



Training of Facilitators

Training Manual Module IV Handouts

**Handout 4-1:
Nia Sample Cost Sheet**

Expense Categories	Start-up				Start-up Totals	Delivery				Delivery Totals
	A	B	C	D		E	F	G	H	
Personnel	# Staff	% FTE time spent on Nia	# of weeks	Salary per week		# staff	% FTE time spent on Nia	# of weeks	Salary per week	
Program Manager	1	50%	12	\$	(A*B*C*D)	1	25%	4	\$	(F*G*H*I)
Admin. Assistant	1	20%	8	\$	(A*B*C*D)	1	10%	2	\$	(F*G*H*I)
Facilitators	2	100%	10	\$	(A*B*C*D)	2	25%	4	\$	(F*G*H*I)
			Start-up Personnel Costs (Total Column E above for all staff)	\$				Delivery Personnel Costs (Total Column J above for all staff)	\$	
Fringe benefits				25%	(C*D)				25%	(H*I)
Location(s)		Cost per week	# of weeks	% time used for Nia			Cost per week	# of weeks	% time used for Nia	
Office rent		\$	12		(B*C*D)		\$	4		(G*H*I)
Utilities		\$	12		(B*C*D)		\$	4		(G*H*I)
Telephone/fax		\$	12		(B*C*D)		\$	4		(G*H*I)
Upkeep		\$	12		(B*C*D)		\$	4		(G*H*I)
Insurance		\$	12		(B*C*D)		\$	4		(G*H*I)
Small group meeting space rent		\$	0	0	(B*C*D)		\$	2		(G*H*I)

Expense Categories	Start-up				Start-up Totals	Delivery				Delivery Totals
	A	B	C	D		E	F	G	H	
Nia equipment			# needed	Cost each				# needed	Cost each	
Television			1	\$	(C*D)			0	\$	(H*I)
DVD player with remote			1	\$	(C*D)			0	\$	(H*I)
Easel			1	\$	(C*D)			0	\$	(H*I)
Other equipment		Cost per week	# of weeks	% time used for Nia			Cost per week	# of weeks	% time used for Nia	
Computer		\$	12		(B*C*D)		\$	4		(G*H*I)
Copier		\$	12		(B*C*D)		\$	4		(G*H*I)
Equipment maintenance		\$	12		(B*C*D)		\$	4		(G*H*I)
Internet service		\$	12		(B*C*D)		\$	4		(G*H*I)
Condoms:		# needed	Unit	Cost per unit			# needed	Unit	Cost per unit	
Male		0	dozen	\$	(B*D)		2	dozen	\$	(G*I)
Female		0	each	\$	(B*D)		2	each	\$	(G*I)
Individual lubricant ("lube") packets		0	dozen	\$	(B*D)		2	dozen	\$	(G*I)
Anatomical models:		# needed	Unit	Cost per unit			# needed	Unit	Cost per unit	
Male		6 - 10	each	\$	(B*D)		0	each	\$	(G*I)
Female		1	each	\$	(B*D)		0	each	\$	(G*I)
Video supplies		# needed	Unit	Cost per unit			# needed	Unit	Cost per unit	
Movies		6	each	\$	(B*D)		0	each	\$	(G*I)

Expense Categories	Start-up				Start-up Totals	Delivery				Delivery Totals
	A	B	C	D	E	F	G	H	I	J
Educational videos		4	each	\$	(B*D)		0	each	\$	(G*I)
Blank DVDs		2	each	\$	(B*D)		0	each	\$	(G*I)
Office supplies:		# needed	Unit	Cost per unit			# needed	Unit	Cost per unit	
Paper (white)		1	ream	\$	(B*D)		1	ream	\$	(G*I)
Paper (colored)		0	ream	\$	(B*D)		1	ream	\$	(G*I)
Certificate paper		0	package	\$	(B*D)		1	package	\$	(G*I)
Pens		1	dozen	\$	(B*D)		1	dozen	\$	(G*I)
Name badges		0	each	\$	(B*D)		20	each	\$	(G*I)
Easel paper		0	pad	\$	(B*D)		2	pad	\$	(G*I)
Markers		0	package	\$	(B*D)		1	package	\$	(G*I)
Push pins		0	box	\$	(B*D)		1	box	\$	(G*I)
Masking tape		0	roll	\$	(B*D)		1	roll	\$	(G*I)
Other expenses:	# of units	Cost per unit	Unit	% time used for Nia		# of units	Cost per unit	Unit	% time used for Nia	
Postage & mailing	12	\$	week		(A*B*D)	4	\$	week		(F*G*I)
Printing Pre-Assessment	0	\$	each	0	(A*B*D)	10	\$	each	100%	(F*G*I)
Printing PFR posters/forms	3 posters	\$	each	0	(A*B*D)	30 forms	\$	each	100%	(F*G*I)
Copying & other printing	12	\$	week		(A*B*D)	4	\$	week		(F*G*I)
Recruitment & Retention		# needed	Unit	Cost per unit			# needed	Unit	Cost per unit	
Information sheets/flyers		0	each	\$	(B*D)		100	each	\$	(G*I)
Incentives (optional)		0	each	\$	(B*D)		20	each	\$	(G*I)

Expense Categories	Start-up				Start-up Totals	Delivery				Delivery Totals
	A	B	C	D	E	F	G	H	I	J
Catering/ Refreshments		0	per participant	\$	(B*D)		20	per participant	\$	(G*I)
Travel	# staff	# needed	Unit	Cost per unit		# staff	# needed	Unit	Cost per unit	
To/from intervention site (if other than regular work place)	0	0	mile	\$	(A*B*D)	2		mile	\$	(F*G*I)
To Training of Facilitators (ToF)	3	1	trip	\$	(A*B*D)	0	0	trip	\$	(F*G*I)
Food during ToF	3	3	per day	\$	(A*B*D)	0	0	per day	\$	(F*G*I)
Lodging during ToF	3	3	per day	\$	(A*B*D)	0	0	per day	\$	(F*G*I)
TOTALS										

**Handout 4-2:
Nia Sample Implementation Timeline**

Tasks	Staff	Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Weeks 9 & 10	Weeks 11 & 12	Week 13 & 14	Week 15 & 16
Customize implementation plan.	PM	X							
Monitor implementation plan.	PM	X	X	X	X	X	X	X	X
Prepare to manage staff.	PM	X	X						
Develop evaluation plan.	PM	X							
Secure “buy-in”.	PM	X	X	X	X	X	X	X	X
Prepare for delivery.	F		X	X	X	X	X	X	
Select new videos and clips.	PM/F		X	X	X	X	X	X	
Schedule sessions.	PM/F		X						
Recruit participants.	PM/F			X	X	X	X	X	X
Enroll participants.	PM/F				X	X	X	X	X
Prepare session materials.	F				X	X	X	X	X
Manage quality assurance plan.	PM				X	X	X	X	X
Monitor evaluation plan.	PM				X	X	X	X	X
Conduct sessions.	F								X
Evaluate sessions.	F								X
Debrief sessions.	PM/F								X
Analyze data.	PM								X
Use evaluation data to improve program.	PM								X
Use evaluation data to improve session delivery.	F								X
Maintain “buy-in”.	PM/F								X

Staff Column: PM = Program Manager, F = Facilitators

**Handout 4-3:
Nia Sample Task List**

Nia Implementation Tasks and Sub-tasks

Tasks	Sub-tasks	Staff Assigned	Notes
Customize implementation plan.	<ul style="list-style-type: none"> • Review task list, timeline, and budget. • Modify task list according to agency needs. • Modify timeline to match. • Modify budget to reflect any changes related to costs. • Assign staff to each task/sub-task. 		
Monitor implementation plan (task list, timeline, and budget).	<ul style="list-style-type: none"> • Track tasks on timeline. • Adjust timeline as needed. • Track costs. • Adjust budget as needed. 		
Prepare to manage staff.	<ul style="list-style-type: none"> • Create quality assurance (QA) plan. • Arrange needed training and skills-building. 		
Develop evaluation plan.	<ul style="list-style-type: none"> • Review evaluation requirements for funding agency. • Review and customize Nia evaluation forms as needed. • Develop plan of when, why, and how to use and submit forms. 		

Tasks	Sub-tasks	Staff Assigned	Notes
Secure “buy-in”.	<ul style="list-style-type: none"> • Identify stakeholders. • Identify roles for stakeholders. • Involve stakeholders. 		
Prepare for delivery.	<ul style="list-style-type: none"> • Attend training course(s) as needed. • Coordinate duties with co-facilitator. • Review Nia materials. • Customize materials as needed. • Prepare materials for session practice. • Participate in session practice. 		
Select new videos and clips.	<ul style="list-style-type: none"> • Review original videos and clips. • Decide which need replacement. • Find potential replacements. • Select best replacements with community input. 		
Schedule sessions.	<ul style="list-style-type: none"> • Select meeting space. • Select meeting dates and times. • Set schedule. 		
Recruit participants.	<ul style="list-style-type: none"> • Develop recruitment plan. • Customize marketing materials. • Obtain appropriate incentives. • Conduct recruitment. • Screen clients for appropriateness. 		

Tasks	Sub-tasks	Staff Assigned	Notes
Enroll participants.	<ul style="list-style-type: none"> • Follow-up with interested clients. • Obtain consent as needed. • Conduct Pre-Assessment Survey. • Assign to group. 		
Prepare session materials.	<ul style="list-style-type: none"> • Prepare PFRs. • Print or gather other materials for sessions. 		
Manage quality assurance plan.	<ul style="list-style-type: none"> • Monitor staff using the quality assurance plan. • Address issues that are found using the plan. • Hire and train new staff as needed. 		
Monitor evaluation plan.	<ul style="list-style-type: none"> • Brief staff on plan for collecting data. • Monitor distribution and collection of forms. • Monitor entry of data. • Monitor submission of data to funding agency, as required. 		
Conduct sessions.	<ul style="list-style-type: none"> • Set up space. • Bring all materials required for session. • Greet participants. • Deliver content. 		

Tasks	Sub-tasks	Staff Assigned	Notes
Evaluate sessions.	<ul style="list-style-type: none"> • Complete Session Evaluations and Consistency Outlines at end of each session. • Have participants complete Participant Feedback Questions at end of Session Two. • Turn in all evaluation materials. 		
Debrief sessions.	<ul style="list-style-type: none"> • Schedule debriefings. • Attend debriefings. • Complete debriefing forms. 		
Analyze data.	<ul style="list-style-type: none"> • Summarize collected evaluation data. • Compare data to evaluation plan. 		
Use evaluation data to improve program.	<ul style="list-style-type: none"> • Review Nia data for places where the program could be improved. • Modify implementation plan as needed. • Modify quality assurance plan as needed. • Modify evaluation plan as needed. • Make any other needed changes. 		

Tasks	Sub-tasks	Staff Assigned	Notes
Use evaluation data to improve session delivery.	<ul style="list-style-type: none"> • Review Nia data for places where session delivery could be improved. • Re-customize delivery of Nia sessions as indicated. • Re-customize Nia materials as indicated. • Practice using changes. 		
Maintain “buy-in”.	<ul style="list-style-type: none"> • Check-in with current stakeholders about renewing commitment. • Identify roles that need filling. • Review stakeholder files and check-in with people/agencies that couldn’t “buy-in” before. • Match newly committed stakeholders to appropriate roles. 		

Handout 4-4: Nia Implementation Summary

<p style="text-align: center;">Inputs</p> <p>Inputs are the resources needed to implement and conduct intervention activities.</p>	<p style="text-align: center;">Activities</p> <p>Activities are the actions needed to prepare for and conduct the intervention. There are two sets of activities: those needed to get the intervention started and those needed to implement and conduct intervention activities.</p>	<p style="text-align: center;">Outputs</p> <p>Outputs are the deliverables or products that result from implementation activities. Outputs provide evidence of service delivery.</p>
<ul style="list-style-type: none"> ★ Resources include funds, facilities, supplies, equipment, training and capacity-building assistance, and policies, plans, and procedures. ★ 2 FTE experienced and culturally competent facilitators ★ 1 FTE program manager ★ Starter Kit ★ Program Manager’s Guide ★ Facilitator’s Guide ★ Technical Assistance Guide ★ Appendices (General and Session) ★ Nia videos ★ 6-7 movie clips ★ TV/DVD player with remote control ★ Myths and Facts cards ★ HIV Risk Continuum Banner and Cards ★ Condoms (male and female) and lubricant ★ Penile models 	<p>Getting the intervention started:</p> <ul style="list-style-type: none"> ★ Check agency readiness and improve as needed ★ Create implementation plan (cost sheet, task list, timeline) ★ Hire/select staff ★ Develop quality assurance plan ★ Attend Training of Facilitators and other trainings as needed ★ Secure “buy-in” ★ Develop evaluation plan (decide if follow-up assessment will be done) ★ Select replacement videos and clips ★ Select and schedule meeting space ★ Select and schedule meeting dates and times ★ Confirm meeting space ★ Recruit participants ★ Enroll participants ★ Have participants complete Pre-Intervention Assessment Survey ★ Prepare PFRs and other session materials <p>Conducting the intervention:</p> <ul style="list-style-type: none"> ★ Conduct six hours of content for each cycle (two to four sessions) ★ Manage quality assurance plan ★ Monitor evaluation plan ★ Collect data ★ Debrief facilitators <p>Maintaining the intervention:</p> <ul style="list-style-type: none"> ★ Use data to improve program ★ Maintain buy-in ★ Submit reports 	<ul style="list-style-type: none"> ★ (#) cycles of the six hours of Nia content ★ (#) participants enrolled for each cycle ★ (%) African American men enrolled for each cycle ★ (#) participants completed each cycle ★ (%) African American men completed each cycle ★ (#) Facilitator Debriefing Sessions per cycle ★ (#) Observations of facilitators per (required time period) ★ (#) Pre-Intervention Assessment Surveys completed ★ (#) Participant Satisfaction Surveys completed ★ (#) Post-Intervention Assessment Surveys completed ★ (#) Follow-up Assessment Surveys completed

Handout 4-5: Task Information

For each task from the sample Nia Task List, this handout contains either a brief selection from the Program Manager's Guide or a reference to the appropriate pages in the Facilitator's Guide. This handout is intended for training purposes only. The material from the Program Manager's Guide is merely a portion of the material on each topic and should not be considered a complete description.

Customize implementation plan.

(Adapted from Program Manager's Guide: pages 17-18, 24-26)

Implementation plans are an effective way for your agency to organize all the different tasks involved in preparing for, delivering, and maintaining an intervention. In order to obtain funding for the **Nia** intervention, your agency probably already has created a basic implementation plan. The Program Manager's Guide contains samples of three most important parts of a plan: a budget or cost sheet, a timeline, and a list of the major tasks staff. It also contains an implementation summary, which can be very helpful during planning.

These documents should be customized for each agency. The budget should include all expenses, be based on funding, and consider how many cycles of **Nia** are planned. The timeline should reflect your agency's current situation and other projects. Tasks should be assigned in a way that makes the best use of staff and their skills.

The sample timeline (Handout 4-1) is based on the assumption that your agency has already assessed the community, secured funds for the intervention, and hired new or reassigned in-house staff prior to the first week. The tasks are listed in two week segments. Your agency may prefer to create a timeline using a different breakdown, such as one week segments. You may also extend the timeline to include your entire funding period or multiple cycles of **Nia**.

The sample task list (Handout 4-2) lists all tasks from the timeline, as well as some sub-tasks that may be part of completing each task. Like the timeline, it is based on the assumption that your agency already has assessed the community, secured funds for the intervention, and hired staff. You may have already done certain tasks, such as "secure 'buy-in'", but they are included in the sample plan because of their importance to intervention success.

Monitor implementation plan.

(Adapted from Program Manager's Guide: pages 18, 24)

Usually the program manager is responsible for making sure the plan for implementation of **Nia** is followed, including managing the costs. The program manager or another designated staff member should keep a close eye on the implementation plan during all **Nia** implementation and make adjustments as needed. From the first, they will need to monitor the plan, especially spending. Other parts that require early monitoring are additional planning, securing "buy-in", and preparing the staff. They should establish a process for keeping track both of the budget and the timeline, as well as making adjustments as needed. They will also need to keep track of the progress of the facilitators, looking at how well they are doing their tasks, particularly once the sessions begin.

Prepare to manage staff.

(Adapted from Program Manager's Guide: pages 39-44)

The program manager is the head of the intervention team and responsible for making sure that **Nia** staff members are doing their jobs. The biggest question is whether or not the facilitators are conducting the **Nia** sessions effectively and with fidelity to the intervention. Their other responsibilities and those for any other team members should also be monitored. A quality assurance plan will help them to do this.

A quality assurance plan should start with a list of the tasks assigned to each staff person based on your agency's customized implementation plan. The program manager can then decide how to check to make sure staff are performing those tasks on time, and at the right quality and the right quantity. The plan should include methods and time frames for observing sessions, providing feedback, and debriefing facilitators, as well as other scheduled meetings. The Program Manager's Guide contains a sample portion of a quality assurance plan on page 40. **Appendix C** contains forms for use in the quality assurance process. It is very important that the quality assurance process be ongoing to ensure the highest quality of intervention delivery.

Once the intervention team has been hired, they will need to be trained on how to implement the **Nia** intervention. Program managers should assess the staff's need for other training and support as well. After the facilitators return to the agency from training, program managers need to support a continuing learning process, including a review of the **Nia** materials, especially all forms and session content. They also need to support the co-facilitators in a facilitator coordination and practice process for improving their facilitation skills and quality of the session delivery.

Develop evaluation plan.

(Adapted from Program Manager's Guide: pages 54-55, 73-78)

Before implementing any intervention, agencies are encouraged to develop an evaluation plan. This plan is implemented throughout the delivery of **Nia** and will result in several sets of data to be reviewed and analyzed. Your agency can conduct the following types of evaluation for **Nia**: formative, process monitoring, process evaluation, and outcome monitoring. Your agency does not need to be concerned with conducting an outcome evaluation because **Nia** has been previously tested with a control group. Prior demonstration of effectiveness is an advantage to implementing an evidence-based intervention.

There are two key reasons to evaluate a program or intervention: accountability and program improvement. Accountability could be to the community, staff, clients, or funding source. Implementing agencies must consider their accountability to properly implement any program or intervention. For **Nia** your agency could look at whether the funds designated for this intervention were spent on its needs, such as: facilitator and program manager salaries, benefits, and training; video equipment and clips; condoms; marketing materials; and meeting space. Evaluation can help improve the quality of the content and delivery of the program by looking at what worked and what did not work. Your evaluation plan should identify specific goals of the implementation, such as: number of sessions to be held, length of sessions, number of participants to be recruited, and number of participants to attend all sessions. The information gathered can then be used to help your agency fine-tune its programs by addressing the areas where the agency plan encounters problems.

Before your agency begins to implement **Nia**, the staff members need to review the sample evaluation forms in **Appendix D** and customize the forms to fit the planned implementation. The Program Manager's Guide contains a chart of questions on page 37 need to be answered to plan the evaluation.

Once you have an evaluation plan, you may need to create or update your database to fit the data that will be collected. Program managers should talk with staff about the need for evaluation, support them as they gather data, and make sure they understand the forms they will be in charge of filling out or collecting, when these forms are to be completed/collected, and how/when they are to be submitted.

Secure “buy-in”.

(Adapted from Program Manager’s Guide: pages 45-53)

Securing “buy-in” can lead to an increased chance of implementation success. Funders, Executive Board members, Community Advisory Board (CAB) members, agency staff and administration, and other “stakeholders” all need to be committed to **Nia** and see its benefits. **Appendix E** contains a fact sheet and marketing tool that can be used as part of this process or to help when recruiting participants for **Nia**.

There are three main tasks in securing “buy-in”:

- ★ Identifying potential stakeholders,
- ★ Identifying specific roles for your stakeholders to perform, and
- ★ Getting stakeholders informed, supportive, and involved.

The three “Stakeholders Checklists”, found on pages 46-53 of the Program Manager’s Guide, provide step-by-step guides to help the **Nia** champion(s) to obtain this type of support. Each checklist relates to one of the three main tasks listed above. All of these checklists can be modified to be more appropriate for your agency.

Prepare for delivery.

(See Facilitator’s Guide: pages 18-23)

Select new videos and clips.

(See Facilitator’s Guide: pages 24-26)

Schedule sessions.

(See Facilitator’s Guide: pages 27-29)

Recruit participants.

(See Facilitator’s Guide: page 30)

Enroll participants.

(See Facilitator’s Guide: pages 31-32)

Prepare session materials.

(See Facilitator’s Guide: page 33)

Manage quality assurance plan.

(Adapted from Program Manager's Guide: page 63)

Program managers are responsible for assuring on an ongoing basis that the facilitators are conducting **Nia** sessions effectively and with fidelity to the intervention. Your agency's quality assurance plan should list how often the program manager will observe the facilitation of **Nia** and their methods for doing so. Feedback meetings after each observation should focus especially on how to improve facilitation of challenging areas of the intervention or address further training or technical assistance needs.

Program managers will also be monitoring the quality of the recruitment efforts to check on the number of participants recruited, the participants' appropriateness for **Nia**, and correct completion of all the necessary paperwork. They will also keep track of all the forms collected and used during the quality assurance process. Some will be analyzed later as part of the evaluation plan and the result used to improve the quality of the program. Program managers should update the quality assurance plan regularly to make sure they are monitoring all the aspects of the implementation.

Monitor evaluation plan.

(Adapted from Program Manager's Guide: pages 63, 66, 79-80)

Various data related to the sessions will be collected as required by the evaluation plan. Facilitators will collect much of the data; they or administrative staff may be responsible for entering the data into a database. The program manager will brief staff on the evaluation plan, as well as monitor the collection and input of the data. They will also be in charge of making sure required data are submitted to the funding agency.

The process monitoring data are best collected through recruitment reports, enrollment records, sign-in sheets, etc., and then compiled into some type of spreadsheet, since they are primarily numerical and are reviewed by looking at progress over time. The process evaluation data come from the process monitoring data as well as from the Session Consistency Outlines and other measures of fidelity you may develop. The outcome monitoring data come from the comparison of responses to outcome questions on the Pre-Assessment Survey and the Post-Assessment Survey. The analysis of the process evaluation and outcome monitoring data typically occur at the end of a cycle.

Conduct sessions.

(See Facilitator's Guide: pages 34-38)

Evaluate sessions.
(See Facilitator's Guide: page 39)

Debrief sessions.
(See Facilitator's Guide: page 39)

Analyze data.
(Adapted from Program Manager's Guide: pages 66-72, 80)

One type of process evaluation documents fidelity to Core Elements and the customizing done to meet the needs of the populations and the resources and capabilities of your agency. These data should be reviewed by the Program manager at the end of each cycle to monitor fidelity and to look for both inappropriate customizing and the need to make the intervention more relevant to the target population. Other process evaluation involves comparing the process monitoring data to the corresponding planned or anticipated numbers of people contacted, recruited, and attending the sessions, for example. The results of this comparison can expose areas for further review and improvement as well as areas of achievement.

Outcome monitoring should not be conducted until you have determined that the intervention is being implemented according to the original plan, with fidelity. There is no sense in evaluating the outcomes from an intervention that is not the one you intended to implement. Outcome monitoring compares the answers to the outcome measures on the Pre-Assessment Survey to those of the same questions on the Post-Assessment Survey. There are a variety of statistical techniques for doing this analysis. One of the easiest is to determine an average for all the participants on each outcome measure on the Pre-Assessment Survey and also on the Post-Assessment Survey and then compare the two averages to see if there has been an improvement. Agencies should have an evaluation specialist on staff, consult with such a specialist, or seek technical assistance to analyze outcome results.

Use evaluation data to improve program.

(Adapted from Program Manager's Guide: pages 81-82)

Once the outcome evaluation data is analyzed, agencies can look for ways to use it to plan program improvements. Depending on what a review of the data shows, changes may need to be made to the implementation plan, quality assurance plan, evaluation plan, or some combination of these. These may, in turn, require other changes, such as replacing or retraining staff, changing the meeting location, or reworking forms. The data may also reveal the need for changes in the delivery of the sessions. See page 87 of the Facilitator's Guide for more on improving session delivery.

Be sure to determine whether or not:

- The projected numbers of participants for the intervention were met
- The participants were men with high risk behaviors
- The videos and clips used in the last cycle were effective
- Facilitators or other staff follow-up with the participants and, if so, what methods they use
- Incentives, if used, were well received

Once your implementation of **Nia** has met the expectations of the process evaluation your agency is ready to begin outcome monitoring. These data tell you if you are making the expected changes in participants' attitudes, knowledge, risk perception, self-efficacy, and skills. If you discover, after a complete cycle of **Nia**, that the participants did not experience the expected changes in these behavioral determinants you will want to look closely at both the data and the implementation of that cycle.

Use evaluation data to improve session delivery.

(See Facilitator's Guide: page 101)

Maintain “buy-in”.

(Adapted from Program Manager’s Guide: page 65)

It requires strong and ongoing commitment from your stakeholders to make any intervention a long-term success. After each cycle is a good time to honor the support of your current stakeholders, including staff members, before asking them to renew their commitment. Think of ways to show your appreciation for all their hard work to date. If your budget is tight, look for donations from the community. There are also lots of low cost choices, such as a hand-written thank you note or a coffee hour with homemade cookies. If you need to select more clips, consider combining awards for hard work with a popcorn and movie meeting.

This is a good time to look again at what roles need filling, particularly if you have made changes to your implementation plan. As before, prioritize the areas where you need help. Make a plan about how you will match newly committed or renewing stakeholders to appropriate roles. Review your files and call the people or agencies that couldn’t “buy-in” before.

If you have staff turnover, you may need to find a good group facilitator in a short time frame. Consider obtaining recommendations from your Community Advisory Board, local community-based organizations (CBOs) or faith-based organizations (FBOs), and social work programs at local colleges and universities. You can also network within your own agency or with other similar organizations for recommendations. If possible, find a way to observe the facilitation style of support and other group leaders in action. Use the two forms provided to help evaluate personal characteristics and group process skills of the facilitators. For copies of these forms, see **Appendix C**.

**Handout 4-6:
Participant Satisfaction Survey**

Nia: Participant Satisfaction Survey

Participant ID Code: _____

1. What did you like most about the **Nia** group sessions?

2. How do you feel you benefited from participating in the **Nia** group?

3. Did you feel comfortable sharing your experiences with members of the group?
Was there anything that the facilitators could have done to help you be more comfortable?

4. How do you feel that tension or conflict within the group was handled by the facilitators? Was there anything that the facilitators could have done differently to handle conflict or tension?

5. What topics needed more time for discussion?

6. What topics would you have liked to have had in the sessions that were not covered?

THANK YOU FOR YOUR HELP!

**Handout 4-7:
Post-Intervention Assessment Survey**

**Nia Post-Intervention Assessment Survey
Outcome Monitoring**

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. All answers will remain confidential to the extent allowed by law.

Participant ID Code: _____ **Today's Date:** ____/____/____

Please answer each question by circling either YES or NO

- | | | | |
|-----|--|-----|----|
| 1. | Are AIDS and HIV two names for the same thing? | YES | NO |
| 2. | Does a person who has HIV always have AIDS? | YES | NO |
| 3. | Can a person be infected with HIV and not show signs? | YES | NO |
| 4. | Does a negative HIV test always mean a person does not have HIV? | YES | NO |
| 5. | Does getting tested for HIV help protect a person from getting the virus? | YES | NO |
| 6. | Does a negative test mean a person cannot get HIV? | YES | NO |
| 7. | Can a person with HIV who looks healthy pass the virus to others? | YES | NO |
| 8. | Can a person get HIV through contact with saliva? | YES | NO |
| 9. | Does having sex with more than one partner increase a person's chances of getting HIV? | YES | NO |
| 10. | Can a woman give HIV to a man? | YES | NO |
| 11. | Do people get the HIV the same way that they get Gonorrhea and Syphilis (VD)? | YES | NO |
| 12. | Can a person who got HIV from shooting up drugs give the virus to someone by having sex? | YES | NO |
| 13. | Does using shortening and other oils to lubricate latex condoms help them work better? | YES | NO |

- | | | | |
|-----|--|-----|----|
| 14. | Does washing drug equipment with warm water kill HIV? | YES | NO |
| 15. | Do most types of birth control also protect against HIV? | YES | NO |
-

Please answer this question by circling the number below that best describes what you think your risk is for getting HIV.

16. Based on your behavior **in the past 2 months**, what do you think is your risk for getting HIV?

No risk at all	Somewhat at risk	Good deal at risk	Extremely at risk
1	2	3	4

Please answer these statements by circling either YES OR NO.

- | | | | |
|-----|--|-----|----|
| 17. | I worry about getting HIV. | YES | NO |
| 18. | I think that HIV is a serious problem in my community. | YES | NO |
| 19. | I have thought about protecting myself from HIV. | YES | NO |
-

The statements below describe feelings or thoughts you may have about condoms. For each question, please circle an answer to indicate whether you agree or disagree with the statement.

- | | | | |
|-----|---|-----------------|--------------|
| 20. | The use of condoms can make sex more exciting. | Disagree | Agree |
| 21. | Condoms are uncomfortable. | Disagree | Agree |
| 22. | I find it embarrassing to be seen buying condoms. | Disagree | Agree |
| 23. | Using condoms can be pleasurable. | Disagree | Agree |
| 24. | Using condoms can show concern and caring. | Disagree | Agree |
| 25. | Condoms ruin the “mood.” | Disagree | Agree |
| 26. | Condoms mess up foreplay. | Disagree | Agree |

27.	I feel comfortable when I buy condoms.	Disagree	Agree
28.	Condoms don't always work.	Disagree	Agree
29.	Condoms are an effective method of preventing sexual diseases.	Disagree	Agree
30.	I feel good about sex with a condom.	Disagree	Agree
31.	Most women would break up with me if I said we had to use a condom.	Disagree	Agree
32.	My friends would approve of me using a condom.	Disagree	Agree

Now, vividly imagine a situation with a person where they want to have sex with you. Imagine that you are very attracted to this person and want to be with them, and they really want to have sex with you. Please circle the number beside each statement below that best describes how confident you are that you can do each.

	Definitely Not Confident	Somewhat Confident	Definitely Confident	
33.	I will bring up the need to use a condom.	1	2	3
34.	I will use a condom.	1	2	3
35.	I will not drink or use drugs before sex.	1	2	3
36.	I will refuse to have sex without a condom, even if my partner pressures me to have unsafe sex.	1	2	3
37.	I will decide ahead of time what I will and will not agree to do.	1	2	3



Now please think carefully about risky situations like the one on the previous page. Please circle the number beside each statement below that best describes how certain you are that you can do each.

		Definitely Not Certain	Somewhat Certain	Definitely Certain
38.	I can know when a situation is risky.	1	2	3
39.	I can avoid being in a risky situation.	1	2	3
40.	I can use a condom.	1	2	3
41.	I can talk to my partner about using condoms.	1	2	3

Please circle your answer to the following questions.

42. When you have sex, how often do you have a condom with you?

1 2 3 4 5
 Every time Almost Every Time Sometimes Almost Never Never

43. When you have sex, how often do you use a condom?

1 2 3 4 5
 Every time Almost Every Time Sometimes Almost Never Never

44. How likely do you think it is that from now on you will use a condom every time you have sex?

1 2 3 4
 Very Likely Likely Unlikely Very Unlikely

**THANK YOU FOR YOUR TIME.
 PLEASE RETURN THIS QUESTIONNAIRE TO THE FACILITATOR.**

**Handout 4-8:
Follow-up Assessment Survey**

**Nia Follow-up Assessment Survey
Outcome Monitoring**

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. All answers will remain confidential to the extent allowed by law.

Participant ID Code: _____ **Today's Date:** ____/____/____

Please answer each question by circling either YES or NO

- | | | | |
|-----|--|-----|----|
| 1. | Are AIDS and HIV two names for the same thing? | YES | NO |
| 2. | Does a person who has HIV always have AIDS? | YES | NO |
| 3. | Can a person be infected with HIV and not show signs? | YES | NO |
| 4. | Does a negative HIV test always mean a person does not have HIV? | YES | NO |
| 5. | Does getting tested for HIV help protect a person from getting the virus? | YES | NO |
| 6. | Does a negative test mean a person cannot get HIV? | YES | NO |
| 7. | Can a person with HIV who looks healthy pass the virus to others? | YES | NO |
| 8. | Can a person get HIV through contact with saliva? | YES | NO |
| 9. | Does having sex with more than one partner increase a person's chances of getting HIV? | YES | NO |
| 10. | Can a woman give HIV to a man? | YES | NO |
| 11. | Do people get the HIV the same way that they get Gonorrhea and Syphilis (VD)? | YES | NO |
| 12. | Can a person who got HIV from shooting up drugs give the virus to someone by having sex? | YES | NO |
| 13. | Does using shortening and other oils to lubricate latex condoms help them work better? | YES | NO |

14. Does washing drug equipment with warm water kill HIV? YES NO

15. Do most types of birth control also protect against HIV? YES NO

Please answer this question by circling the number below that best describes what you think your risk is for getting HIV.

16. Based on your behavior **in the past 2 months**, what do you think is your risk for getting HIV?

No risk at all	Somewhat at risk	Good deal at risk	Extremely at risk
1	2	3	4

Please answer these statements by circling either YES OR NO.

17. I worry about getting HIV. YES NO

18. I think that HIV is a serious problem in my community. YES NO

19. I have thought about protecting myself from HIV. YES NO

The statements below describe feelings or thoughts you may have about condoms. For each question, please circle an answer to indicate whether you agree or disagree with the statement.

20. The use of condoms can make sex more exciting. Disagree Agree

21. Condoms are uncomfortable. Disagree Agree

22. I find it embarrassing to be seen buying condoms. Disagree Agree

23. Using condoms can be pleasurable. Disagree Agree

24. Using condoms can show concern and caring. Disagree Agree

25. Condoms ruin the “mood.” Disagree Agree

26. Condoms mess up foreplay. Disagree Agree

27.	I feel comfortable when I buy condoms.	Disagree	Agree
28.	Condoms don't always work.	Disagree	Agree
29.	Condoms are an effective method of preventing sexual diseases.	Disagree	Agree
30.	I feel good about sex with a condom.	Disagree	Agree
31.	Most women would break up with me if I said we had to use a condom.	Disagree	Agree
32.	My friends would approve of me using a condom.	Disagree	Agree

Now, vividly imagine a situation with a person where they want to have sex with you. Imagine that you are very attracted to this person and want to be with them, and they really want to have sex with you. Please circle the number beside each statement below that best describes how confident you are that you can do each.

	Definitely Not Confident	Somewhat Confident	Definitely Confident	
33.	I will bring up the need to use a condom.	1	2	3
34.	I will use a condom.	1	2	3
35.	I will not drink or use drugs before sex.	1	2	3
36.	I will refuse to have sex without a condom, even if my partner pressures me to have unsafe sex.	1	2	3
37.	I will decide ahead of time what I will and will not be willing to do.	1	2	3



Now please think carefully about risky situations like the one on the previous page. Please circle the number beside each statement below that best describes how certain you are that you can do each.

		Definitely Not Certain	Somewhat Certain	Definitely Certain
38.	I can know when a situation is risky.	1	2	3
39.	I can avoid being in a risky situation.	1	2	3
40.	I can use a condom.	1	2	3
41.	I can talk to my partner about using condoms.	1	2	3

Please circle your answer to the following questions.

42. When you have sex, how often do you have a condom with you?

1 2 3 4 5
 Every time Almost Every Time Sometimes Almost Never Never

43. When you have sex, how often do you use a condom?

1 2 3 4 5
 Every time Almost Every Time Sometimes Almost Never Never

44. How likely do you think it is that from now on you will use a condom every time you have sex?

1 2 3 4
 Very Likely Likely Unlikely Very Unlikely



Now please think carefully about the past 2 months and fill in the spaces below.

In the past 2 months, I have had...

45. Vaginal sex **without** latex condoms (rubbers) _____ times in the past 2 months
46. Vaginal sex **with** use of latex condoms (rubbers) _____ times in the past 2 months
47. Anal (in the butt) sex **without** latex condoms (rubbers) _____ times in the past 2 months
48. Anal (in the butt) sex **with** use of latex condoms (rubbers) _____ times in the past 2 months
49. Oral sex **without** a condom (your partner performed oral sex on you) _____ times in the past 2 months
50. Oral sex **with** a condom (your partner performed oral sex on you) _____ times in the past 2 months
51. Oral sex **without** a condom/latex barrier (you performed oral sex on your partner) _____ times in the past 2 months
52. Oral sex **with** a condom/latex barrier (you performed oral sex on your partner) _____ times in the past 2 months

How many times in the past 2 months have you...

53. Drunk alcohol (beer, wine, etc.) before having sex? _____ times in the past 2 months
54. Used other drugs (marijuana, cocaine, or others) before having sex? _____ times in the past 2 months
55. Talked with your partner about using condoms? _____ times in the past 2 months
56. Refused to have sex because you did not have a condom? _____ times in the past 2 months
57. Planned ahead of time to practice safer sex? _____ times in the past 2 months
58. Drunk less or used drugs less before having sex to be safe? _____ times in the past 2 months
59. Talked with a sex partner about getting tested for HIV? _____ times in the past 2 months

60. How many **women** have you had sex with
in the past 2 months? _____ number of **women** in
the past 2 months
61. How many **men** have you had sex with
in the past 2 months? _____ number of **men** in
the past 2 months

**THANK YOU FOR YOUR TIME.
PLEASE RETURN THIS QUESTIONNAIRE TO THE FACILITATOR.**

Handout 4-9: Video Selection Worksheets

Video #1

Purpose: This video ensures that all **Nia** participants receive the same factual information about HIV/AIDS and risky behaviors. It also acts as a springboard to discussion around safer sex/risk reduction.

Customization: Other accurate and up-to-date educational HIV/AIDS videos can be used for the educational element, but agencies should make sure they are appropriate for their group participants, run no longer than the original video, and have a question and answer format. Replace the original video if any of the information becomes dated. Any new or original videos must be approved by a Program Review Panel.

Video #1	Original		New		Comments
Title of Video:	<i>When Men Talk About AIDS</i>				
Length of Video:	15 minutes, 18 seconds				
Recommended Length:	15-20 minutes				
Description:	While working out at a gym, a female health department employee is asked and answers HIV-related questions.				
Availability:	Part of Nia package				
Content:	Yes	No	Yes	No	
Does it have facts about HIV/AIDS and risky behaviors?	√				
Are facts accurate and up-to-date?					
Is it in a question and answer format?	√				
Will it prompt discussion around safer sex/risk reduction?	√				

Video #2

Purpose: This video ensures all **Nia** participants hear stories of how HIV has affected men like them. It also acts as a springboard to discussion around how practicing safer sex/risk reduction allows the participants to play a protective role in their community.

Customization: Other videos about men living with HIV/AIDS videos can be used, but agencies should make sure they are appropriate for their group participants, run no longer than the original video, and feature men talking about how having HIV has impacted their life. Any new or original videos must be approved by a Program Review Panel.

Video #2	Original		New		Comments
Title of Video:	<i>HIV/AIDS: Infecting and Affecting Our Community</i>				
Length of Video:	23 minutes, 23 seconds				
Recommended Length:	20-25 minutes				
Description:	Men who are living with HIV talk about their personal experiences. A woman who is taking care of her husband, who has AIDS, also tells her story.				
Availability:	Part of Nia package				
Content:	Yes	No	Yes	No	
Does it feature men who are living with HIV/AIDS?	√				
Do they tell their stories?	√				
Do they look like the men in your Nia groups?					
Will it prompt discussion around HIV's impact on the community?	√				

Video #3

Purpose: This video ensures that the **Nia** participants leave the first session with a message about HIV/AIDS presented in an entertaining format. It serves to reinforce the information and motivational aspects of Session One.

Customization: PSA is old but still fairly good. Consider re-shooting the personal statement part of this video to remove references to getting “AIDS” instead of HIV and maybe references to death. Other more up-to-date videos about HIV/AIDS can be used, but agencies should make sure they are appropriate for their group participants, run no longer than the original video, are entertaining, and have a variety of formats. Any new or original videos must be approved by a Program Review Panel.

Video #3	Original		New		Comments
Title of Video:	<i>Combination Video</i>				
Length of Video:	12 minutes, 48 seconds				
Recommended Length:	10-13 minutes				
Description:	This combines a PSA on HIV/AIDS with Arsenio Hall/Magic Johnson, safer-sex scenes with Robert Townsend, “Too Hot” (a music video by Coolio), and a series of HIV/AIDS statements.				
Availability:	Dr. Seth Kalichman at: seth.k@uconn.edu				
Content:	Yes	No	Yes	No	
Does it have facts about HIV/AIDS and risky behaviors?	√				
Are facts accurate and up-to-date?					
Is it in a variety of formats?	√				
Is it entertaining?	√				

Video #4

Purpose: This video ensures that all **Nia** participants receive the same factual information about condoms. It also acts as a springboard to discussion around condom use.

Customization: Other accurate and up-to-date condom demonstration videos can be used, but agencies should make sure they are appropriate for their group participants, run no longer than the original video, and have a casual format. Replace the original video if any of the information becomes dated. Any new or original videos must be approved by a Program Review Panel.

Video #4	Original		New		Comments
Title of Video:	<i>It's All About Condoms</i>				
Length of Video:	7 minutes, 48 seconds				
Recommended Length:	6-10 minutes				
Description:	A woman, who has been to a safer sex class, brings information and a variety of condoms home. After dinner, they demonstrate ways to apply and eroticize condoms.				
Availability:	Part of Nia package				
Content:	Yes	No	Yes	No	
Does it have facts about condoms?	√				
Are facts accurate and up-to-date?					
Is it in a casual format?	√				
Will it prompt discussion around condoms and safer sex/risk reduction?	√				

Handout 4-10: Movie Clips

Purpose

The purpose for each of the movie-quality clips is the same: to engage **Nia** participants in discussion of a common risky sexual situation and to use that situation when practicing skills. The situation in the clip is used to build skills for identifying and managing sexual risk situations and for condom use or safer sex. (Core Elements #4 and #5). See pages 77-80 of the Facilitator's Guide for specific steps in using the clips.

Customization

While the original research used seven clips, the Facilitator's Guide and this appendix suggest the use of only six. This will allow more time for discussion and practice of the skills. If your agency decides it prefers to use seven clips, though, that is acceptable.

Your agency can select newer movies or other movie-quality sources for one or more of these clips. If so, you should make sure the clips are appropriate for your group participants, have the recommended length, and show an entertaining "prelude to sex" scene. Any clips used in **Nia**, whether original or new, must be approved by a Program Review Panel.

Set-the-scene

Before the facilitators show each of the clips, they need to introduce them to the group. Each set-the-scene should include statements to participants that are similar to the following but using their own words. These should cover the same basic six points:

- ★ "You may have seen the movie (or other source) this clip is from. Try to forget anything you know about it. Think about it as I describe it, not as it appears in the movie."
- ★ "This is a 'prelude to sex' scene, where a man (*briefly describe the scene*)."
- ★ "Watch the scene, and focus on how the male character handles the risky sexual situation. Think about what the character could have done or said differently to produce a safer sex situation."
- ★ "We will play the clip once straight-through so you can get familiar with it and look for triggers to unsafe sex."
- ★ "Then we'll show the clip again and let one of you pause it where things might be done or said differently."
- ★ "Think about how you would have reacted in a similar situation."

The worksheets on the following pages contain a "description" category. Facilitators can use this description at the point in the "set-the-scene" where it says "*(briefly describe the scene)*", or they can explain the clip in a few of their own words.

**Handout 4-11:
Sample Worksheet for Movie Clips**

Clip #1	Original		New		Comments
Title of Movie:	<i>Boomerang</i>				
Length of Clip:	1 minute, 11 seconds				
Counter Times:	0:13:21 to 0:14:32				
Recommended Length:	1-2 minutes		1-2 minutes		
Description:	A man is trying to tell his date that he has been hurt in another relationship and is not ready to have sex. She has other ideas.				
Availability:	Commercial video and film outlets				
Content:	Yes	No	Yes	No	
Is it "movie-quality"?	√				
Is it a prelude to sex scene?	√				
Does the male actor look like the men in your Nia group?					
Is it engaging?	√				
Will it prompt discussion around safer sex/risk reduction?	√				

**Handout 4-12:
Next Steps**

What do I still need to do before implementing Nia?

What does my agency need to do?