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# SEPA Training of Facilitators Curriculum

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## SEPA TRAINING Day 4 Agenda

### Session 6: Commencement and Welcome to a Brighter Future, Client Recruitment and Retention, and Adaptation

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## OVERVIEW OF TRAINING FOR DAY 4

During Day 4 of the training, facilitators will review what was learned during Days 1 through 3, participate in teach-backs of Sessions 4 and 5, and participate in Session 6. After Session 6, facilitators will discuss adaptation and client recruitment and retention strategies.



### Trainer's Note:

- Encourage questions
- Engage facilitators
- Follow the agenda

### Welcome Facilitators



**Time:** 5 minutes

Trainers should begin Day 4 by reviewing key activities, times for breaks, and the time for adjournment.

*Welcome back and thank you for your commitment to Project SEPA. This is our last day together. Please ask questions about anything we've covered so you will feel comfortable facilitating SEPA in your own agencies. I also welcome your suggestions for ways to improve this training.*

*Following discussion of yesterday's training, we will do teach-backs on Sessions 4 and 5. We will then participate in Session 6 as SEPA participants. We will also discuss client recruitment and retention and adaptation. Please interrupt at any time to ask questions.*

## REVIEW OF DAY 3



### Discussion



**Purpose:** To review topics from Day 3 and respond to questions or concerns from Day 3



**Needed Equipment, Supplies, and Materials:** newsprint, markers



**Time:** 5 minutes

*Sessions 4 and 5 cover a lot of material and I know it was a long day yesterday. Before we get to specific questions, I want to know how you feel about yesterday's training.*

Question to prompt discussion:

- *How do you feel this morning about yesterday's training?*
- *What worked well and what didn't work for you?*

Note concerns on newsprint and facilitate discussion to address concerns.

*Let's focus on the sessions we covered yesterday.*

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Questions to prompt discussion

- *How do you think participants will respond to Session 4? Session 5?*
- *Are there presentations or activities you have questions or concerns about?*

### Parking Lot Issues

If parking lot issues were noted on the newsprint, be sure to discuss them.

### Teach-Backs



#### Teach-Backs



**Purpose:** To provide facilitators with the opportunity to practice activities in Project SEPA



**Needed Equipment, Supplies, and Materials:** Teach-back handout for Day 3 training and teach-back feedback form



**Time:** 120 minutes

*It's time to conduct our last round of teach-backs. It takes practice to be a successful SEPA facilitator even if you've led groups before. Hopefully, those of you who were assigned teach-backs found some time last night to review and rehearse.*

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*The selected facilitators will spend approximately 15 minutes conducting an activity from Sessions 4 and 5. Your fellow facilitators and I will serve as SEPA participants. If the activity is longer than 15 minutes, please abbreviate some of the components but capture all points. We will use the teach-back feedback form to provide feedback after you have completed the teach-back.*

Provide facilitators with the teach-back feedback form located in the appendix of this curriculum.

*Does anyone have questions before we begin?*

After responding to questions, ask the facilitators to begin implementing the assigned teach-backs.



*IT'S TIME TO BE SEPA PARTICIPANTS! PLEASE WEAR YOUR SIGN WITH THE WORD "GO" FACING EVERYONE.*

After one facilitator has completed her teach-back, ask participants to return their signs to Stop.



*IT'S TIME TO BE FACILITATORS! PLEASE WEAR YOUR SIGN WITH THE WORD "STOP" FACING EVERYONE.*

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Ask the facilitator to comment on her own performance, noting what she thinks went well and what may need improvement. Other facilitators should also provide feedback. To help facilitators engage in feedback, ask the following questions:

- *What are [name of facilitator]'s strengths?*
- *What can [name of facilitator]'s do to improve her implementation of the activity?*
- *Was the facilitator prepared to train?*
- *Did the facilitator demonstrate good communication skills?*
- *Did the facilitator effectively manage time?*

After facilitators have provided feedback, the trainer should provide constructive comments and recommendations.

Repeat this process for the next five facilitators.

**BREAK**

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## SESSION 6: COMMENCEMENT AND WELCOME TO A BRIGHTER FUTURE

### Introduction



**Time:** 5 minutes



*IT'S TIME TO BE FACILITATORS! PLEASE WEAR YOUR SIGN WITH THE WORD "STOP" FACING EVERYONE.*

*We have reached the final session of SEPA. The goal of Session 6 is to review the information and materials from previous sessions and to reinforce what was learned. For the rest of the morning, we will implement Session 6 as if you were SEPA participants.*

*Open the Facilitators Guide to Session 6. As usual, the first page presents an overview of the session. Turn to the materials page to see what is needed for Session 6. Let's review them.*

- Facilitators Guide*
- Participant Workbooks*
- CD of Session PowerPoint slides*
- LCD projector*
- Laptop computer*
- Screen*

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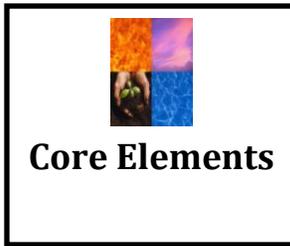
- Podium*
- Newsprint*
- Easel stand*
- Paper*
- Markers*
- Pens and pencils*
- Nametags*
- Copies of thank-you notes, with some already prepared (see template in Participant Workbook)*
- Certificates of completion (should be created prior to Session 6)*

*If your budget permits, provide light refreshments.*

*Now turn to the Session 6 core elements page in your workbook. For each core element, you see the associated activity or activities. I'm sure you know why we include this information. Who would like to explain?*

*We include core elements and related activities so facilitators are reminded that none of the activities can be skipped when SEPA is implemented with clients. You must maintain fidelity to core elements to help assure the success of the intervention.*

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CORE ELEMENT	ACTIVITIES
<p><b>Core Element 1:</b> Provide culturally and linguistically appropriate information to sexually active women at risk of acquiring HIV from unprotected sex with male partners in interactive, small group sessions that focus on</p> <ul style="list-style-type: none"> <li>• HIV and STD transmission and prevention;</li> <li>• human sexuality and male and female anatomy;</li> <li>• interpersonal communications; and</li> <li>• relationship violence.</li> </ul>	<p><u>Discussions</u></p> <ul style="list-style-type: none"> <li>• Session reviews</li> <li>• Sharing what we have learned</li> </ul> <p><u>Group Activities</u></p> <ul style="list-style-type: none"> <li>• Pledge of commitment to a healthier community</li> </ul>
<p><b>Core Element 3:</b> Build self-efficacy and knowledge for safer sex behaviors, improved communication with partners, and violence management through homework exercises and the sharing of personal experiences.</p>	<p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Homework review</li> </ul>
<p><b>Core Element 6:</b> Ask participants to write thank you notes to fellow participants and pledge their commitment to community health during the final session. During Session 6, present a certificate to each participant who attends at least half of the sessions.</p>	<p><u>Group Activities</u></p> <ul style="list-style-type: none"> <li>• Thank-you notes</li> <li>• Presentation of certificates</li> </ul>

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*As with Sessions 1 through 5, welcome participants and review homework and objectives. Conduct a review of all sessions after these activities. The purpose of the review is to reinforce lessons previously learned.*



***IT'S TIME TO BE SEPA PARTICIPANTS! PLEASE WEAR YOUR SIGN WITH THE WORD "GO" FACING EVERYONE.***

### WELCOME PARTICIPANTS



#### Discussion



**Purpose:** To welcome participants back, review Session 5 homework, and introduce Session 6



**Needed Equipment, Supplies, and Materials:** Session 6 slide 1, Participant Workbooks



**Time:** 10 minutes

Welcome participants back and encourage them to talk to each other before you officially begin the session.

*Welcome back! It's graduation day. We like to say "commencement" because commencement means "start." Even though today is our last session together, it is the start of a brighter future for you, your family, and your community. I*

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*sincerely believe this because you have learned so much about ways to protect your health by preventing HIV and infection from other sexually transmitted diseases. You have learned the importance of getting an HIV test, of using a male or female condom, how to communicate more effectively with your partners and other people, and how to help protect yourself in the event of intimate partner violence. Most importantly, I hope you feel more confident about protecting your health, your family and your community. I am so proud of you and I will miss you.*

*Today we look back on what we have learned and renew our commitment to a healthier life and a healthier community.*

*If you have questions after today's session or want to talk, feel free to contact me at [name of agency]. We have other programs that may be of interest to you, such as [name programs]. And there are programs at other organizations in the community, such as [name programs]. If you want information for yourself or a friend or partner, just let me know.*

### **Homework Review**

Participants were asked to discuss the issue of relationship violence with another woman in their community and share what they learned from SEPA.

*Let's spend a few minutes talking about your homework assignment.*

Questions to prompt discussion:

- *Who did you talk to about relationship violence?*
- *What did you talk about?*
- *How did your friend respond to the conversation?*

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- *What information did you provide that could help your friend?*

Possible responses:

- My friend got angry because she thought I was accusing her partner of being violent.
- I talked about domestic violence and intimate partner violence and told her that she and her children should get help from a counselor or agency if they are ever the victims of violence.
- I explained that violence doesn't have to be physical, like hitting and shoving. I told her about emotional violence from threats and cursing and economic violence when your husband or partner controls all the money.



### **Facilitator's Note:**

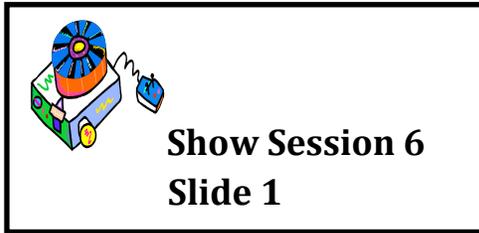
Thank participants for completing their homework and sharing with the group.

### **Session Objectives**

Review session objectives with SEPA participants.

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## Session 6 Objectives

By the time we finish today, you will be able to:

- Name at least three ways HIV and other sexually transmitted diseases can be prevented
- Identify characteristics of healthy male and female relationships
- Contribute to a healthier community by sharing what you have learned from your participation in SEPA
- Celebrate what you have learned

SEPA Session 6: Commencement and Welcome to a Brighter Future



*These are the objectives for Session 6. By the time we finish today, you will be able to:*

- *Name at least three ways HIV and other sexually transmitted diseases can be prevented*
- *Identify characteristics of healthy male and female relationships*
- *Contribute to a healthier community by sharing what you have learned from your participation in SEPA*
- *Celebrate what you have learned*

## SESSION REVIEWS



### Discussion



**Purpose:** To review the key messages from Sessions 1–5



**Needed Equipment, Supplies, and Materials:** Slides 2–13



**Time:** 45 minutes

*We have learned and shared a lot of very important information during our time together. Let's recall the names of Sessions 1 through 5.*

- *Session 1: The Impact of HIV and AIDS on Our Community*
- *Session 2: HIV and AIDS, Other Sexually Transmitted Diseases, Human Anatomy, and Human Sexuality*
- *Session 3: How To Prevent HIV and Other Sexually Transmitted Diseases*
- *Session 4: Ways To Improve Communication With Our Partners*
- *Session 5: Relationship Violence, HIV Risk, and Safety Measures*

*Let's review key messages from each of the sessions. This will help us remember major points in HIV prevention and will help us see how the issues we discussed fit together to help us build healthier lives and communities.*

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### Session 1 Review

*Session 1 was our introduction to HIV prevention. During this session we watched the video “Mi Hermano” about HIV’s impact on a Latino family.*

Question to prompt discussion:

- *Who wants to share how “Mi Hermano” influenced your thinking about HIV and AIDS?*

Possible responses:

- It made me think that HIV can have a great impact on a family and hurt a lot of people.
- It made me wonder about people — they could be infected and no one would know it.
- I now know that I better get an HIV test before I decide to have a baby.

Question to prompt discussion:

- *During Session 1 we also discussed HIV testing and the importance of knowing your HIV status and the status of your sex partners. If you wanted to get tested, where would you go?*

Possible responses:

- My doctor
- The local health department’s testing sites

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## Trainer's Note:

Feel free to be creative with reviews of key messages. You could ask facilitators to volunteer to read them. If facilitators agree, you may skip the review of key messages, but do not skip the questions to prompt discussion.

*Let's review the key messages from Session 1.*



## Show Session 6 Slides 2

### Session 1 Key Messages

- HIV stands for Human Immunodeficiency Virus. HIV causes AIDS — Acquired Immune Deficiency Syndrome.
- Being HIV positive, or living with HIV disease, is not the same as having AIDS. HIV disease advances to AIDS when the immune system of an infected person is seriously damaged.
- Of all the cumulative AIDS cases reported to CDC through 2007, Hispanics/Latinos accounted for 19% of the total number of cases and 19% of the total number of AIDS cases among women.



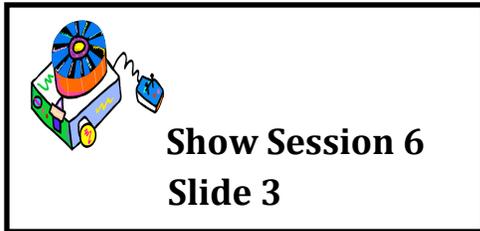
SEPA Session 6: Commencement and Welcome to a Brighter Future

*HIV stands for Human Immunodeficiency Virus. HIV is the virus that causes AIDS, which is an abbreviation for Acquired Immune Deficiency Syndrome.*

*Being HIV positive, or living with HIV disease, is not the same as having AIDS. HIV disease advances to AIDS when the immune system of an infected person is seriously damaged.*

*Of all the cumulative AIDS cases reported to CDC through 2007, Hispanics/Latinos accounted for 19 percent of the total number of cases and 19 percent of the total number of AIDS cases among women.*

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### Session 1 Key Messages

- For adult and adolescent Latinas, heterosexual contact accounts for the largest proportion of AIDS cases.
- A woman is significantly more likely than a man to get infected with HIV during vaginal intercourse.
- Injection drug use is the second leading cause of HIV infection among U.S. Latinas.
- HIV can be transmitted from an infected person to someone who is not infected through blood (including menstrual blood), semen, vaginal secretions, and breast milk.

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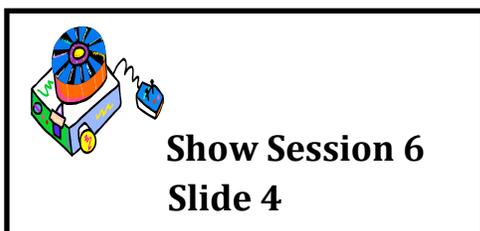


*For adult and adolescent Latinas, heterosexual contact accounts for the largest proportion of AIDS cases (Centers for Disease Control and Prevention).*

*A woman is significantly more likely than a man to get infected with HIV during vaginal intercourse.*

*Injection drug use is the second leading cause of HIV infection among U.S. Latinas (Centers for Disease Control and Prevention).*

*HIV can be transmitted from an infected person to someone who is not infected through blood (including menstrual blood), semen, vaginal secretions, and breast milk.*



### Session 1 Key Messages

- Blood contains the highest concentration of HIV, followed by semen and vaginal fluids.
- The most common ways to get infected with HIV are unprotected sexual intercourse with an infected partner and injecting drugs with equipment used by someone who is infected.

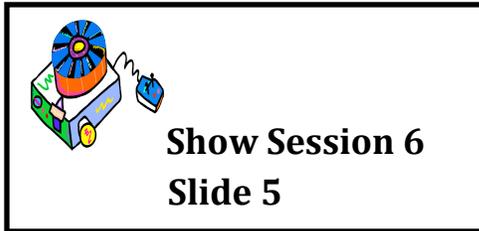
SEPA Session 6: Commencement and Welcome to a Brighter Future



*Blood contains the highest concentration of HIV, followed by semen and vaginal fluids.*

## SEPA Training of Facilitators Curriculum

*The most common ways to get infected with HIV are unprotected sexual intercourse with an infected partner and injecting drugs with equipment used by someone who is infected.*



### Session 1 Key Messages

- All pregnant women should get tested for HIV. A woman living with HIV can transmit the virus to her baby during pregnancy, labor, and delivery (perinatal transmission), and through breastfeeding.
- Antiretroviral therapy during pregnancy can greatly reduce perinatal transmission — the transmission of HIV to the baby.

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*All pregnant women should get tested for HIV. A woman living with HIV can transmit the virus to her baby during pregnancy, labor, and delivery (perinatal transmission), and through breastfeeding.*

*Antiretroviral therapy during pregnancy can greatly reduce perinatal transmission — the transmission of HIV to the baby.*



### Session 1 Key Messages

- There are tests that can detect HIV, including rapid tests that use blood or oral fluid to look for HIV antibodies.
- HIV tests are available from your doctor, and confidential tests are available from your local health department.
- Information about HIV testing sites is available from CDC at 1-800-232-4636 and [www.hivtest.org](http://www.hivtest.org).
- There is currently no cure for HIV or AIDS, but HIV medications can help infected persons stay healthy for many years.
- We can protect ourselves from HIV by choosing safer behaviors.

SEPA Session 6: Commencement and Welcome to a Brighter Future



*There are tests that can detect HIV infection, including rapid tests that use blood or oral fluid to look for HIV antibodies.*

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*HIV tests are available from your doctor, and confidential tests are available from your local health department.*

*Information about HIV testing locations is available from the CDC at 1-800-232-4636 and at [www.hivtest.org](http://www.hivtest.org).*

*There is currently no cure for HIV or AIDS, but HIV medications can help infected persons stay healthy for many years.*

*We are at risk of getting HIV because of what we do. We can protect ourselves from HIV by choosing safer behaviors.*

*Are there any questions about the material in Session 1?*

### **Session 2 Review**

*Session 2 was devoted to HIV, STDs, human anatomy, and human sexuality.*

Questions to prompt discussion:

- *Who remembers the homework from Session 2? What was it?*
- *What is the most interesting thing you learned from Session 2?*
- *Has anyone talked to a partner or friend about something you learned from Session 2?*
- *If a girlfriend told you she was worried about having an STD, what would you say to her?*

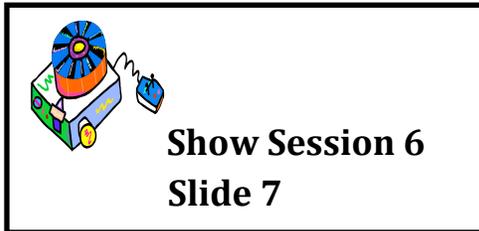
Possible responses:

- Go to an STD clinic.
- See your doctor.

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- Call the STD hotline.

*Let's review the key messages from Session 2.*



### Session 2 Key Messages

- You can be infected with an STD and have no symptoms.
- It can take years for symptoms of some STDs to develop.
- Having an STD raises the risk of contracting HIV infection.
- You can get an STD test from your health care provider, local health department's STD clinic, or go to [www.hivtest.org](http://www.hivtest.org) for a list of local testing centers.
- The National STD-CDC Hotline: 1-800-232.4636.

SEPA Session 6: Commencement and Welcome to a Brighter Future



*You can be infected with an STD and have no symptoms.*

*It can take years for symptoms of some STDs to develop.*

*Having an STD raises the risk of contracting HIV infection.*

*You can get an STD test from your health care provider, local health department's STD clinic or go to [www.hivtest.org](http://www.hivtest.org) for a list of local testing centers.*

*To reach the National STD-CDC Hotline, call 1-800-232-4636.*



### Session 2 Key Messages

- There is no cure for some STDs, such as HPV -- Human Papillomavirus.
- Many STDs that can't be cured can be treated, such as genital herpes. However, there are vaccines available that prevent hepatitis B and HPV.
- If you have an STD, you and your partner should both be treated.
- To reduce the risk of getting an STD, your partner should wear latex condoms.

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*There is no cure for some STDs, such as HPV.*

*Many STDs that can't be cured can be treated, such as genital herpes. However, there are vaccines available that prevent hepatitis B and HPV.*

*If you have an STD, you and your partner should both be treated.*

*To reduce the risk of getting an STD, your partner should wear latex condoms.*

*Does anyone have questions about Session 2?*

### **Session 3 Review**

*In Session 3, we spent a lot of time talking about prevention.*

Questions to prompt discussion:

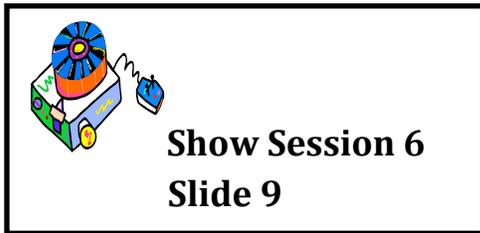
- *Who can tell us the ABCs of HIV prevention?*  
(Answer: abstinence, be faithful to a partner who is faithful to you, use condoms correctly and consistently)
- *What is perinatal prevention? Who can provide two ways to help prevent your unborn baby from HIV infection?*

Possible responses:

- Perinatal prevention is preventing your unborn baby from getting HIV.
- Get tested for HIV before you get pregnant.
- Get tested for HIV and STDs when you find out you're pregnant.
- If a pregnant woman is infected with HIV, she should receive treatment to prevent the virus from infecting her baby.

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*Here are the key messages from Session 3.*



### Session 3 Key Messages

- There are three ways to protect yourself from sexually acquired HIV and other sexually acquired STDs:
  1. Abstinence from sex
  2. Mutual fidelity to one partner who you know is free of infection
  3. Correct and consistent use of condoms
- Abstinence from sex is the only foolproof way to prevent sexually acquired HIV.
- You can protect your health by refusing to have unprotected sex until you know your partner is not infected with an STD, including HIV.

SEPA Session 6: Commencement and Welcome to a Brighter Future



*There are three ways to protect yourself from sexually acquired HIV and other sexually acquired STDs: abstinence from sex, mutual fidelity to one partner who you know for sure is free of infection, and correct and consistent use of condoms.*

*Abstinence from sex is the only foolproof way to prevent sexually acquired HIV.*

*You can protect your health by refusing to have unprotected sex until you know your partner is not infected with an STD, including HIV.*



### Session 3 Key Messages

- Correct and consistent use of male or female condoms is an effective way to prevent HIV, and many other STDs. Condoms also prevent unwanted pregnancy.
- Check the expiration date on the condom package.
- Use only water-based lubricants on male latex condoms.
- Never use the same condom more than one time.

SEPA Session 6: Commencement and Welcome to a Brighter Future



*Correct and consistent use of latex male condoms or the female condom is an effective way to prevent HIV, and many other STDs. Condoms also prevent unwanted pregnancy.*

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*Check the expiration date on the condom package.*

*Use only water-based lubricants on male latex condoms.*

*Never use the same condom more than once.*

*During Session 3, we learned how to use both the male condom and the female condom. I'm sure there are many women who do not have these valuable skills.*

Question to prompt discussion:

- *Why is it important to know how to correctly use condoms?*

Possible responses:

- If condoms aren't used the right way, they may not work.
- If you put the female condom in the wrong way, it's like not using a condom at all.

Question to prompt discussion:

- *Has anyone used the female condom since we learned about them in Session 3? [If yes] What was it like?*
- *Did anyone talk to a partner about using condoms for HIV and STD prevention? [If yes] How did it go?*

*Are there any questions or comments about Session 3?*

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## Session 4 Review

*During Session 4, we discussed the concept of self-esteem and the effect it can have on couples and their communication. We learned ways to improve communication with our partners and practiced assertive communication, which can help us express our thoughts and feelings. In addition, we enhanced our condom negotiation skills.*

Questions to prompt discussion:

- *Has anyone used assertive communication with someone? [If yes] Can you share your experience with the group?*
- *Has anyone been in a situation where you negotiated using condoms with a sex partner? [If yes] Can you tell us how it went?*



### Facilitator's Note:

Participants may provide an inappropriate response. Be prepared to provide examples of assertive communication using "I" statements.

*Let's review the key messages from Session 4.*



**Show Session 6  
Slide 11**

### Session 4 Key Messages

- Couples in healthy relationships respect and trust each other and communicate about important topics, like protecting their health and not getting STDs and HIV.
- When you use assertive communication, you listen to the other person and respond in a confident way to express how you feel and what you think.
- When you make the decision to use condoms and when you use assertive communication, condom negotiation will be much easier.



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*Couples in healthy relationships respect and trust each other and communicate about important topics, like protecting their health and not getting STDs and HIV.*

*When you use assertive communication, you listen to the other person and respond in a confident way to express how you feel and what you think.*

*There are many reasons to talk to your partners about condoms. When you decide to use condoms with partners and when you use assertive communication, condom negotiation will be much easier.*

*Is there anything you want to say about Session 4? Are there any questions?*

### **Session 5 Review**

*Session 5 explored relationship violence. We discussed domestic violence and intimate partner violence and how they affect a woman's risk of getting infected with HIV. We also learned about action planning and safety measures.*

Questions to prompt discussion:

- *Session 5 was our most recent session. Does anyone want to share her reactions to the material we covered on relationship violence?*
- *Who can name at least two safety measures that can be used by a woman who lives with an abusive partner?*

Possible responses:

- **Make an action plan that includes an escape route from the apartment or house.**

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- Memorize emergency and family telephone numbers.
- Prepare an emergency suitcase with important papers, medicines, and money.
- Locate a safe place where you and your children can go.

*Let's review the key messages from Session 5.*



### Session 5 Key Messages

- Violent relationships are not healthy relationships and they make it very difficult for women to negotiate condom use.
- Domestic violence negatively affects the physical and mental health of all members of the family.
- Intimate partner violence usually occurs in a cycle of three phases:
  - tension building phase
  - explosive phase
  - honeymoon phase

SEPA Session 6: Commencement and Welcome to a Brighter Future



*Violent relationships are not healthy relationships and they make it very difficult for women to negotiate condom use and to protect their health in general.*

*Domestic violence negatively affects the physical and mental health of all members of the family.*

*Intimate partner violence usually occurs in a cycle of three phases: the tension building phase, the explosive phase, and the honeymoon phase.*

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**Show Session 6  
Slides 13**

### Session 5 Key Messages

- Due in part to the cyclical nature of intimate partner violence and other considerations, such as economic dependence and fear, some women find it hard to leave their partners.
- Women who are victims of intimate partner violence can take measures to protect their safety and the safety of their children by designing a plan of action, reporting abuse to the police, and using community resources for victims of intimate partner violence.



SEPA Session 6: Commencement and Welcome to a Brighter Future

*Due in part to the cyclical nature of intimate partner violence and other considerations, such as economic dependence and fear, some women find it hard to leave their partners.*

*Women who are victims of intimate partner violence can take measures to protect their safety and the safety of their children by designing a plan of action, reporting abuse to the police, and using community resources for victims of intimate partner violence.*

*Are there any questions about Session 5?*



**Facilitator's Note:**  
At this point you should be halfway through implementation of Session 6.

*Right now we are about halfway through Session 6. Are there any questions?*

*Would anyone like to share her thoughts about what we have learned?*

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*IT'S TIME TO BE FACILITATORS! PLEASE WEAR YOUR SIGN WITH THE WORD "STOP" FACING EVERYONE.*

*The rest of Session 6 is devoted to brainstorming ways participants can share what they learned during SEPA. In addition, participants write thank-you notes to each other and receive graduation certificates.*

Question to prompt discussion:

- *Given that participants must attend at least three sessions to graduate, how will your agency help participants meet this goal? What types of strategies can you put into place to encourage maximum participation and retention?*

Possible responses:

- Use incentives such as gift cards and toiletries
- Have refreshments available at each session
- Provide or assist with transportation
- Provide childcare



*IT'S TIME TO BE SEPA PARTICIPANTS! PLEASE WEAR YOUR SIGN WITH THE WORD "GO" FACING EVERYONE.*

### SHARING WHAT WE HAVE LEARNED



#### Discussion



**Purpose:** To brainstorm strategies for sharing HIV and STD prevention messages with the community



**Needed Equipment, Supplies, and Materials:** Participant Workbooks



**Time:** 25 minutes

*One of the most important messages from SEPA is to share our new knowledge with people around us.*

*Using these tables, think about strategies for sharing messages about HIV and STD prevention with friends from work or your neighborhood, family members, new boyfriends, or current partners. Develop a brief action plan for how you will implement your strategies. After about 10 minutes, you can share your ideas with the rest of the group.*

*Let's look at the example in your workbook.*

Questions to prompt discussion:

- *Tell us your strategy for communicating HIV prevention messages with friends. Do your friends include men as well as women?*
- *What challenges might come up when you start sharing HIV and STD prevention messages? What can you do to overcome these challenges?*

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Possible responses:

- My friends and female family members may say they're not interested in the conversation.
- Other people may be embarrassed to talk about sexual issues.
- Some people may think it's none of my business to talk to them about HIV prevention.
- I can try to overcome these challenges by talking about SEPA and how great it was.
- I can overcome challenges by using assertive communication — by saying this is important to me and asking my friend to please listen for a few minutes.

Question to prompt discussion:

- *Besides friends and neighbors and family and coworkers, who else should hear HIV and STD messages?*

Possible responses:

- Students in middle and high school
- The men who hang out in bars and billiard halls
- The women who walk the streets trying to get money for drugs
- Men who come to our area to work and then go back to their native countries

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### PLEDGE OF COMMITMENT TO A HEALTHIER COMMUNITY



#### Group Activity



**Purpose:** To commit to share knowledge with community members



**Time:** 5 minutes

*Now I want you to commit to your action plans by pledging aloud:*

*“I commit that during this year I will do my best to build a healthier community by sharing HIV and STD prevention messages with members of the community.”*



*IT'S TIME TO BE FACILITATORS! PLEASE WEAR YOUR SIGN WITH THE WORD “STOP” FACING EVERYONE.*

*Before we break, what are your comments about the activities in Session 6?*

*What are your questions?*

**LUNCH**

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*IT'S TIME TO BE SEPA PARTICIPANTS! PLEASE WEAR YOUR SIGN WITH THE WORD "GO" FACING EVERYONE.*

### THANK YOU NOTES



#### Group Activity



**Purpose:** To thank fellow participants for their contribution to the group



**Needed Equipment, Supplies, and Materials:** Participant Workbooks, copies of the thank you note stationery



**Time:** 15 minutes

*Once again, I personally want to thank you for being a part of SEPA and helping us learn from each other. Before we adjourn, I want each one of you to name one thing you learned from SEPA that is really important to you.*

*I also want to mention that we will continue to have SEPA sessions here, and we welcome your help in recruiting women to join our group.*

*Let's start with [person X]. What is one thing you learned from SEPA that is especially important or meaningful to you?*

*Thank you so much for your comments.*

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*Please turn to the thank you notes in your workbooks. Write a note of gratitude to at least one of your fellow participants and put it on the table in front of me.*



### **Trainer's Note:**

Tell facilitators that we want to make sure each woman who attends Session 6 receives a note of gratitude. If the notes put on the table do not include someone, tell facilitators they should have a few notes ready that were already written and can be addressed to participants who did not receive a thank you note.

*Before we present certificates to those of you who attended at least half of the sessions, is there anything anyone wants to say?*

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## PRESENTATION OF CERTIFICATES



### Group Activity



**Purpose:** To honor participants who attended at least half of the sessions



**Needed Equipment, Supplies, and Materials:** Certificates



**Time:** 10 minutes

*I am very pleased to honor participants who have attended at least half of SEPA's sessions by presenting them with certificates. When I call your name, please come to the front of the room to receive your certificate.*

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## FINAL EVALUATION



**Time:** 15 minutes



Evaluation

*Please turn to the final evaluation form in your workbooks and take a few minutes to fill it out.*



*IT'S TIME TO BE FACILITATORS! PLEASE WEAR YOUR SIGN WITH THE WORD "STOP" FACING EVERYONE.*

## FACILITATOR FEEDBACK



Initiate a feedback discussion with facilitators about the session, and answer all of their questions.

Questions to prompt discussion:

- *We've just completed our last session. What are your comments about the session reviews?*
- *How do you think actual participants will respond to the session?*
- *Do you have suggestions for making the reviews more interesting or meaningful for participants?*

Possible responses:

- If women in my group can read English well enough, I will ask them to read the key messages and pick one or two that they especially like.
- Depending on the participants, I might go around the table and ask each person to read a message.
- Maybe we could ask the participants themselves to think of ways to do the reviews.

## RECRUITING AND RETAINING PARTICIPANTS



### Discussion



**Purpose:** To discuss recruitment and retention strategies



**Needed Equipment, Supplies, and Materials:** newsprint and markers if you decide to note comments in writing



**Time:** 30 minutes

Many community-based organizations that implement evidence-based interventions have problems recruiting and retaining clients. This discussion focuses on recruitment and retention strategies.

*Before our training ends, we want to spend some time on two of the most challenging issues regarding the implementation of evidence-based HIV prevention behavior change interventions. They are client recruitment and retention, and adaptation. I'm sure many of you are familiar with these issues.*

Questions to prompt discussion:

- *How many of you currently facilitate or have facilitated a DEBI, one of the evidence-based interventions for HIV prevention funded by the CDC?*
- *Can you tell us about your experience and how you generally handled challenges?*

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Possible responses:

- I discussed problems with my supervisor.
- I discussed problems with my CDC project officer.
- My supervisor and I contacted CDC for technical assistance.

*We have learned from community-based organizations funded to implement DEBs that client recruitment is a challenge. Community-based organizations need to recruit appropriate clients — persons who meet the eligibility criteria for the intervention. Persons who participate in CDC-funded HIV-prevention interventions must be at risk for acquiring or transmitting HIV.*

Use this opportunity to foster discussion and brainstorm ideas that can be used when SEPA is implemented in facilitators' community-based organizations.

Question to prompt discussion:

- *Who recalls the eligibility criteria for Project SEPA?*  
(Answer: women who had unprotected sex during the past six months with a man who has HIV or a man whose HIV status is unknown, or women who were treated for an STD during the six months before the intervention is scheduled to start)

*Although we see the benefits of SEPA, many potential participants may see attending sessions as time away from their families or school or work. We have heard from staff at community-based organizations that sometimes it's best not to publicize an intervention as an HIV prevention program because people are*

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*tired of HIV prevention. In addition, some potential clients for SEPA may think the topics shouldn't be discussed in public. Recruiting Latino women requires understanding of cultural issues that may affect their responses to recruitment and intervention marketing efforts. It is our experience that Latinas respond well to face-to-face conversations and recommendations by people they know.*

Questions to prompt discussion:

- *What methods or strategies have been effective to recruit clients for interventions you facilitate?*
- *What methods have not been effective in recruiting clients?*
- *Why do you think these methods failed?*

*Although recruiting participants can be challenging, maintaining participants can be even more difficult. In addition to the obvious reason to maximize client attendance — our desire for clients to learn and change unsafe behaviors — retention helps to maximize group cohesion and active participation.*

Questions to prompt discussion:

- *How many of you have started a program and lost participants as the program continued?*
- *Why do you think client retention can be so challenging?*

Possible responses:

- Some clients may not like the intervention and they don't want to continue.
- The intervention may not address client needs.

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- The program or intervention can be boring.
- Facilitators may not be friendly or skilled.
- The intervention may not take place at a convenient location and time.

*Community-based organizations and agencies that deliver a variety of health and social service programs confront the problem of client retention and a number of them use incentives to maximize attendance.*

Questions to prompt discussion:

- *How many of you have used incentives? What were they and how well do you think they worked?*
- *What other strategies have you used to retain participants in programs at your community-based organization?*

Possible responses:

- Calling participants when they missed a session
- Encouraging participants to become friends
- Celebrating accomplishments with gifts or refreshments
- Providing money for transportation
- Arranging for child care
- Serving food

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Question to prompt discussion:

- *One retention strategy is to help participants recognize how SEPA can be beneficial to them and the people they care about. How can we help participants recognize the benefits of SEPA?*

Possible responses:

- By facilitating discussion on this exact topic.
- By asking the participants how they benefit.
- The intervention emphasizes the importance of sharing information with friends and family; we can emphasize this as a benefit.

Question to prompt discussion:

- *Are there any other suggestions for enhancing client recruitment and retention?*

Possible responses:

- Be a good facilitator; show caring and concern for participants.
- Show respect for clients.
- Be ready to provide referrals.

*Please note that your Implementation Manual covers recruitment and retention.*

## INTERVENTION ADAPTATION



### Discussion



**Purpose:** To discuss adaptation of the intervention



**Time:** 10 minutes

*We won't spend a lot of time on the topic of adaptation, but we do want to cover some key points because this is an important topic in discussions about evidence-based interventions. The major question is whether evidence-based interventions retain their efficacy when they are changed. In most cases, agencies want to adapt an evidence-based intervention for a different target population or they want to condense the time for delivering the intervention. Extensive discussion of adaptation is found in the Implementation Manual and I encourage you to read the material.*

*As we've discussed, adaptation issues relate to core elements and key characteristics of the intervention.*

Questions to prompt discussion:

- *Who can explain how core elements and key characteristics relate to adaptation?*

(Answer: Core elements cannot be changed when an intervention is implemented or facilitated. Key characteristics can be changed.)

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Adaptation is changing the intervention while maintaining fidelity to the core elements.)

- *Have any of you have implemented an adapted evidence-based intervention?*

*As the Implementation Manual points out, adaptation should occur according to a process before the intervention is first implemented. As facilitators, it's important that you carry out the intervention with fidelity to core elements and in keeping with the discussions and activities in the Facilitators Guide. You already know this, and I'm sure you'll become familiar with the discussion in the Implementation Manual on quality assurance and monitoring fidelity to core elements.*

*Are there any questions or comments about adaptation?*

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### Closing Comments



#### Discussion



**Purpose:** To end the training and answer remaining questions



**Time:** 5 minutes

*Are there any remaining questions about SEPA and its implementation?*

Address all questions and engage the group in brainstorming resolutions. End the training by wishing the facilitators luck and providing them with contact information for technical assistance.

*Directly funded CBOs should use <http://www.cdc.gov/hiv/cba>. If you are “indirectly” funded by CDC through your health department, check with health department staff to request assistance from CDC.*

*I thank you again for your attendance and I applaud your enthusiasm and interest. I feel confident that you will do a wonderful job of facilitating SEPA. It was a pleasure to meet you.*

**APPENDIX A**

**Facilitator Handout: Teach-Back  
Feedback Form to Focus Observations**

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### Facilitator Handout: Teach-Back Feedback Form to Focus Observations

*Please note how well you think the teach-back went. Put an "X" under "Excellent," "Good," "Fair," or "Poor."*

	Excellent	Good	Fair	Poor
The facilitator was knowledgeable and understood what she was talking about (confident, organized, focused, and enthusiastic)				
The facilitator had effective communication skills (spoke clearly, maintained eye contact, used a pleasant but strong voice, varied pitch and pace, listened)				
The facilitator stimulated discussion (asked questions, checked to see if we understood and had questions)				
The facilitator did a good job handling equipment and materials (for example, slides, condoms, workbooks)				
The facilitator effectively managed time (stayed within the allotted time for activities and discussion)				

#### **I liked . . .**

(List 1 to 3 things that you liked about the facilitator's teach-back)

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#### **I wish . . .**

(List 1 to 3 things that might improve the teach-back)

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