A GROUP-LEVEL INTERVENTION WITH AFRICAN AMERICAN MEN WHO HAVE SEX WITH WOMEN

STUDY GUIDE FOR THE NIA FACILITATOR’S GUIDE

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This Study Guide belongs to: ________________________________
Acknowledgments

We acknowledge the support provided by the Centers for Disease Control and Prevention (CDC) through cooperative agreement #5H62PS000573 for the development of this product and by Dr. Seth Kalichman for the research on which this product is based. **Nia** is one in a series of products sponsored by CDC’s Prevention Research Branch-Replicating Effective Programs (REP). The **Nia** REP project was funded 100 percent by the CDC.

Other CDC-funded REP products can be found at [http://www.cdc.gov/hiv/topics/prev_prog/rep/](http://www.cdc.gov/hiv/topics/prev_prog/rep/).

The original implementation research was done by the Southeast HIV/AIDS Research and AIDS Survival Project (Atlanta, GA) and was supported by the National Institute of Mental Health Grant R01-MH53780 and Center Grant P30-MH52776. The research outcomes are published in: Kalichman, S.C., Cherry, C., Browne-Sperling, F. (1999). Effectiveness of a Video-Based Motivational Skills-Building HIV Risk-Reduction Intervention for Inner-City African American Men. *Journal of Consulting and Clinical Psychology, 67* (6), 959-966.

**Special thanks to CDC Project Officers and other staff:**
Patricia Jones
Linda Kay
Winifred King
Kimberly Hearn
Andrea Kelly

**Special thanks to these agencies for testing the Nia intervention package:**
AIDS Services Association of Pinellas Inc. (ASAP) – St. Petersburg, Florida
The Center for Drug Free Living-Centaur (CFDFL) – Orlando, Florida
Tampa Hillsborough Action Plan, Inc. (THAP) – Tampa, Florida

**We greatly appreciate the support given to these case study sites by:**
Florida Department of Health

**Study Guide for the Nia Facilitator’s Guide**
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Preparing for the Nia Training of Facilitators

This Study Guide will help you get familiar with the **Nia** Facilitator’s Guide and prepare you for training on the intervention. It contains questions about each of the major topics in the Facilitator’s Guide and how they relate to your implementation of **Nia**. It also contains an agenda for each of the three days of the **Nia** Training of Facilitators course.

**Benefits**

You may wonder why you need to complete and return this guide before attending the Training of Facilitators. Some of the benefits include:

- **Learn more, and build more skills:** You can absorb more information and build skills more quickly, because you begin the training already familiar with the basics of the intervention.
- **Tool to help you later:** The Study Guide can serve as an aid to you during the training and when you return to your agency. Each major topic and all agenda items have their own page in the Study Guide, so you can easily refer to your notes there when you have questions.
- **More chances for input:** You identify your questions and ideas about the intervention ahead of time. You and the other training participants also get to choose some of what gets demonstrated and practiced during the training.
- **Quicker implementation:** While you will need some additional facilitation coordination and practice post-training, you will return from training ready to implement **Nia** with fidelity sooner and more efficiently.
- **Shorter training:** The three-day training saves you and your agency time and money.
- **At your own pace:** The pre-training study is self-paced. Review the Facilitator’s Guide at the speed that works best for you.
- **Free evenings:** This preparation means there is little or no need for “homework” in the evenings after each day of training.
- **Be a star student:** The training will be paced for those who complete the pre-training work. If you do it, you’ll be better able to keep up.
**How to Use This Study Guide**

The Study Guide includes a place in each study section for you to list any questions that arise as you read the Facilitator’s Guide. You will have an opportunity to ask your questions at the Nia Training of Facilitators course, but the trainers will also review them before the training in order to provide the best training experience. Therefore, it is important to return your Study Guide as instructed before the training; it will be returned to you at the training. You also will need to bring a copy of the Facilitator’s Guide to the training.

You may want to read the entire Facilitator’s Guide first, and then go back and review each segment along with this guide. You may prefer to read each section and review it with the guide as you go along. Either or any other method you choose is fine: the fact that you do the review will help you prepare for the training. Remember to jot down any questions you have and to make notes about your answers to the questions the Study Guide asks. If you make your notes in a paper (hard) copy, please print your name on the front page. If you are making your notes in the electronic version of the Study Guide, please type your name on the front page and be sure to save it with your name as part of the title before returning it to us. Please don’t worry about the page breaks; when we receive your guide electronically, we will fix those before printing the document.

**Most importantly, review the sections directly related to the Nia sessions (Facilitator’s Guide, pages 40-100), consider all the questions related to each Nia activity and list any other questions you have.** This portion of the Facilitator’s Guide is your handbook for facilitating the content of Nia. **You will be responsible for demonstrating your understanding of these activities and performing many of them in practice groups.**

If you have Nia implementation responsibilities in addition to facilitation, you may want to download the Nia Starter Kit and the related appendices from the DEBI website ([www.effectiveinterventions.org](http://www.effectiveinterventions.org)). If you will serve as a facilitator and program manager for Nia, contact the person who sent you the Facilitator’s Guide and the Study Guide to discuss any questions you have about administrative issues.

The content and materials provided in the Facilitator’s Guide are further explained at the Nia training. A copy of the article on the original research will also be provided at that time. An overview of the training and a copy of the agenda for each day of the training are provided on pages 8-11 of this Study Guide.
Important Information For Users

This HIV/STD risk-reduction intervention is intended for use with persons who are at high risk for acquiring or transmitting HIV/STD and who are voluntarily participating in the intervention. The materials in this intervention package are not intended for general audiences.

The intervention package includes implementation manuals, training and technical assistance materials, and other items used in intervention delivery. Also included in the package in Appendix B are:

1. The Centers for Disease Control and Prevention (CDC) factsheet on male latex condoms,
2. The CDC Statement on Study Results of Products Containing Nonoxynol-9,
4. The ABC’s of Smart Behavior, and
5. The CDC guidelines on the content of HIV educational materials prepared or purchased by CDC grantees (Content of AIDS-Related Written Materials, Pictorials, Audiovisuals, Questionnaires, Survey Instruments, and Educational Sessions in CDC Assistance Programs).

Before conducting this intervention in your community, all materials must be approved by your community HIV review panel for acceptability in your project area. Once approved, the intervention package materials are to be used by trained facilitators when implementing the intervention.
Overview of the Nia Training of Facilitators

The Nia Training of Facilitators course takes place over three days, and the daily agendas are on pages 9-11 of this guide. This format is based on pre-training work being completed by those attending. That includes review of the Nia Facilitator’s Guide and the use of this Study Guide to promote a more thorough understanding of the Facilitator’s Guide, as well as to document questions and concerns that arise during the review. Providing your completed copy of the Study Guide to the trainers before the training is also very important. See pages 5-6 of this guide for more information.

The training is very interactive, and everyone who attends will be expected to practice portions of the Nia sessions. Each day will include time for questions and answers about the intervention. Special skills needed as a Nia facilitator will be demonstrated and practiced. Note that this is not a group facilitation course. If you need additional training in group facilitation, resources will be suggested during the Nia training.

Note that the first question related to the agenda items for the Nia sessions is the same for all agenda items: “What do you think is the most important thing your participants will gain from this segment and why?” This question is important to consider for each item as your responses will be discussed during the training.

At the end of each session, there is a chart listing the agenda which asks which segments you feel you might need to see demonstrated when you come to training. It is very important that you consider this carefully. While the trainers will review and address your questions about every agenda item, they will only demonstrate a few pieces of each session in order to allow you more time for your practice of Nia. Some of the pieces for each session are predetermined; these are indicated with yellow shading on the charts. The class will choose two more pieces of each session for demonstration. Regardless of which agenda items are selected, you will see all videos and movie clips used in Nia.

After each demonstration chart, there is a page where you can note any examples of challenging situations that you think might arise during that session and how you might handle them. You will have a chance to discuss these types of situations and possible approaches with the trainers and the other training participants during the training.

A small portion of the training will be about the tasks that you and your agency will need to complete before implementing Nia. Calls will be scheduled with each agency to discuss these topics prior to the training. Capacity Building Assistance (CBA) is also available.
Training Agenda-Nia Training of Facilitators
Day One

Day One Agenda

8:30 AM
★ Introduction to Training

Break
★ Overview of Nia
★ Connecting Nia Activities to Behavioral Determinants

Stretch Break
★ Nia Core Elements
★ Session Grid, Agendas, and Objectives

Lunch
★ Nia Basics
★ Introduction to Session One Review
★ Session One Review

Break
★ Session One Review (continued)

Stretch Break
★ Session One Review (continued)
★ Day One Wrap-up

5:00 PM Adjourn
Training Agenda-Nia Training of Facilitators
Day Two

Day Two Agenda

8:30 AM
★ Preview of Day Two
★ Review of Session One Review
★ Creating PFRs

Break
★ Facilitating the HIV Risk Continuum Banner
★ Review of Trigger Identification Skills-building
★ Facilitating Trigger Identification Skills-building
★ Review of Risk Reduction Decision-making

Stretch Break
★ Facilitating Risk Reduction Decision-making Skills-building

Lunch
★ Introduction to Session Two Review
★ Session Two Review

Break
★ Session Two Review (continued)

Stretch Break
★ Session Two Wrap-up
★ Day Two Wrap-up

5:00 PM  Adjourn
Training Agenda-Nia Training of Facilitators
Day Three

Day Three Agenda

8:30 AM
★ Preview of Day Three
★ Review of Days One and Two
★ Discussion of Facilitating Condom Demonstration and Practice
★ Preparing for Facilitating the Movie Clips

Break
★ Facilitating the Movie Clips

Stretch Break
★ Extra Facilitation Practice

Lunch
★ Preparing for Nia
★ Task List and Preparation Checklists
★ Review of Forms for Evaluation
★ Selection of Videos and Clips

Break
★ Nia Jeopardy

Stretch Break
★ Final Questions and Answers
★ Next Steps and Resources
★ Training Evaluations

5:00 PM  Adjourn
Nia Overview

The Intervention

Read this section (Facilitator’s Guide, page 6). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about The Intervention (Nia)

You may also find it helpful to answer the following questions.

1. What do you think are some benefits of a group-level intervention like Nia for your clients?

2. How many Nia sessions do you think would work best with your clients?
   a. 2 (3 hours each, plus breaks)
   b. 3 (2 hours each, plus breaks)
   c. 4 (1 ½ hours each, plus breaks)
   d. Any of these.

Why?

My Training Notes
Theoretical Foundation

Read this section (Facilitator’s Guide, pages 7-9). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about the Theoretical Foundation

You may also find it helpful to answer the following questions.

1. What aspect of the IMB model do you think is most needed by your clients to enable them to change their behavior?
   a. Information about how HIV is transmitted and how to prevent transmission
   b. Motivation to change
   c. Related behavioral skills
   d. All of the above

2. How do you think your clients will benefit from building the skills taught and practiced in Nia?
The Research Project

Read this section (Facilitator’s Guide, pages 10-11). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about The Research Project

You may also find it helpful to answer the following questions.

1. In what ways is your target audience similar to the original target audience?

2. In what ways is your target audience unlike the original target audience?
   How might that affect your implementation of Nia?
The Core Elements

Read this section (Facilitator’s Guide, pages 12-13). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about Core Elements

You may also find it helpful to answer the following questions.

1. What aspects of the Nia Core Elements may be challenging for you and/or your agency to maintain and practice with fidelity? Why?

2. How will your agency verify that you are maintaining fidelity to the Nia Core Elements?
The Behavior Change Logic Model

Read this section (Facilitator’s Guide, pages 14-15). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about The Behavior Change Logic Model

You may also find it helpful to answer the following questions.

1. What are the factors from behavioral theory (behavioral determinants) in the Nia logic model that you have noticed impacting your clients’ risk behaviors?

2. What are your expected outcomes for Nia?
The Implementation Summary

Read this section (Facilitator’s Guide, pages 16-17). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about The Implementation Summary

You may also find it helpful to answer the following questions.

1. How might your agency use the Implementation Summary?

2. How might you tailor the Implementation Summary to your agency?
Getting Ready for Nia

Preparing for Delivery

Read this section (Facilitator’s Guide, pages 18-23). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about Preparing for Delivery

You may also find it helpful to answer the following questions.

1. What additional training or information would be helpful to you before implementing Nia?

2. What are some challenges that you might face related to preparing for delivery?

My Training Notes
Selecting New Movie Clips and Videos

Read this section (Facilitator’s Guide, pages 24-26). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about Selecting New Movie Clips and Videos

You may also find it helpful to answer the following questions.

1. Why do you think it is important to “set the scene” before showing the movie clips?

2. After men in a Nia group say what they would do or say in a risky sexual situation, why do you think it is important to ask them if that is realistic?

My Training Notes
Scheduling Sessions

Read this section (Facilitator’s Guide, pages 27-29). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about Scheduling Sessions

You may also find it helpful to answer the following questions.

1. The Facilitator’s Guide lists a number of things to think about when selecting a place to hold Nia sessions. What other things might you need to consider?

2. What are some challenges that you might face related to scheduling your Nia sessions? How might you handle each of those challenges?
Recruiting Participants

Read this section (Facilitator’s Guide, page 30). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about Recruiting Participants

You may also find it helpful to answer the following questions.

1. What does your recruitment plan look like?

2. What are some challenges that you might face related to recruiting Nia participants? How will you address those challenges?
Enrolling Participants

Read this section (Facilitator’s Guide, pages 31-32). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about Enrolling Participants

You may also find it helpful to answer the following questions.

1. What are some questions you would want to ask or information you would want to share with clients before enrolling them in Nia?

2. Who will be responsible for administering the Nia Pre-Intervention Assessment? Who will create the Personal Feedback Reports?

My Training Notes
Preparing Session Materials and Equipment

Read this section (Facilitator’s Guide, page 33). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about Preparing Session Materials and Equipment

You may also find it helpful to answer the following questions.

1. How will you create a handout of local HIV/STD statistics relevant to your Nia participants?

2. What are some challenges that you might face related to the electronic equipment? How would you handle them?
Conducting Nia Sessions

Nia-specific Facilitation Skills and Tasks

Read this section (Facilitator’s Guide, pages 34-39). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about Nia-specific Facilitation Skills and Tasks

You may also find it helpful to answer the following questions.

1. How will you create a learning environment consistent with male culture?

2. What negative attitudes towards women have your clients shown in the past? How will you handle these if they arise?
Session One

Read this section (Facilitator’s Guide, pages 40-42). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about Session One

You may also find it helpful to answer the following questions.

1. What, if anything, might you add to the Session One Materials Checklist to help you be better prepared to deliver this session?

2. How many breaks will you add to the agenda, and how much time total will you need to add to the three hours of content? What other changes might you make to the agenda?

My Training Notes
I.1 - Introduction to Nia/Welcome/Group Rules

Read this section (Facilitator’s Guide, pages 43-46). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. Other than the things mentioned in this section, how would you help the participants get comfortable in the group?

What other questions about this section do you have? List them below.

My Questions about Introduction to Nia/Welcome/Group Rules

My Training Notes
I.2 - Getting to Know You: Condom Bowl

Read this section (Facilitator’s Guide, pages 47-48). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. Step #6 on page 48 talks about “working with” the men who took a lot of condoms. How would you do that?

What other questions do you have? List them below.

My Questions about Condom Bowl

My Training Notes
I.3 - HIV Myths and Facts

Read this section (Facilitator’s Guide, pages 49-50). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. There are 59 Myths and Facts cards to choose from for this exercise. How would you decide which 8-10 to use?

What other questions do you have? List them below.

My Questions about HIV Myths and Facts

My Training Notes
I.4 - Video #1: “When Men Talk About HIV/AIDS”*

Read this section (Facilitator’s Guide, pages 51-52). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. What are the advantages of using a video to present HIV prevention facts to your target population?

What other questions do you have? List them below.

My Questions about Video #1

* See page 24 of the Facilitator’s Guide and page 39 of this Study Guide for basic information on this video.
I.5 - Personal Feedback Report #1 (PFR-1): HIV Knowledge

Read this section (Facilitator’s Guide, pages 53-54). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. What are the most common misperceptions in your target population about HIV prevention?

What other questions do you have? List them below. List them below.

My Questions about PFR-1

My Training Notes
I.6 - Video #2: “HIV/AIDS: Infecting and Affecting Our Community*

Read this section (Facilitator’s Guide, pages 55-56). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. How do you think men in your groups will react to messages from men living with HIV?

What other questions do you have? List them below.

My Questions about Video #2

* See page 24 of the Facilitator’s Guide and page 39 of this Study Guide for basic information on this video.
I.7 - HIV Risk Continuum Banner of Sex Behaviors

Read this section (Facilitator’s Guide, pages 57-61). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. In this activity, the facilitators have to move any misplaced cards to their correct positions on the banner. How would you do this in a manner that is respectful of the participant(s) who put cards in the wrong places?

What other questions do you have? List them below.

My Questions about HIV Risk Continuum Banner
I.8 - Personal Feedback Report #2 (PFR-2): Sexual Behaviors

Read this section (Facilitator’s Guide, pages 62-63). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. Men often seem surprised by the behaviors listed on their PFR-2 forms. How would you deal with a man who is certain that his form has the wrong information (not what he put on his Pre-intervention Assessment Survey)?

What other questions do you have? List them below.

My Questions about PFR-2

My Training Notes
I.9 - Identifying Risky Situations

Read this section (Facilitator’s Guide, pages 64-65). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. It is sometimes hard to get the men to begin talking about risky sexual situations. How could you facilitate Step #3, if the men don’t come up with any examples?

What other questions do you have? List them below.

My Questions about Identifying Risky Situations

My Training Notes
I.10 - Trigger Identification Skills-building

Read this section (Facilitator’s Guide, pages 66-69). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. It is important to set up the risky sexual situation in the story so there is no mention of safer sex. How would you facilitate that?

What other questions do you have? List them below.

My Questions about Trigger Identification Skills-building

My Training Notes
I. 11 - Risk Reduction Decision-making Skills-building

Read this section (Facilitator’s Guide, pages 70-73). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. Risk reduction goals need to be individualized, realistic, and based on the story created in the previous activity. For example, the story is about taking a woman home and having her perform a striptease before they have sex, but a participant says their risk reduction goal is to send her home after she strips. How would you help them determine if that is a realistic option for them?

What other questions do you have? List them below.

My Questions about Risk Reduction Decision-making Skills-building

My Training Notes
I.12 - Video #3: “Combination Video”*

Read this section (Facilitator’s Guide, page 74). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. Some agencies want to use new videos for this section. How would you possibly find amusing videos about safer sex that you could use here?

What questions do you have? List them below.

My Questions about Video #3

* See pages 24-25 of the Facilitator’s Guide and page 39 of this Study Guide for basic information on this video.
I.13 - Summary and Close

Read this section (Facilitator’s Guide, pages 75-76). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. How could you make the review of the session content interactive?

What other questions do you have? List them below.
**Session One Demonstration Chart**

Two segments of Session One have been preselected for demonstration during the Nia Training of Facilitators; these are indicated by the yellow shading in the chart below. As a class, you will get to choose two other segments to be demonstrated. Use the chart below to make notes about which ones you are most interested in seeing demonstrated.

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Yes, I need to see this demonstrated.</th>
<th>No, I don’t need to see this demonstrated.</th>
<th>Not sure if I need to see this demonstrated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Nia/Welcome/Group Rules</td>
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<tr>
<td>Getting to Know You: Condom Bowl</td>
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<tr>
<td>HIV Myths and Facts</td>
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<tr>
<td>Video #1: “When Men Talk About HIV/AIDS”*</td>
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<tr>
<td>Personal Feedback Report #1 (PFR-1): HIV Knowledge</td>
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<tr>
<td>Video #2: “HIV/AIDS: Infecting and Affecting Our Community”*</td>
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<tr>
<td>HIV Risk Continuum Banner of Sex Behaviors</td>
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<tr>
<td>Personal Feedback Report #2 (PFR-2): Sexual Behaviors</td>
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<tr>
<td>Identifying Risky Situations</td>
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<td><strong>Trigger Identification Skills-building</strong></td>
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<td><strong>Risk Reduction Decision-making Skills-building</strong></td>
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<tr>
<td>Video #3: “Combination Video”*</td>
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<tr>
<td>Summary and Close</td>
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</tbody>
</table>

* Remember that all the videos and movie clips will be shown during the training, regardless of whether or not the discussion section is chosen for demonstration.

Video #1 is a basic HIV education piece, where men at a gym ask questions of a woman from the health department.

Video #2 is a collection of the personal stories of men who are living with HIV and one woman who is the caregiver for her ex-husband who has AIDS.

Video #3 is a mixture of educational and entertaining pieces related to safer sex.
Session One General Questions

1. What are some challenging situations that you think might occur during this session?

2. What are some specific facilitation methods or techniques that might be helpful to help you handle those challenges?
Session Two

Read this section (Facilitator’s Guide, pages 77-79). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about Session Two

You may also find it helpful to answer the following questions.

1. What, if anything, might you add to the Session Two Materials Checklist to help you be better prepared to deliver this session?

2. In what ways might facilitation of this session need to be different from the facilitation of Session One?

My Training Notes
II.1 - Welcome Back/Check In/Review Previous Session

Read this section (Facilitator’s Guide, pages 80-81). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. What do you think is the purpose of referring back to the ‘take home message’?

What other questions do you have? List them below.

My Questions about Welcome Back/Check In/Review Previous Session
II.2 - Sex Behavior Options That Reduce Risks

Read this section (Facilitator’s Guide, pages 82-83). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. What are some ways that you think would be effective in getting the men to share their personal experiences of practicing safer sex?

What other questions do you have? List them below.

My Questions about Sex Behavior Options That Reduce Risks
II.3 - Pros and Cons of Condom Use

Read this section (Facilitator’s Guide, pages 84-85). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. Why do you think it is suggested to put the pros and cons on separate sheets of easel paper?

What other questions do you have? List them below.

My Questions about Pros and Cons of Condom Use
II.4 - Personal Feedback Report #3 (PFR-3): Condom Attitudes

Read this section (Facilitator’s Guide, pages 86-87). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. During the review of this PFR, Step #7 says “For each item, state whether they (the participants) are more likely to use condoms if they agree or disagree.” Why do you think this step is included?

What other questions do you have? List them below.

My Questions about PFR-3

My Training Notes
II.5 - Video #4: “It’s All About Condoms”*

Read this section (Facilitator’s Guide, pages 88-89). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. This video shows a couple discussing condom use and ways to make condoms more fun. In what ways could this impact your participants?

What other questions do you have? List them below.

My Questions about Video #4

* See page 24 of the Facilitator’s Guide and page 51 of this Study Guide for basic information on this video.
II.6 - Condom Demonstration and Practice

Read this section (Facilitator’s Guide, pages 90-92). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. How could you make this condom demonstration and practice time more fun for the participants?

What other questions do you have? List them below.

My Questions about Condom Demonstration and Practice
II.7 - Building Skills for Making and Communicating Safer Sex Decisions: Movie Clips #1-6

Read this section (Facilitator’s Guide, pages 93-96). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. The entire facilitation of clips process is designed to take place in about 10 minutes. What do you think is valuable about going through this process so quickly?

What other questions do you have? List them below.

My Questions about Movie Clips #1-6

* See pages 24-26 of the Facilitator’s Guide and page 51 of this Study Guide for basic information on the movie clips.
II.8 - Personal Safer Sex Planning

Read this section (Facilitator’s Guide, pages 97-98). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. How might you reinforce the planning that your participants do after the Nia sessions are over?

What other questions do you have? List them below.

My Questions about Personal Safer Sex Planning

My Training Notes
II.9 - Summary and Close

Read this section (Facilitator’s Guide, pages 99-100). Answer the following questions based on your reading and experience:

1. What do you think is the most important thing your participants will gain from this segment and why?

2. What might you/your agency do as closure activities at the end of this session?

What other questions do you have? List them below.

My Questions about Summary and Close

My Training Notes
Session Two Demonstration Chart

The movie clips used in Session Two for skills-practice have been preselected for demonstration and practice during the Nia Training of Facilitators; these are indicated by the yellow shading in the chart below. As a class, you will get to choose two other segments to be demonstrated. Use the chart below to make notes about which ones you are most interested in seeing demonstrated.

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Yes, I need to see this demonstrated.</th>
<th>No, I don’t need to see this demonstrated.</th>
<th>Not sure if I need to see this demonstrated.</th>
</tr>
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<tbody>
<tr>
<td>Welcome Back/Check In/Review Previous Session</td>
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<tr>
<td>Sex Behavior Options That Reduce Risks</td>
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<td>Pros and Cons of Condom Use</td>
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<td>Personal Feedback Report #3 (PFR-3): Condom Attitudes</td>
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<td><strong>Building Skills For Making and Communicating Safer Sex Decisions:</strong> Movie Clips #1-6*</td>
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<td>Summary and Close</td>
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</table>

* Remember that all the videos and movie clips will be shown during the training, regardless of whether or not the discussion section is chosen for demonstration.

Video #4 shows an African American couple talking about condom use in a casual format and demonstrating the proper use of condoms with a penile model.

Movie clips #1-6 show a variety of “prelude to sex” scenes, which are used for discussion and skills-building related to safer sex/risk reduction.
Session Two General Questions

1. What are some challenging situations that you think might occur during this session?

2. What are some specific facilitation methods or techniques that might be helpful to help you handle those challenges?
Maintenance

Using Evaluation Data to Improve Session Delivery

Read this section (Facilitator’s Guide, page 101). Create at least one question about this section that, when answered, might help you understand this topic better. List your question(s) below.

My Questions about Using Evaluation Data to Improve Session Delivery

You may also find it helpful to answer the following questions.

1. What will be your role in evaluation?

2. What are some challenges that you or your agency might face related to evaluation? How will you handle them?