills</td>
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</tbody>
</table>
Handout 4-1
Facilitator Characteristics and Skills

- Respectful of confidentiality
- Shares and discloses personal information appropriately
- Culturally Competent
- Dynamic and friendly
- Good observer
- Patient
- Ability to work with people where they are/client centered
- Aware of own comfort level, skills and limits
- Knowledge of HIV/AIDS
- Authentic
- Focuses on group needs instead of own personal agenda
- Trustworthy
- Flexible
- Active listener
- Follows up on identified needs
- Good knowledge of group process
- Ability to promote communication
- Maintains eye contact
- Understanding of group dynamics
Facilitator Characteristics and Skills

➢ Ability to adapt to changing dynamics in the group
➢ Understanding and non-judgmental
➢ Sober or in recovery
➢ Ability to manage and control problems
➢ Empathetic and supportive
➢ Uses humor effectively and appropriately
➢ Ability to make appropriate referrals to services
➢ Interested in working with groups
➢ Creates warm and welcoming environment
➢ Respectful of others and their opinions
➢ Ability to build rapport
➢ Willingness to learn from the group
➢ Ability to adjust agenda times to meet needs of the group
Handout 4-2

Facilitator Roles and Responsibilities

➢ Prepare for sessions
➢ Assist with tailoring and adapting
➢ Balance the needs of the participants and the structure of the sessions
➢ Facilitate discussion while following the session’s content
➢ Practice and review materials
➢ Build group cohesion
➢ Inform group participants of the duty to warn, confidentiality and other relevant laws
➢ Guide the group process
➢ Handle emotional issues
➢ Create balance between content and mechanism of delivery
➢ Create safe, welcoming and non-judgmental environment for participants
➢ Affirm participants’ past experiences while communicating an expectation for better future experiences
➢ Create Resource Packets which provide information about other services offered to people living with HIV/AIDS in their area
➢ Probe for clarity
➢ Deal with inappropriate behavior problems
➢ Keep momentum of conversation going
➢ Set the group rules and enforce them
➢ Create a plan to deal with attendance issues and other logistical issues
Handout 4-3

Working with Challenging Participants

Gatekeeper
Your function is Gatekeeping
Try to get everyone involved in the discussion. Say things like
“Let’s hear from ________ about this idea.”
Also, offer suggestions about how the group might be able to work together more effectively.

Advantages:
• Might see a participant trying to participate in the group that the facilitator may miss.
• Allows the group to run itself as long as it doesn’t get out of control.
• Participants in the group take increased ownership of the group.

Disadvantages:
• May appear disruptive to the group.
• May undermine the leadership role of the facilitator(s).
• May try to impose his/her own agenda on group participants.

How would you problem-solve this behavior?
**Encourager**

Your function is to **encourage others**.

Be friendly and responsive.

Agree with people.

Praise and accept people and their contributions.

Advantages:

- Provides support from a peer and in a manner which may not be known to facilitator.
- Can be an ally to facilitator in difficult times.
- Helps build atmosphere/cohesiveness.

Disadvantages:

- Serves as a constant source of disruption.
- May encourage unhealthy behaviors.
- May not feel encouraged to share his/her own opinion with the group.

How would you problem-solve this behavior?

________________________________________________________________________

________________________________________________________________________

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**Information Giver**

Your role is to **give information**. Provide facts and information about things discussed, even if you have to make it up.

**Advantages:**

- May provide peer based accurate information in an accessible form.
- May be more current on information than the facilitator.
- They may be able to reinforce information and content.

**Disadvantages:**

- May perpetuate myths, and provide inaccurate information.
- May be viewed by the group as a know it all.
- May dominate group time with too much information.

How would you problem-solve this behavior?

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________________________________________________________________________

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**Summarizer**

Your role is to **summarize**.
Do this often during the discussion.
Offer conclusions, and restate points.
Review what has been already talked about.

Advantages:

- Can reinforce important concepts.
- Can provide support in a competent manner.
- Can ensure comprehension.

Disadvantages:

- May be a constant source of distraction.
- May summarize incorrectly and cause confusion.
- Can be viewed by participants as superior.

How would you problem-solve this behavior?

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**Blocker**
You are a blocker.
Disagree and resist.
Re-hash issues that have already been settled.
Be stubborn and negative.

Advantages:
- Help develop new techniques for managing the group.
- Can demonstrate freedom of expression.
- May encourage more discussion in the group.

Disadvantages:
- Can make the group run over the specified time.
- Can alienate people.
- Can be a constant source of disruption.

How would you problem-solve this behavior?

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**Dominator**
You are a dominator.
Talk a lot.
Interrupt people.
Be forceful.
Try to take over the group.

Advantages:

- Can be used to demonstrate the effectiveness of group rules.
- Allows the facilitator to demonstrate multiple ways to build respect with group participants.
- Can stimulate discussion among group participants.

Disadvantages:

- Can depress the group with negative comments.
- Prevents other participants from participating in the group.
- Can be a constant source of disruption.

How would you problem-solve this behavior?

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**Information Seeker**
Your function is to seek information and opinions.
Request facts.
Ask for suggestions and opinions.

Advantages:

- Encourages facilitator to prepare thoroughly for the group.
- Can stimulate discussion.
- Find out how to personalize the concepts being presented.

Disadvantages:

- Can undermine facilitator confidence if he/she doesn’t know the answer.
- Can take focus away from topics under discussion.
- Can be boring to the other participants.

How would you problem-solve this behavior?

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Suggestions for Working with Challenging Participants

General:
1. Make participants your allies. Work with their strengths to improve the group dynamics.
2. Use the group rules to help keep participants from disrupting the group.
3. Use the group exercises to encourage participation in ways that may not come naturally to certain types of participants.
4. If necessary, call for a break and speak with the challenging participant individually.
5. Have participants agree to abide by certain behaviors in writing before assigning them to a group. If they do not behave appropriately, remind them of their agreement in private and, if necessary, remove them from the group.
6. Remember that the group belongs to the participants. As a facilitator, you are there to help the group process along, not to change the type of person a participant is.

The Dominator and Blocker are usually the mostly difficult participants in a group. They can take over the group and block any constructive conversation.

The Information Seeker is generally less difficult but can still be disruptive, if they are constantly interrupting or demanding information. They may also ask for information that is not relevant to the topics under discussion.

The Gatekeeper, Encourager, Information Giver and Summarizer all display traits that can be helpful when facilitating a group. However, such participants may also disrupt the group dynamics. When necessary, limit these participants’ input to ensure that they do not speak significantly more than the others in the group.

Here are some suggestions for working with each type.

Dominator:
Make sure there is a group rule about one person talking at a time and “right to participate.” Use the rules to ensure that the dominators do not talk so much that others in the group do not participate as much as they want. You can limit their participation by calling on other participants and soliciting their opinions.

Blocker:
Make sure one of the group rules is about respecting other people’s opinions. Use the rule to keep these participants from making repeated negative comments about other participants’ ideas. If they rehash issues, remind them of the time constraints of the session and that you need to move on.

Information Seeker:
Use a parking lot to let participants post questions that you will answer at the end of each session, as time allows. If you don’t have time, you can offer to pass out information on the topic at the start of the next session. Work on having the information needed to answer questions that may arise from the content of Healthy Relationships. Provide pamphlets or other handouts for participants’ resource packets. If asked a question for which you don’t have the answer, tell participants that you will get back to them at the next session.
**Gatekeeper:**
Let these participants help you to keep the conversation rolling, while making sure they participate themselves. Make sure there is a group rule about “right to pass.” Use the rule to ensure that gatekeepers don’t force other participants to participate when they don’t want to do so.

**Encourager:**
Social support is a very positive part of this intervention, but encouragers sometimes are so busy supporting everyone that they don’t share their own opinions/questions/experiences with the group. Try to draw these participants into conversation or ask them if they are willing to role-play. Call on them, if they show any signs of willingness.

**Information Giver:**
It is good when information comes from the group, instead of from the facilitators, but only if it is accurate information. As with the Information Seeker, it is helpful to have as much information as possible at your fingertips. Use the resource packet to help you correct misinformation, without disparaging the participant. Allow other participants to express their concerns about the validity of the information, again without saying things that are personally negative about the Information Giver.

**Summarizer:**
It is also good when a group member can summarize what you’ve been discussing, instead of it always coming from the facilitators, but only if it is done accurately. Encourage the Summarizer to use the Easel Chart Guides to help them go back over the content. Allow other participants to do their own summarizing, again without saying things that are personally negative about the Summarizer. As with the Encourager, try to make sure they are participating in other ways as well, if they are willing to do so.
**Initial Assessment Survey & Performance Feedback Reports (IAS/PFR) Overview**

**Step One:**
Client fills out the Initial Assessment Survey (IAS).

**Step Two:**
Facilitators take Clients’ answers from the IAS and place them on three separate Performance Feedback Reports (PFR) -- forms used in Sessions 1, 3 & 4.

---

**Initial Assessment Survey (IAS) & Personalized Feedback Reports (PFR) Overview**

Initial Assessment Survey (full version)
Questions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45.

Personalized Feedback Report A (Session 1)

Personalized Feedback Report B (Session 3)

Personalized Feedback Report C (Session 4)

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**Initial Assessment Survey (IAS) & Personalized Feedback Reports (PFR) Overview**

Initial Assessment Survey (short version)
Questions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45.

Personalized Feedback Report A (Session 1)

Personalized Feedback Report B (Session 3)

Personalized Feedback Report C (Session 4)
Handout 5-1

Healthy Relationships

Initial Assessment Survey (Amended/Full Version)

Please answer the following questions as truthfully as possible; there are no right or wrong answers. Please take your time and read each section carefully. Some sections require you to provide numbers. Others require you to circle the appropriate response and still others require complete sentences. The questions are designed to assess stress levels and your willingness to disclose your HIV status. All answers will remain confidential to the extent allowed by law.

Participant ID Code: _________________ Today’s Date: ___/___/____

Gender: ____________ (Male, Female, or Transgender)

Age: _____ Birthdate: ____/____/____

Ethnicity:
Hispanic/Latino/Latina  □ Not Hispanic or Latino/Latina  □

Race:
Mark your primary race first.
If you identify with more than one, please mark a secondary choice.

<table>
<thead>
<tr>
<th>Race</th>
<th>Primary</th>
<th>Secondary</th>
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<tbody>
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1. Have you visited a doctor about your HIV? **Please circle your answer.**

Yes  No  *(If no, skip to question 9.)*

2. How many times have you visited this doctor **in the last 12 months**? **Please circle your answer.**

0 times  1 time  2 times  3 or more times

3. Has this doctor prescribed antiretroviral therapy (HIV medications) for you? **Please circle your answer.**

Yes  No  *(If no, skip to question 8.)*

4. How often do you take these medications? **Please circle your answer.**

Every day  Most days  Some days  Never/have not filled prescription

5. If you do not take these medications every day, why not? **Please circle as many as apply.**

Too expensive  Side effects  Afraid others will see me  Forget

Other (please list) ______________________________

6. Is your viral load suppressed? **Please circle your answer.**

Yes  No  Don’t know

7. When was the last time you had your viral load checked? **Please circle your answer.**

Within the last 3-6 months  Between 6-12 months  Over 12 months ago

8. Have you talked with your doctor about antiretroviral therapy? **Please circle your answer.**

Yes  No  *(Skip to question 10.)*

9. Why have you not visited a doctor? **Please circle as many as apply.**

Nervous  Too busy  Don’t want people to discover my status

Don’t like doctors  Concerned about how I will be treated  Too expensive

Don’t know who to contact  Other (please list) ______________________________
10. Which of the following would you say create stress in your daily life? Please circle as many as apply.

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<th>Sexual dysfunction</th>
<th>Major loss of income</th>
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<td>Treatment side effects</td>
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</tr>
</tbody>
</table>

Please answer the following questions as they relate to talking about your HIV status to others (disclosing). Please answer as accurately as possible.

11. Of the following family members, which ones know of your HIV status? Please circle as many as apply.

<table>
<thead>
<tr>
<th>Mother</th>
<th>Father</th>
<th>Brother/Sister</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandparent</td>
<td>Aunt/Uncle</td>
<td>Cousin</td>
</tr>
<tr>
<td>Partner/Spouse</td>
<td>Children</td>
<td>Grandchildren</td>
</tr>
<tr>
<td>Nephew/Niece</td>
<td>In-laws</td>
<td>Other</td>
</tr>
</tbody>
</table>

12. Of the following groups, how many people have you told about your HIV status? (If you have told no family members or friends, put zeros in the blanks and skip to question 17.)

# of _____ family members  # of _____ friends
13. Of the people who know your HIV status, how many of them responded well to this information? **Please put the appropriate number in each of the blanks.**

# of _____ family members who responded well

# of _____ friends who responded well

14. Who was it most important to tell about your HIV status? **Please list.** What made you choose this/these person/people?

___________________________________________________________________________

___________________________________________________________________________

15. Who was it most difficult to tell about your HIV status? **Please list.** What made it difficult?

___________________________________________________________________________

___________________________________________________________________________

16. Who was it easy to tell about your HIV status? **Please list.** What made it easy?

___________________________________________________________________________

___________________________________________________________________________

17. If you have not told anyone your HIV status, what is your major worry about doing so?

___________________________________________________________________________

___________________________________________________________________________

Please answer the following questions about your experiences and feelings about disclosing your HIV status to sex partners. **Please answer as accurately as possible.**

18. How many sex partners in the past 6 months did you **not tell about** your HIV status, but practiced **safer sex**? ______

19. How many sex partners in the past 6 months did you **not tell about** your HIV status, but practiced **unsafe sex**? ______
Below each of the following statements, please circle the response that most closely matches your feelings. Please circle only one response.

20. How sure are you that you could decide to tell a family member or friend that you are positive?

Very sure  Sure  Undecided  Unsure  Not sure at all

21. How comfortable are you about telling a family member or friend that you are positive?

Very comfortable  Comfortable  Undecided  Uncomfortable  Very uncomfortable

22. Of the people you know, how many would support you in your decisions about disclosure and safer sex?

Everyone  Most  Undecided  Some  Very few

23. How sure are you that you could decide to tell a partner that you were positive?

Very sure  Sure  Undecided  Unsure  Not sure at all

24. How sure are you that you could know whether it is safe to disclose your status to a partner?

Very sure  Sure  Undecided  Unsure  Not sure at all

25. If I were unsure of a person’s status I could decide about telling them my status before having sex.

Strongly Disagree  Disagree  Undecided  Agree  Strongly Agree

26. I feel confident telling someone that I am dating about my status.

Strongly Disagree  Disagree  Undecided  Agree  Strongly Agree

27. I am certain that I can discuss my status with a new sex partner.

Strongly Disagree  Disagree  Undecided  Agree  Strongly Agree
28. I am certain that I could decide about telling a new partner about my status even if I had been drinking and/or doing drugs.

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

29. How sure are you in talking about the need for safer sex practices with your sexual partners?

Very sure   Sure   Undecided   Unsure   Not sure at all

30. How sure are you in refusing to have unsafe sex if pressured by your partner to be unsafe?

Very sure   Sure   Undecided   Unsure   Not sure at all

31. How confident are you that you can use a condom correctly?

Very confident   Confident   Undecided   Not confident   Not confident at all

32. How much risk is there that you will transmit HIV to someone else through sex?

Very low risk   Some risk   Undecided   High risk   Very high risk

Please answer the following questions about your sexual activities during the past 6 months.
Please answer all that apply.

33. How many sex partners have you had during the past 6 months? _____ (If none, skip to question 43a.)

34. How many times did you put your penis in someone’s anus without using a condom? _____ (# of times)

35. How many times did someone put their penis in your anus without using a condom? _____ (# of times)

36. How often were condoms used during anal intercourse? Please circle one.

Always   Almost always   Half of the time   Almost never   Never   NA

37. How many times did you receive oral intercourse without a condom/latex dam? _____ (# of times)
38. How many times did you perform oral intercourse without a condom/latex dam? _____ (# of times)

39. How often were condoms/latex dam used during oral intercourse? Please circle one.
   Always  Almost always  Half of the time  Almost never  Never  NA

40. How many times did you put your penis in someone’s vagina without using a condom? _____ (# of times)

41. How many times did someone put their penis in your vagina without using a condom? _____ (# of times)

42. How often were condoms used during vaginal intercourse? Please circle one.
   Always  Almost always  Half of the time  Almost never  Never  NA

43a. Has a Health Care Provider ever told you that you had a sexually transmitted disease (STD)? Please circle as many as apply. (If none apply, skip to question 44a.)
   Syphilis  Hepatitis C
   Chlamydia  Human Papilloma Virus (HPV/Genital Warts)
   Gonorrhea  Herpes
   Hepatitis B  Other (please list)______________________________

43b. Have you been treated for the STD(s)?
   _____Yes  _____No  _____Don’t Know

44a. Have you ever used drugs or alcohol before or during sexual activities?
   _____Yes  _____No  (If no, skip to question 45a.)

44b. If yes, which of the following drugs have you ever used before or during sexual activities? Please circle all that apply.
   Crack  Amyl Nitrate (Poppers)  Marijuana
   Cocaine  Ecstasy  Alcohol
   Heroin  Special K  Other_________________
   GHB  Amphetamines (speed, crystal)
45a. Have you ever injected any drugs or medications? ____Yes    ____No
(If no, skip to end of survey.)

45b. If yes, which of the following drugs or medications have you **ever** injected? **Please circle** all that apply.

- Heroin
- Cocaine/Crack
- Steroids
- Amphetamines (Speed, Crystal)
- Insulin
- Hormones
- Vitamins
- Depo-Provera (birth control)
- Prescription drugs (Codeine, Morphine)
- Other__________________________________

45c. If you have injected drugs or medications, what kind of needles did you use? **Please circle** all that apply.

- New
- Bleached
- Shared (someone used before me)
- Reused my own
- Origin unknown
- Shared (someone used after me)

That’s it! Thank you for completing this assessment.
During the survey and interview you completed before attending the group sessions, you answered several questions regarding your experiences and your feelings. Below is a summary of some of your responses about your HIV medical care.

You said that you had visited a doctor for HIV care ______ times.

You said that you take your HIV medications…

Daily     Most days     Some days     Never/Prescription not filled     Not prescribed     NA

You said that the status of your viral load is ________________________.

Below is a list of things that you said you find most stressful.

Going on disability       Sexual dysfunction       Major loss of income
Death of a friend         Money problems           Change of viral load
Ending a relationship    Discrimination/stigma    Finding social services
Finding treatment         Telling a friend         Starting a relationship
Change in health          Telling a partner        Loneliness
Substance Abuse           Recovery                   Waiting for test results
Religion/spirituality    Being hospitalized        Telling a family member
Accessing health care    Transportation           Lack/increased sexual drive
Poor health               Child Care/Custody        Infecting a partner
Taking meds every day    Work                        Uncertainty of the Future
Depression                Fatigue                    Change in CD4-/T-cells
Treatment side effects   Housing                    Rejection/abandonment

About disclosing your status… Below is a summary of your responses to some of the survey and interview questions.

You said that you have disclosed your status to _________ family members and _________ friends.

For those _________ people who you have disclosed to, you said that _________ responded in a positive and supportive manner.
During the survey and interview you completed before attending the group sessions, you answered several questions regarding your experiences and your feelings. Below are some of your responses about your HIV medical care.

(from IAS question #1 and #2) You said you had visited a doctor for HIV care ___ (0 times, 1 time, 2 times, 3 or more times, never) ___.

(from IAS question #3 and #4) You said that you take your HIV medications …

Daily     Most days     Some days     Never/Prescription not filled     Not prescribed     NA

(from IAS question #6) You said that the status of your viral load is ___ (suppressed/not suppressed/unknown) __.

(from IAS question #10) Below is a list of things that you said you find most stressful.

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About disclosing your status… Below is a summary of your responses to some of the survey and interview questions.

(from IAS question #12) You said that you have disclosed your status to ___ (#) ___ family members and ___ (#) ___ friends.

(from IAS question #13) For those ___ (#) ___ people who you have disclosed to, you said that ___ (#) ___ responded in a positive and supportive manner.
During the survey and interview you completed before attending the group sessions, you answered questions about your experiences and your feelings about disclosing your status to sex partners. Below is a summary of your responses.

You said that you had _________ sex partners in the past 6 months who you did not tell you were positive.

You indicated that you were _______________ that you could make effective decisions of whether to tell a partner that you were positive.

You indicated that you were _______________ that you could know whether it is safe to tell a partner that you are positive.

The following are your answers to 5 questions.

If I were unsure of a person’s status, I could decide about telling them my status before having sex.

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

I am certain that I can discuss my status with a new sex partner.

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

I feel confident telling someone that I am dating about my status.

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

I am certain that I could decide about disclosing my status to a new partner, even if I had been drinking and/or doing drugs.

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

I am _________________ I could refuse to have unsafe sex if pressured by my partner to be unsafe.
Handout 5-5

Key for Creating PFR-B From Initial Assessment Survey (IAS) Full Version

During the survey and interview you completed before attending the group sessions, you answered questions about your experiences and your feelings about disclosing your status to sex partners. Below is a summary of your responses.

(from IAS questions #18 & #19, totaled) You said that you had ___(#)___ sex partners in the past 6 months who you did not tell you were positive.

(from IAS question #23) You indicated that you were ___(#)___ that you could make effective decisions of whether to tell a partner that you were positive.

(from IAS question #24) You indicated that you were ___(very sure, sure, undecided, unsure, not sure at all)___ that you could know whether it is safe to tell a partner that you are positive.

The following are your answers to 5 questions.

(from IAS question #25) If I were unsure of a person's status, I could decide about telling them my status before having sex.

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

(from IAS question #27) I am certain that I can discuss my status with a new sex partner.

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

(from IAS question #26) I feel confident telling someone that I am dating about my status.

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

(from IAS question #28) I am certain that I could decide about disclosing my status to a new partner, even if I had been drinking and/or doing drugs.

Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

(from IAS question #30) I feel ___(very sure, sure, undecided, unsure, not sure at all)___ I could refuse to have unsafe sex if pressured by my partner to be unsafe.
Handout 5-6  
Personalized Feedback Report Form C

During the survey and interview you completed before attending the group sessions, you answered questions about your experiences and your feelings about practicing safer sex. Below is a summary of your responses.

You said that the last time you had your viral load checked was:

Within the last 3-6 months  Between 6-12 months  Over 12 months ago

You said that you were ________________ that you could bring up the need to practice safer sex.

You said that you were ________________ that you could refuse to have unsafe sex if your partner pressured you to be unsafe.

You said that you had ______ partners in the past 6 months.

Below are sexual activities you said you practiced in the past 6 months.

Anal intercourse without a condom, you inserted your penis in someone _____ times.

Anal intercourse without a condom, you received someone’s penis ________ times.

You said condoms were used___________ during anal intercourse.

Oral intercourse received without a condom/latex dam ______ times.

Oral intercourse performed without a condom/latex dam _______ times.

Vaginal intercourse without a condom ______ times.

You said condoms were used___________ during vaginal intercourse.

Below are drug using behaviors you said you practiced.

You said you have used the following drugs before or when you have sex:

______________________________________________________________

If you said you have injected drugs/medications before, you indicated using the following:

______________________________________________________________

If you said you have injected drugs/medicines before, you indicated using the following kinds of needles:

______________________________________________________________
Key for Creating PFR-C From Initial Assessment Survey (IAS) Full Version

During the survey and interview you completed before attending the group sessions, you answered questions about your experiences and your feelings about practicing safer sex. Below is a summary of your responses.

(from IAS question #7) You said that the last time you had your viral load checked was:

- Within the last 3-6 months
- Between 6-12 months
- Over 12 months ago

(from IAS question #29) You said that you were ___ (very sure, sure, undecided, unsure, not sure at all) ___ that you could bring up the need to practice safer sex.

(from IAS question #30) You said that you were ___ (very sure, sure, undecided, unsure, not sure at all) ___ that you could refuse to have unsafe sex if your partner pressured you to unsafe.

(from IAS question #33) You said that you had ___(#)___ partners in the past 6 months.

Below are sexual activities you said you practiced in the past 6 months.

(from IAS question #34) Anal intercourse without a condom, you were the insertive partner (put your penis in someone’s anus) ___(#)___ times.

(from IAS question #35) Anal intercourse without a condom, you were the receptive partner (received someone’s penis in your anus) ___(#)___ times.

(from IAS question #36) You said condoms were used ___ (always, almost always, half of the time, almost never, never, N.A) ___ during anal intercourse.

(from IAS question #37) Oral intercourse received without a condom/latex dam ___(#)___ times.

(from IAS question #38) Oral intercourse performed without a condom/latex dam ___(#)___ times.

(from IAS question #40 & #41, totaled) Vaginal intercourse without a condom ___(#)___ times.

(from IAS question #42) You said condoms were used ___ (always, almost always, half of the time, almost never, never, N.A) ___ during vaginal intercourse.

Below are drug using behaviors you said you practiced.

(from IAS question #44b) You said you have used the following drugs before or when you have sex: ______________________________________________________________________

(from IAS question #45b) If you said you have injected drugs/medications before, you indicated using the following: ______________________________________________________________________

(from IAS question #45c) If you said you have injected drugs/medicines before, you indicated using the following kinds of needles: ______________________________________________________________________
Handout 5-8

Healthy Relationships
Initial Assessment Survey (Amended/Short Version)

Please answer the following questions as truthfully as possible; there are no right or wrong answers. Please take your time and read each section carefully. Some sections require you to provide numbers. Others require you to circle the appropriate response and still others require complete sentences. The questions are designed to assess stress levels and your willingness to disclose your HIV status. All answers will remain confidential to the extent allowed by law.

Participant ID Code: ________________  Today’s Date: ____/____/____

Gender: ___________ (Male, Female, or Transgender)

Age: ____  Birthdate: ____/____/____

Ethnicity:
- Hispanic/Latino/Latina  □  Not Hispanic or Latino/Latina  □

Race:
Mark your primary race first.
If you identify with more than one, please mark a secondary choice.

Primary  Secondary
- American Indian/Alaskan Native  □  □
- Asian  □  □
- African American/Black  □  □
- White  □  □
- Native Hawaiian/Pacific Islander  □  □
1. Have you visited a doctor about your HIV? Please circle your answer.

Yes    No    (If no, skip to question 7.)

2. How many times have you visited this doctor in the last 12 months? Please circle your answer.

0 times          1 time          2 times          3 or more times

3. Has this doctor prescribed antiretroviral therapy (HIV medications) for you? Please circle your answer.

Yes    No    (If no, skip to question 7.)

4. How often do you take these medications? Please circle your answer.

Every day          Most days          Some days          Never/have not filled prescription

5. Is your viral load suppressed? Please circle your answer.

Yes    No    Don’t know

6. When was the last time you had your viral load checked? Please circle your answer.

Within the last 3-6 months          Between 6-12 months          Over 12 months ago
7. Which of the following would you say **create stress** in your daily life? **Please circle as many as apply.**

- Going on disability
- Sexual dysfunction
- Major loss of income
- Death of a friend
- Money problems
- Change of viral load
- Ending a relationship
- Discrimination/stigma
- Finding social services
- Finding treatment
- Telling a friend
- Starting a relationship
- Change in health
- Telling a partner
- Loneliness
- Substance Abuse
- Recovery
- Waiting for test results
- Religion/spirituality
- Being hospitalized
- Telling a family member
- Accessing health care
- Transportation
- Lack/increased sexual drive
- Poor health
- Child Care/Custody
- Infecting a partner
- Taking meds every day
- Work
- Uncertainty of the Future
- Depression
- Fatigue
- Change in CD4-/T-cells
- Treatment side effects
- Housing
- Rejection/abandonment

Please answer the following questions as they relate to talking about your HIV status to others (disclosing). **Please answer as accurately as possible.**

8. Of the following groups, **how many** people have you told about your HIV status? (If you have told no family members or friends, put zeros in the blanks and skip to question 10.)

   # of _____ family members  # of _____ friends

9. Of the people who know your HIV status, **how many** of them responded well to this information? Please put the appropriate number in each of the blanks.

   # of _____ family members who responded well

   # of _____ friends who responded well

Please answer the following questions about your experiences and feelings about disclosing your HIV status to sex partners. **Please answer as accurately as possible.**
10. How many sex partners in the past 6 months did you not tell about your HIV status, but practiced safer sex? ______

11. How many sex partners in the past 6 months did you not tell about your HIV status, but practiced unsafe sex? ______

Below each of the following statements, please circle the response that most closely matches your feelings. Please circle only one response.

12. How sure are you that you could decide to tell a partner that you were positive?

Very sure  Sure  Undecided  Unsure  Not sure at all

13. How sure are you that you could know whether it is safe to disclose your status to a partner?

Very sure  Sure  Undecided  Unsure  Not sure at all

14. If I were unsure of a person’s status I could decide about telling them my status before having sex.

Strongly Disagree  Disagree  Undecided  Agree  Strongly Agree

15. I feel confident telling someone that I am dating about my status.

Strongly Disagree  Disagree  Undecided  Agree  Strongly Agree

16. I am certain that I can discuss my status with a new sex partner.

Strongly Disagree  Disagree  Undecided  Agree  Strongly Agree

17. I am certain that I could decide about telling a new partner about my status even if I had been drinking and/or doing drugs.

Strongly Disagree  Disagree  Undecided  Agree  Strongly Agree

18. How sure are you in talking about the need for safer sex practices with your sexual partners?

Very sure  Sure  Undecided  Unsure  Not sure at all
19. How sure are you in refusing to have unsafe sex if pressured by your partner to be unsafe?

Very sure  Sure  Undecided  Unsure  Not sure at all

Please answer the following questions about your sexual activities during the past 6 months. Please answer all that apply.

20. How many sex partners have you had during the past 6 months? _____ (If none, skip to question 43a.)

21. How many times did you put your penis in someone’s anus without using a condom?

_____ (# of times)

22. How many times did someone put their penis in your anus without using a condom?

_____ (# of times)

23. How often were condoms used during anal intercourse? Please circle one.

Always  Almost always  Half of the time  Almost never  Never  NA

24. How many times did you receive oral intercourse without a condom/latex dam?

_____ (# of times)

25. How many times did you perform oral intercourse without a condom/latex dam?

_____ (# of times)

26. How many times did you put your penis in someone’s vagina without using a condom?

_____ (# of times)

27. How many times did someone put their penis in your vagina without using a condom?

_____ (# of times)

28. How often were condoms used during vaginal intercourse? Please circle one.

Always  Almost always  Half of the time  Almost never  Never  NA
29a. Have you ever used drugs or alcohol before or during sexual activities?  
_____Yes   _____No  (If no, skip to question 30a.)

29b. If yes, which of the following drugs have you ever used before or during sexual activities? Please circle all that apply.

Crack    Amyl Nitrate (Poppers)    Marijuana
Cocaine    Ecstasy    Alcohol
Heroin    Special K    Other__________
GHB    Amphetamines (speed, crystal)

30a. Have you ever injected any drugs or medications?  _____Yes   _____No  
(If no, skip to end of survey.)

30b. If yes, which of the following drugs or medications have you ever injected? Please circle all that apply.

Heroin    Cocaine/Crack    Steroids
Amphetamines (Speed, Crystal)    Insulin    Hormones
Vitamins    Depo-Provera (birth control)
Prescription drugs (Codeine, Morphine)    Other__________________________________

30c. If you have injected drugs or medications, what kind of needles did you use? Please circle all that apply.

New    Bleached    Shared (someone used before me)
Reused my own    Origin unknown    Shared (someone used after me)

That’s it! Thank you for completing this assessment.
Key for Creating PFR-A From Short Initial Assessment Survey (IAS)

During the survey and interview you completed before attending the group sessions, you answered several questions regarding your experiences and your feelings. Below are some of your responses about your HIV medical care.

(from IAS question #1 and #2) You said you had visited a doctor for HIV care ___ (0 times, 1 time, 2 times, 3 or more times, never) ___.

(from IAS question #3 and #4) You said that you take your HIV medications … Daily Most days Some days Never/Prescription not filled Not prescribed Not applicable

(from IAS question #5) You said that the status of your viral load is (suppressed/ not suppressed/ unknown) ___.

(from IAS question #7) Below is a list of things that you said you find most stressful.

<table>
<thead>
<tr>
<th>Going on disability</th>
<th>Sexual dysfunction</th>
<th>Major loss of income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death of a friend</td>
<td>Money problems</td>
<td>Change of viral load</td>
</tr>
<tr>
<td>Ending a relationship</td>
<td>Discrimination/stigma</td>
<td>Finding social services</td>
</tr>
<tr>
<td>Finding treatment</td>
<td>Telling a friend</td>
<td>Starting a relationship</td>
</tr>
<tr>
<td>Change in health</td>
<td>Telling a partner</td>
<td>Loneliness</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>Recovery</td>
<td>Waiting for test results</td>
</tr>
<tr>
<td>Religion/spirituality</td>
<td>Being hospitalized</td>
<td>Telling a family member</td>
</tr>
<tr>
<td>Accessing health care</td>
<td>Transportation</td>
<td>Lack/increased sexual drive</td>
</tr>
<tr>
<td>Poor health</td>
<td>Child Care/Custody</td>
<td>Infecting a partner</td>
</tr>
<tr>
<td>Taking meds every day</td>
<td>Work</td>
<td>Uncertainty of the Future</td>
</tr>
<tr>
<td>Depression</td>
<td>Fatigue</td>
<td>Change in CD4-/T-cells</td>
</tr>
<tr>
<td>Treatment side effects</td>
<td>Housing</td>
<td>Rejection/abandonment</td>
</tr>
</tbody>
</table>

About disclosing your status…Below is a summary of your responses to some of the survey and interview questions.

(from IAS question #8) You said that you have disclosed your status to ___(#)___ family members and ___(#)___ friends.

(from IAS question #9) For those ___(#)___ people who you have disclosed to, you said that ___(#)___ responded in a positive and supportive manner.
During the survey and interview you completed before attending the group sessions, you answered questions about your experiences and your feelings about disclosing your status to sex partners. Below is a summary of your responses.

(from IAS questions #10 & #11, totaled) You said that you had ___(#)___ sex partners in the past 6 months who you did not tell you were positive.

(from IAS question #12) You indicated that you were ___(#)___ that you could make effective decisions of whether to tell a partner that you were positive.

(from IAS question #13) You indicated that you were ___(very sure, sure, undecided, unsure, not sure at all)___ that you could know whether it is safe to tell a partner that you are positive.

The following are your answers to 5 questions.

(from IAS question #14) If I were unsure of a person’s status, I could decide about telling them my status before having sex.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

(from IAS question #16) I am certain that I can discuss my status with a new sex partner.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

(from IAS question #15) I feel confident telling someone that I am dating about my status.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

(from IAS question #17) I am certain that I could decide about disclosing my status to a new partner, even if I had been drinking and/or doing drugs.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

(from IAS question #19) I feel ___(very sure, sure, undecided, unsure, not sure at all)___ I could refuse to have unsafe sex if pressured by my partner to be unsafe.
During the survey and interview you completed before attending the group sessions, you answered questions about your experiences and your feelings about practicing safer sex. Below is a summary of your responses.

(from IAS question #6) You said that the last time you had your viral load checked was:

Within the last 3-6 months   Between 6-12 months  Over 12 months ago

(from IAS question #18) You said that you were ___(very sure, sure, undecided, unsure, not sure at all)___ that you could bring up the need to practice safer sex.

(from IAS question #19) You said that you were ___(very sure, sure, undecided, unsure, not sure at all)___ that you could refuse to have unsafe sex if your partner pressured you to unsafe.

(from IAS question #20) You said that you had ___(#)___ partners in the past 6 months.

Below are sexual activities you said you practiced in the past 6 months.

(from IAS question #21) Anal intercourse without a condom, you were the insertive partner (put your penis in someone’s anus) ___(#)___ times.

(from IAS question #22) Anal intercourse without a condom, you were the receptive partner (received someone’s penis in your anus) ___(#)___ times.

(from IAS question #23) You said condoms were used ___(always, almost always, half of the time, almost never, never, NA)___ during anal intercourse.

(from IAS question #24) Oral intercourse received without a condom/latex dam ___(#)___ times.

(from IAS question #25) Oral intercourse performed without a condom/latex dam ___(#)___ times.

(from IAS question #26 & #27, totaled) Vaginal intercourse without a condom ___(#)___ times.

(from IAS question #28) You said condoms were used ___(always, almost always, half of the time, almost never, never, NA)___ during vaginal intercourse.

Below are drug using behaviors you said you practiced.

(from IAS question #29b) You said you have used the following drugs before or when you have sex: ________________________________________________________________

(from IAS question #30b) If you said you have injected drugs/medications before, you indicated using the following: ________________________________

(from IAS question #30c) If you said you have injected drugs/medicines before, you indicated using the following kinds of needles: ________________________________
Risk Continuum Banner
(Family and Friends)

LOW
Doctor
Sister
Mother

MODERATE
Grandmother
Friend
Religious Leader
Son

HIGH
Employer
Core Elements

Core Element #1: Defining _______ and ________ ________ ________ with people living with HIV/AIDS across ________ ________ :

- Disclosing to family and friends,
- Disclosing to sexual partners, and
- Building healthier and safer relationships

Core Element #2: Using _________, _______ - ________ and ________ to teach and practice skills related to coping with stress.

Core Element #3: Teaching ________ - ________ ________ around the issue of disclosure of HIV status.

Core Element #4: Providing participants with ________ ________ ________, based on the Initial Assessment Survey, to ________ change of risky behaviors and continuance of protective behaviors.

Core Element #5: Using _______- ________ ________to set-up scenarios around disclosure and risk reduction to stimulate discussions and role-plays.
<table>
<thead>
<tr>
<th>Session</th>
<th>Performance Assignment</th>
<th>Target</th>
<th>IM Pages</th>
<th>Time</th>
<th>ECG/Appx-Pages</th>
<th>Facilitator</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Listening for Meaning: Speakers-Listeners-Observers Activity</td>
<td>MSM</td>
<td>74-75</td>
<td>15 min.</td>
<td>Guide 2-b</td>
<td>II-14</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Overview of Trigger and Barrier Identification</td>
<td>MSM</td>
<td>76-79</td>
<td>15 min.</td>
<td>Guide 2-c</td>
<td>II-15</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Overview of Problem-solving</td>
<td>MSM</td>
<td>80-82</td>
<td>20 min.</td>
<td>Guide 2-d</td>
<td>II-16</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Overview of Effective Decision-making and Action</td>
<td>MSM</td>
<td>83-86</td>
<td>20 min.</td>
<td>Guide 2-e</td>
<td>II-17</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dealing with Disclosure to Family and Friends: Role-play and Discussion: Clip #2-2</td>
<td>MSM</td>
<td>91-94</td>
<td>15 min.</td>
<td>Guide 2-f/p. 2</td>
<td>II-19</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Risk Continuum Banner: Disclosure to Sex Partners</td>
<td>MSW</td>
<td>103-104</td>
<td>20 min.</td>
<td>Guide 3-b</td>
<td>II-21</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dealing with Disclosure to Sex Partners: Clip #3-2 Love! Valor! Compassion!</td>
<td>MSM</td>
<td>110-113</td>
<td>20m</td>
<td>Guide 3-d/p. 2</td>
<td>II-28</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dealing with Disclosure to Sex Partners: Clip #3-3 Boys on the Side</td>
<td>Women</td>
<td>114-117</td>
<td>15m</td>
<td>Guide 3-d/p. 3</td>
<td>II-29</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dealing with Safer Sex and Risk Reduction: Clip #5-2 Booty Call</td>
<td>Women</td>
<td>145-148</td>
<td>15m</td>
<td>Guide 5-d/p. 1</td>
<td>II-46</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dealing with Safer Sex and Risk Reduction: Clip #5-3 Set It Off</td>
<td>Women</td>
<td>149-152</td>
<td>15m</td>
<td>Guide 5-d/p. 2</td>
<td>II-49</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dealing with Safer Sex and Risk Reduction: Clip #5-4 Love! Valor! Compassion!</td>
<td>MSW</td>
<td>153-156</td>
<td>15m</td>
<td>Guide 5-d/p. 3</td>
<td>II-54</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dealing with Safer Sex and Risk Reduction: Clip #5-5 Jason’s Lyric</td>
<td>MSW</td>
<td>157-160</td>
<td>15m</td>
<td>Guide 5-d/p. 4</td>
<td>II-56</td>
<td></td>
</tr>
</tbody>
</table>

MSM=Men who have Sex with Men, MSW=Men who have Sex with Women

Revised February 2015
Story One (Jeremy):

I knew I was positive before I got tested. I mean, I didn’t really know, but I’d done a lot of risky things, and I was pretty sure. I didn’t know how I would tell my family, but it just seemed to get harder and harder to be around them. I would make excuses to miss family events and started not returning their phone calls. Finally my mother came to my house one Saturday and said she knew something was up and she wasn’t leaving till I told her what it was. I tried to tell her I was just busy, but she knows me too well and wasn’t having any of that. She just sat on my sofa beside me, not saying a word, but not going anywhere either, and looking at me with that stare she has that goes right through you. I started shaking, and she put her arms around me and held me so tight! Then she said, “There is nothing — nothing! – that could make me love you less, but I see you’re hurting and that hurts me, too.” I broke down then, and she just held me gently till I got myself together a bit. Then I asked her if she could keep what I was going to tell her a secret, and she sighed and said of course she could, if I wanted her to. More time passed, and she kept holding me. Finally, I blurted it out, and she squeezed me for a moment. Then she pushed back and put her face close to mine and whispered, “Thank you for telling me. What do you need me to do?” I told her she was doing it already, and we sat there together for a long time after that. Since then, she has called me every day to check in and remind me that she loves me and all my family loves me and she is keeping my secret till I’m ready for them to know. That means so much to me.

Story Two (Cole)

Last week, I had the one year anniversary of my HIV diagnosis. It’s been a difficult year in many ways, but I have also learned a lot about myself. I told my mom, sister, and brother pretty early on. We’ve always been close as a family, and they didn’t let me down when it came to learning of my having HIV. They’ve been supportive, loving, and a source of strength when I felt as though I had none. But I still kept my status from my friends; I just couldn’t trust that they would keep that confidence. Anyway, several months ago I ran into an old friend, Todd, at a party held by a mutual acquaintance. We spent the evening talking and catching up with one another’s lives. He was always a nice guy, but we only knew each other casually. After that, we started to hang out and spend a lot of time with each other. The more time I spent with Todd, the greater my friendship for him grew. I began to see him as someone I enjoyed and felt I could trust. One night we made dinner at his house; afterward we were on his deck enjoying the evening. His dogs were running around in his back yard, and we were laughing and joking. It seemed to me to be the perfect opportunity to take our growing friendship to another level. I thought to myself, “It’s now or never.” I took a deep breath and told him how much I appreciated his friendship and the level of trust we had developed. I also told him I was HIV positive. It felt as though my heart stopped for a moment. Then he hugged me and told me my status is only one small part of whom I was and that he valued our friendship as well. He also thanked me for trusting him enough to share something so intimate. I’m so glad I took the chance to trust and disclosed my feelings as well as my HIV status.
Story Three (Tyrone):

My best friend, Drew, and I grew up together, but we went to different colleges and didn’t see each other much for a long time. A few years ago, he moved back to our hometown, and it was like we had never been apart. We started hanging out every weekend, and he was cool with the fact that my dates were other guys, while Drew had a new girlfriend almost every week. We even double-dated a few times. When I started thinking about getting tested, he was the one who encouraged me, even though he knew it scared me, and he said he would go and get tested, too. When our results came back, I kept putting off making an appointment, even though Drew had already been to the clinic and learned that he was negative. Finally, I went in, and they told me I was positive. The first person I called was Drew, and he left work early and came right over to my house. We talked for hours after that, and he really helped me stay calm. He even made sure I went to my first appointment with the doctor. What a friend!

Story Four (Marcus)

I’ve always had a great relationship with my work colleagues. We’ve all been in our department for a long time. In some ways you might say we are like family. Although we don’t spend much time outside of work together, we get along well, and there is a level of trust between us that we all respect and value. Recently, I have been having some issues with my health. My doctor changed my antiviral regimen due to a gradual increase in my viral load. To say the least it was an emotional setback, and then there was the physical toll the new combination took on my body. I’ve been mentally out of sorts, and the side effects of the new meds left me extremely fatigued and sluggish. I hadn’t noticed the change in my behavior, but obviously Liz had for some time. Liz and I have been particularly close in that we both entered the department at the same time. She has cried on my shoulder on many occasions about issues in her personal life, and I have always felt honored that she would share her concerns, fears, and joys with me. One day, after a particularly rough morning for me, she asked me to lunch. I thought nothing of it since we often had lunch together. The restaurant was thinning out by the time we had finished eating and discussing a project we had both been assigned to coordinate. Liz said, “Marcus, I know something is going on with you. You haven’t been yourself for a while now. I know you may not want to talk about it but please know I’m here if you ever need me.” I was struck by her sincerity and concern. I knew it was genuine, and it touched me that she cared. I hadn’t shared my HIV status with anyone at work. I felt like I could open up to Liz, and I knew it would help to have someone on my work team that I trusted and would understand. So, I told her about having HIV and the issues I was experiencing with my new regimen. It turned out exactly as I hoped it would. Liz said she would support me in any way she could. She also expressed she was honored that I felt I could trust her and would do nothing to break that confidentiality. I immediately felt better. Now I know I have someone on my side at work that I can trust.
<table>
<thead>
<tr>
<th>Handout 6-5: Facilitation of Clips Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate role-play(s).</td>
</tr>
<tr>
<td>End (or dual role) with answers.</td>
</tr>
<tr>
<td>and create a decision-making</td>
</tr>
<tr>
<td>Guide discussion of pros/cons.</td>
</tr>
<tr>
<td>Reenter clip.</td>
</tr>
<tr>
<td>Remaining about skills.</td>
</tr>
<tr>
<td>&quot;Move to me&quot; switch (personalizes).</td>
</tr>
<tr>
<td>Guide brief discussion that makes</td>
</tr>
<tr>
<td>&quot;Remote&quot; volunteer.</td>
</tr>
<tr>
<td>including setting</td>
</tr>
<tr>
<td>Introduce 2nd showing.</td>
</tr>
<tr>
<td>Guide discussion about</td>
</tr>
<tr>
<td>safer sex and cease use</td>
</tr>
<tr>
<td>HIV- select or negotiation</td>
</tr>
<tr>
<td>barriers to disclosing</td>
</tr>
<tr>
<td>identity, triggers and</td>
</tr>
<tr>
<td>Guide discussion about</td>
</tr>
<tr>
<td>about awareness.</td>
</tr>
<tr>
<td>(or dual role)</td>
</tr>
<tr>
<td>Play clip all the way through.</td>
</tr>
<tr>
<td>characters copings skills.</td>
</tr>
<tr>
<td>(e) remember to watch for</td>
</tr>
<tr>
<td>(d) &quot;forget about movie&quot; line.</td>
</tr>
<tr>
<td>(c) to appropriate the area.</td>
</tr>
<tr>
<td>(b) identification of who is</td>
</tr>
<tr>
<td>(a) because,</td>
</tr>
<tr>
<td>Introduce clip including</td>
</tr>
<tr>
<td>At end of 1st showing</td>
</tr>
<tr>
<td>At pause in 2nd showing</td>
</tr>
<tr>
<td>At end of 2nd showing</td>
</tr>
<tr>
<td>Before 1st showing</td>
</tr>
</tbody>
</table>
Handout 6-6:
Healthy Relationships Word Search

Find and circle these words. Some letters may be used in more than one word:

- ACTION
- LISTENING
- ASSERTIVENESS
- MAKING
- AWARENESS
- PROBLEM
- BARRIERS
- RESTATING
- COPING
- SKILLS
- DECISION
- SOLVING
- DISCLOSURE
- TRIGGERS
Instructions for using these worksheets:

1. Fill in the Target Population column on each sheet. If you will be working with more than one target population, make sure you choose clips appropriate for your target population.

2. Make at least one copy of each of the blank worksheets for each person who will be helping with the clip selection process. These people could include staff members, community advisory board members, and volunteers willing to help. All of these individuals should be aware of the process and be able to make decisions about which clips are appropriate for your Healthy Relationships participants.

3. Choose a clip number with which to start; this could be Clip #1. Be prepared to be flexible if you don’t have the clip you want.

4. Enter the title of a source (movie, TV show, etc.) for a potential clip in the "Title" column.

5. Obtain a copy of that clip-source.

6. Watch the clip-source, looking for a scene that meets the "purpose" and contains the "essential ingredients." Be consistent in how you determine counter times. The "Details About Clips Used in the Original Research" section of Appendix VI uses the following procedures for non-movie videos:

   - Starting counter is the beginning of the tape. Starting counter for movies assumes the beginning of the movie as 0:00:00. This is to allow for different editions of the movie to be used. If your source is a movie, ensure the beginning of the tape is used.

7. If you identify a potential scene that is consistent with the "essence" for that clip, list the starting counter time in the "Starting Counter" column and the ending counter time in the "Ending Counter." The "Starting Counter" column lists the starting counter time in the "Ending Counter.

8. Repeat from step 3 for the next clip, until you have at least one choice on each worksheet.

9. Have your community advisory board review all scenes to make sure you choose clips appropriate for your target population.

10. If your scene is selected for use in the intervention, fill in the "Scene Comments" column.

11. If your selected scene is consistent with the "purpose" and contains the "essential ingredients," enter your "scene comments" in the "Scene Comments" column.
<table>
<thead>
<tr>
<th>Clip #</th>
<th>Purpose</th>
<th>Counters</th>
<th>Start-up</th>
<th>Population</th>
<th>Essential Ingredients</th>
<th>Issues</th>
<th>Essential Ingredients</th>
<th>Counters</th>
<th>Ending</th>
<th>Scene</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1</td>
<td>1. To introduce the concept of using clips as part of the session. 2. To act as a springboard for discussion around the concept of disclosure. 3. To involve communication issues. 4. To show the emotional elements involved in disclosure. 5. To give hints of “what would people say?” 6. To involve communication issues.</td>
<td>Set-the-scene</td>
<td>Counters</td>
<td>Counters</td>
<td>The target</td>
<td>Disclosure</td>
<td>Communication</td>
<td>Counters</td>
<td>Ending</td>
<td>Scene</td>
</tr>
</tbody>
</table>

Clip Selection Worksheets for Healthy Relationships Handout 6-7 (Page 10)
<table>
<thead>
<tr>
<th>Clip</th>
<th>Purpose</th>
<th>Title</th>
<th>Essential Ingredients</th>
<th>Target Population</th>
<th>Starting Counter</th>
<th>Ending Counter</th>
<th>Set-the-scene</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>To end session on “up note.” To motivate participants to return for next session. To motivate participants to return for next session on „up note.“</td>
<td>Funny</td>
<td>* Humorous</td>
<td>* Anything that can be tied to the life areas or skills that will be addressed in upcoming sessions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clip #</td>
<td>Purpose</td>
<td>Essential Ingredients</td>
<td>Target Population</td>
<td>Starting Scene</td>
<td>Ending Scene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
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<td>----------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3</td>
<td>To end session on &quot;up note&quot;.</td>
<td>* Humorous * Anything that can be tied to the life areas or skills that will be addressed in upcoming sessions.</td>
<td>To motivate participants to return for next session.</td>
<td>To end the &quot;up note&quot;.</td>
<td>Session on &quot;up note&quot;.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Clip Selection Worksheets for Healthy Relationships

**Handout 6-7 (page five)**

<table>
<thead>
<tr>
<th>Clip</th>
<th>Purpose</th>
<th>Essential Ingredients</th>
<th>Target Population</th>
<th>Starting Time</th>
<th>Ending Time</th>
<th>Set-the-scene</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-1</td>
<td></td>
<td>* Bring up stigma or not (taken advantage of support whether Show importance of HIV status open (or not) about stress or being points about the stress disclosing their thinking about disclosing or disclosing to offer people * Show importance of making decisions solving problems identification, partner awareness (awareness, session learned in this session the skills can practice principles where role-plays took place)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clip</td>
<td>Purpose</td>
<td>Counter</td>
<td>Set-the-scene</td>
<td>Count</td>
<td>Ending</td>
<td>Starting</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>---------</td>
<td>---------------</td>
<td>-------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Clip #</td>
<td>Purpose</td>
<td>Target Population</td>
<td>Essential Ingredients</td>
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</tr>
<tr>
<td>3-1</td>
<td>To act as a springboard to discussion around disclosure to sex partners. To set up role-plays where participants can practice the skills learned in the previous session.</td>
<td>Be suitable for discussion around disclosure to sex partners.</td>
<td>Be movie-quality. Be able to be tied to the skills practiced in the previous session. Be set up role-plays where participants can practice the skills learned in the previous session.</td>
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<td></td>
</tr>
</tbody>
</table>

**Handout 6-7 (page seven)**

**Clip Selection Worksheets for Healthy Relationships**
<table>
<thead>
<tr>
<th>Clip</th>
<th>Purpose</th>
<th>Essential Ingredients</th>
<th>Target Population</th>
<th>Starting Scene</th>
<th>Ending Scene</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-2</td>
<td>To act as movie-quality. To set the scene. To set up role-plays where participants can practice awareness and decision-making skills related to disclosure to sex partners. Can practice skills learned in the previous session.</td>
<td>* Be suitable for session. * Be able to be tied to the skills learned in the previous session around disclosure to sex partners.</td>
<td>Sex partners.</td>
<td>3-2</td>
<td>3-2</td>
</tr>
</tbody>
</table>
### Clip Selection Worksheets for Healthy Relationships

<table>
<thead>
<tr>
<th>Clip #</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To act as springboard to discussion around disclosure.</td>
</tr>
<tr>
<td></td>
<td>To set-up role-plays where participants can practice awareness, trigger/barrier identification, problem-solving, and decision-making skills related to disclosure to sex partners.</td>
</tr>
<tr>
<td></td>
<td>Be movie-quality.</td>
</tr>
<tr>
<td></td>
<td>Be able to be tied to the skills learned in the previous session.</td>
</tr>
<tr>
<td></td>
<td>Be suitable for discussion and stimulating role-plays around disclosure to sex partners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clip 3-3</th>
<th>Essential Ingredients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sex partners, disclose to sex partners, role-plays around disclosure and awareness, can practice participations, where role-plays set-up the previous session, the skills learned in the previous session, be able to be led to discussion around disclosure to sex partners, stimulations to promote understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clip 6-7 (page nine)</th>
<th>Handout 6-7</th>
<th>TARGET POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set-the-scene</td>
<td>Clip Counter</td>
<td>Ending Counter</td>
</tr>
<tr>
<td></td>
<td>Scenario</td>
<td>Title</td>
</tr>
<tr>
<td></td>
<td>Population</td>
<td>Purpose</td>
</tr>
</tbody>
</table>
### Clip Selection Worksheets for Healthy Relationships

<table>
<thead>
<tr>
<th>Clip</th>
<th>Purpose</th>
<th>#: Essential Ingredients</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4</td>
<td>To act as a springboard to discussion around disclosure to sex partners.</td>
<td>To set up role-plays where participants can practice awareness, trigger/barrier identification, problem-solving, and decision making skills related to disclosure to sex partners.</td>
</tr>
</tbody>
</table>

**Purpose:**

- **Set-the-scene:**
  - Be movie-quality.
  - Be able to be tied to the skills learned in the previous session.
  - Be suitable for discussion and stimulating role-plays around disclosure to sex partners.

**Counter:**

- **Starting:**
  - Disclose to sex partners.
  - Discuss disclosure.
  - Practice skills.

- **Ending:**
  - Reflection.
  - Evaluation.

**Counter:**

- **Target:**
  - Participants.
  - Audience.
  - Role-players.

**Title:**

- **Set-the-scene:**
  - Essential Ingredients.

- **Purpose:**
  - To set up role-plays where participants can practice awareness, trigger/barrier identification, problem-solving, and decision making skills related to disclosure to sex partners.
<table>
<thead>
<tr>
<th>Clip #</th>
<th>Purpose</th>
<th>Essential Ingredients</th>
<th>Title</th>
<th>Target Population</th>
<th>Ending Counter</th>
<th>Starting Scene</th>
<th>Set-the-scene</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>To act as springboard to discussion around disclosure to sex partners, especially in sero-discordant relationships.</td>
<td>* Be movie-quality. * Be able to be tied to the skills learned in previous sessions. * Be able to be used to stimulate discussion around disclosure to sex partners, especially in sero-discordant relationships.</td>
<td>Clip Selection Worksheets for Healthy Relationships</td>
<td>Handout 6-7 (page eleven)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clip</td>
<td>Purpose</td>
<td>Essential Ingredients</td>
<td>Target Population</td>
<td>Time</td>
<td>Starting Counter</td>
<td>Ending Counter</td>
<td>Set-the-scene</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>4.2</td>
<td></td>
<td>Include accurate and current information about HIV/AIDS and risky behaviors and risky HIV/AIDS behaviors. To act as a springboard to discussion around risk reduction. To ensure all participants have the same factual information about HIV/AIDS.</td>
<td></td>
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</tr>
<tr>
<td>Clip</td>
<td>Purpose</td>
<td>Set-the-scene Counter</td>
<td>Ending Counter</td>
<td>Starting Title</td>
<td>Target Population</td>
<td>Essential Ingredients</td>
<td>Non-oxynol 9, not recommended condoms. E.g., does not recommend non-oxynol 9.</td>
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</table>

**Clip Selection Worksheets for Healthy Relationships**
Handout 6-7 (page thirteen)
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Essential Ingredients</th>
<th>Target Population</th>
<th>Title</th>
<th>Starting Sentence</th>
<th>Ending Sentence</th>
</tr>
</thead>
</table>
| 5-2     | relationships, healthy, building, sex/risk reduction, playing around safer, stimulating role-play, discussion and role-plays. | Be suitable for previous sessions, the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills learned in the skills 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<table>
<thead>
<tr>
<th>Clip #</th>
<th>Purpose</th>
<th>Title</th>
<th>Essential Ingredients</th>
<th>Target Population</th>
<th>Starting Time</th>
<th>Ending Time</th>
<th>Scene Set-The-Scene</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-3</td>
<td>To act as role-plays where participants can practice problem-solving, awareness, decision-making skills, trigger/barrier identification, and practice safer sex/risk reduction and building healthier relationships.</td>
<td>Clip Selection Worksheets for Healthy Relationships</td>
<td>* Be movie-quality. * Be able to be tied to the skills learned in previous sessions. * Be suitable for discussion and stimulating role-plays around safer sex/risk reduction and building healthier relationships. * Be a harder situation than the last clip. * Be a harder situation than the current clip.</td>
<td>Participants can practice problem-solving, awareness, decision-making skills, trigger/barrier identification, and practice safer sex/risk reduction and building healthier relationships.</td>
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<td></td>
</tr>
</tbody>
</table>

Handout 6-7 (Page 6-7)
**Clip Selection Worksheets for Healthy Relationships**

| Clip | Purpose | Essential Ingredients | Target Population | Starting Time | Ending Time | Counter | Scene Set-up
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>* Be movie-quality.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Be able to be tied to the skills learned in previous sessions.</td>
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<tr>
<td></td>
<td></td>
<td>* Be suitable for discussion and stimulating role-plays around safer sex/risk reduction and building healthier relationships.</td>
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<tr>
<td></td>
<td></td>
<td>* Be a harder situation than the previous clip.</td>
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</tr>
<tr>
<td>5-4</td>
<td></td>
<td>To act as risk reduction skill-building role-plays and build awareness, can practice problem-solving and triggering/barrier identification in a harder situation to negotiate than the previous clip.</td>
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</table>

*To be inserted.*
<table>
<thead>
<tr>
<th>Clip</th>
<th>Purpose</th>
<th>Essential Ingredients</th>
<th>Target Population</th>
<th>Title</th>
<th>Starting Scene</th>
<th>Ending Scene</th>
<th>Counter</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>To act as springboard to discussion around risk reduction.</td>
<td>* Be able to be tied to the skills learned in previous sessions. * Be suitable for discussion and stimulating role-plays around safer sex/risk reduction and building healthier relationships. * Be a harder situation to negotiate than the previous clip. * Be the harder situation.</td>
<td>To set up role-plays where participants can practice problem-solving and decision-making skills related to building healthier relationships.</td>
<td>* Be a harder situation.</td>
<td>* Be a harder situation.</td>
<td>* Be a harder situation.</td>
<td>* Be a harder situation.</td>
<td>* Be a harder situation.</td>
<td>* Be a harder situation.</td>
</tr>
<tr>
<td>Clip</td>
<td>Purpose</td>
<td>Essential Ingredients</td>
<td>Target Population</td>
<td>Time</td>
<td>Sharing Scene</td>
<td>Ending Scene</td>
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</tr>
<tr>
<td>5-6</td>
<td>To act as a springboard to discussion around risk reduction. To set up role plays where participants can practice awareness, trigger/barrier identification, problem-solving, and decision-making skills related to building healthier relationships.</td>
<td>* Be movie-quality. * Be able to tie to skills learned in prior sessions. * Be suitable for discussion and stimulating role-plays around safer sex/risk reduction and building healthier relationships. * Be a harder situation than the previous clip.</td>
<td>* Be a role-play scenario with a focus on risk reduction and relationship building. * Be able to be tied to the skills learned in previous sessions. * Be suitable for discussion and stimulating role-plays around safer sex/risk reduction and building healthier relationships. * Be a harder situation than the previous clip.</td>
<td>10-15 minutes</td>
<td>Scenario presented to participants</td>
<td>Role-play conclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Clip Selection Worksheets for Healthy Relationships**

Handout 6-7 (page 6-7)
Healthy Relationships
Evaluation Pyramid

OUTCOME MONITORING:
Collects data about client outcomes before and after the intervention such as knowledge, attitudes, skills, or behaviors.

PROCESS EVALUATION:
Collects more detailed data about how the intervention was delivered, differences between the intended population and the population served, and access to the intervention.

PROCESS MONITORING:
Collects data describing the characteristics of the population served, the services provided, and the resources used to deliver those services.

FORMATIVE EVALUATION:
Collects data describing the needs of the population and the factors that put them at risk.