Welcome to the SHIELD Intervention Staff Training

Be sure to sign-in & pick-up your materials

Ice-breaker

- Pair off with someone that you do not know
- Share with them:
  - Your name and agency
  - A skill or ability you are good at
  - Create a superhero name related to skill/ability
  - Expectation for the training
- Be prepared to introduce each other to the group

TRAINING EXPECTATIONS?

Training Objectives

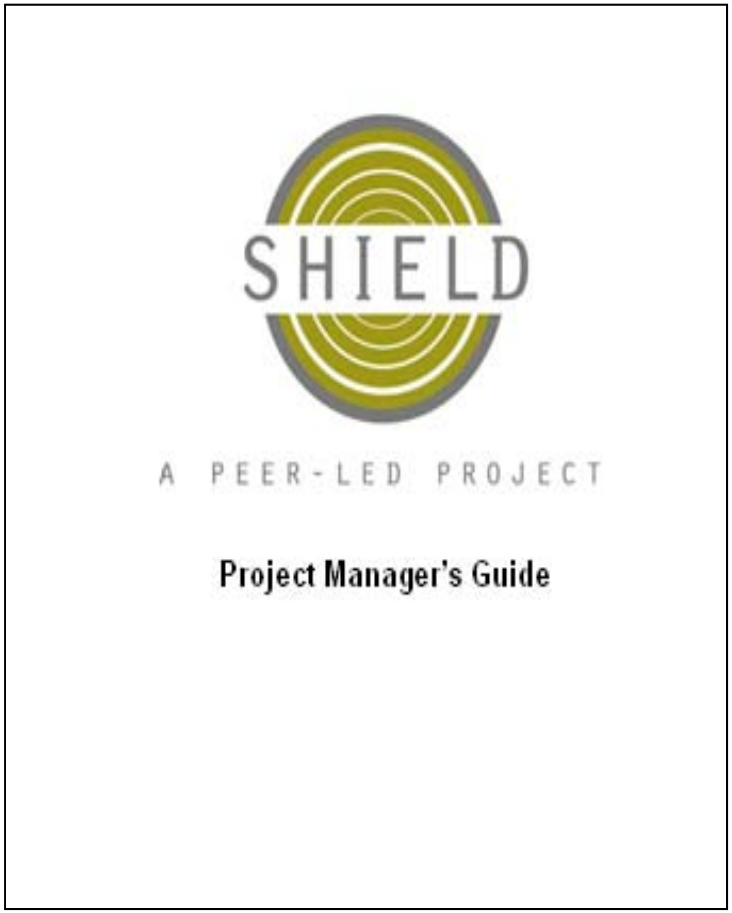
1) Describe the science behind the SHIELD intervention;
2) Recognize the SHIELD Core Elements;
3) Describe procedures for recruiting, screening, and enrolling clients into the SHIELD intervention;
4) Demonstrate skills needed to facilitate the 6 SHIELD intervention sessions & boosters;
5) Identify activities for evaluating the SHIELD intervention

Contents of the Package

- Four Guides
  - Project Managers Guide
  - Facilitator's Guide
  - Monitoring and Evaluation Guide
  - Technical Assistance Guide
- Handouts folder
- Ladder poster
- Envelope with 4 sets of cards
  - Sex Risk
  - Drug Injection Risk
  - Drug Splitting Risk
  - Lube cards

How Project Manager Guide is organized

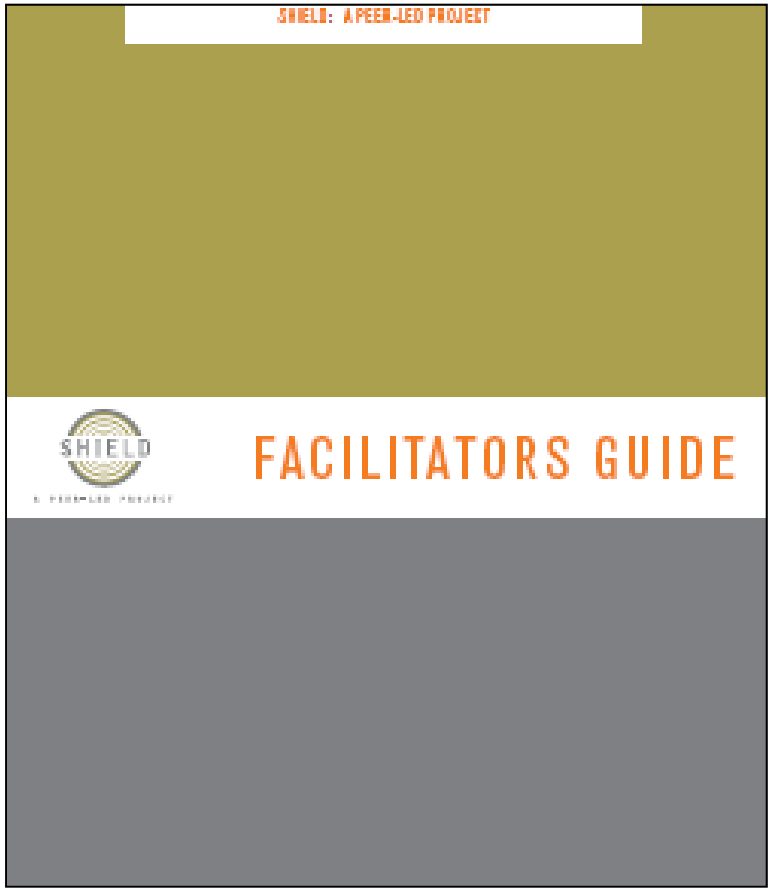
- SHIELD Background
  - SHIELD Research Study
  - How SHIELD is designed to lower HIV risk behaviors
- Three stages of delivering SHIELD
  - Pre-implementation, Implementation, & Maintenance
  - What to get, do, & think about
- Appendices



Project Managers Guide – Appendices

- Glossary of important terms
- Research articles
- Timelines & action steps
- Recommended forms
- Resources
- CDC documents on HIV

How Facilitators' Guide is organized



Facilitators Guide

- Section 1: SHIELD Background
  - Background info on SHIELD
  - Core Elements
  - Peer Educator training activities
  - SHIELD session structure
  - Materials needed

Facilitators Guide

- Section 2: SHIELD Curriculum
  - Session objectives
  - Outline of the session components with suggested time allotments
  - List of the materials, forms and posters needed for the session
  - Session preparation tasks
  - Session take-home points

Facilitators Guide

- Section 2: SHIELD Curriculum
  - Detailed description of each component of the SHIELD sessions is presented.
  - Within each component, you will see the page divided into two columns.
    - Left column: Procedures to follow.
    - Right column: Suggested scripts that accompany each procedure.

Facilitators Guide

- Facilitator Notes:
  - Written in italicized text and accompanied by a hand & pencil icon.
  - Meant to provide clarification and suggestions for conducting each activity in order to be consistent with the original intention of the SHIELD intervention.

SHIELD Preparation

- Using the Facilitators Guide:
  - Review the outline and procedures within each component.
  - Follow the recommended preparation tasks that are included at the beginning of each session.
  - Read the suggested scripts first and then as you become more comfortable with the procedures and scripts you can tailor to your own style.

Facilitators Guide

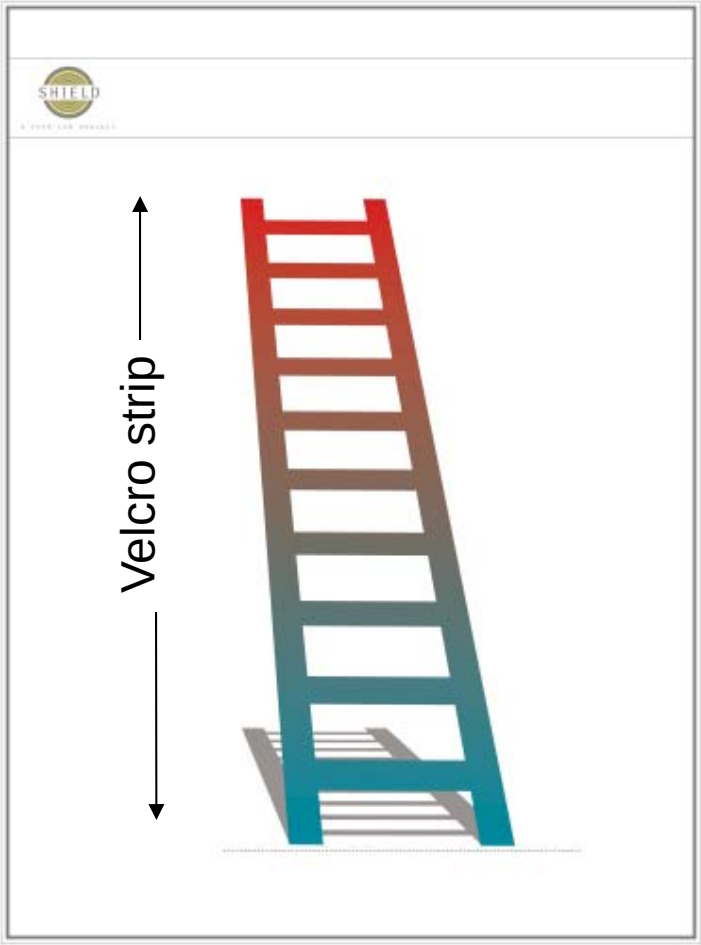
- Section 3: Appendices:
  - I. Poster description
  - II. Homework Assignment Goals
  - III. Facilitator Debriefing
  - IV. Facilitator Summary Guidelines
  - V. Supervisor Rating Forms
  - VI. General Facilitation Skills
  - VII. HIV and Injection Drug Use 101

SHIELD Handouts Folder

- Accompanies SHIELD Facilitator Guide
- This folder includes handouts that you are going to distribute to SHIELD participants during the sessions
  - Calendar of SHIELD sessions
  - Information sheets
  - Homework cards
  - Scenarios cards (which will be used in the role-plays).

Risk Ladders and Cards

- Four posters
  - Blank
  - Sex risk ladder
  - Injection risk ladder
  - Drug splitting ladder
- Three sets of ladder cards
- May choose to use velcro on blank ladder and cards



SHIELD Packet

Questions?

SHIELD

Self

Help

In

Eliminating

Life-threatening

Diseases

SHIELD Research Study

- Funded by National Institute on Drug Abuse (NIDA)
- Johns Hopkins School of Public Health in Baltimore MD in the late 1990's
- Carl Latkin, PhD, was the Principal Investigator
- Participants who received the intervention were predominately:
  - African-American,
  - Male (60%)
  - Average age= 39 years
  - Unemployed,
  - Less than a high school education
- Former and current heroin and cocaine drug users were trained to be Peer Educators

SHIELD Research Study

(continued)

- Six months, after they completed the SHIELD intervention, **Peer Educators** reported:
  - Increased condom use with casual sex partners;
  - Reduced needle sharing;
  - Decreased injection drug use;
  - Increased injection drug use cessation

Benefits of completing the SHIELD intervention

- Learn new information & skills to be safer
- Gain pride in being a part of the solution in the fight against HIV in their community
- Increased self-esteem
- Increased respect from family & friends
- Gives participants a pro-social role (i.e., helping others which benefits the community)

Why train drug users to be Peer Educators?

- Efficient HIV prevention strategy
- May reach individuals who are hard to reach and don’t access traditional HIV prevention services
- Makes drug users a part of HIV prevention

What is SHIELD?

- 6 fun and interactive small group sessions
- Each session lasts about 90 minutes
- Led by 2 Facilitators
- The Peer Educator training focuses on skills-building:
  - PEER communication skills
  - Risk reduction skills

SHIELD Aims

1. To train individuals to be Peer Educators who conduct outreach with peers by sharing HIV risk reduction information
   - *PEER Communication Skills*

2. To reduce Peer Educators' own HIV risk behaviors
   - *Safer injection skills*
   - *Safer sex skills*

Who is SHIELD for?

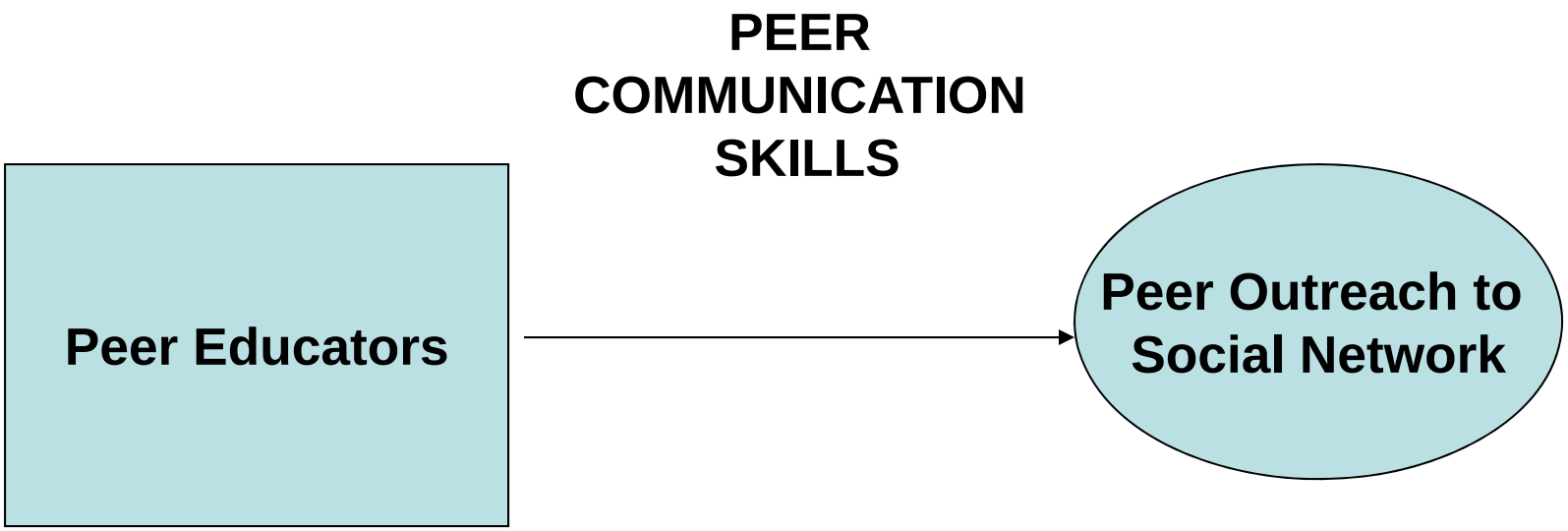
- Males and females
- Adults (18+ years)
- HIV positive and HIV negative clients
- Current or former drug users
  - Primarily implemented with heroin & cocaine users
  - May be adapted for other types of drug users

Must interact with current drug users

SHIELD Group Composition

- Ideally 5-8 participants
- Can be mixed gender
- Can be mixed serostatus
- Other things to consider: age of participants, recovery & active drug users, stage in your program, etc.

SHIELD Key Terms



SHIELD Peer Educators

- A Peer Educator is someone who <u>conducts outreach to their peers</u> by sharing HIV risk reduction information and resources with them so that they can be safer.

Theories Behind SHIELD

- Social Cognitive Theory
- Social Identity Theory
- Cognitive Dissonance
- Social Influence Theory

Social Cognitive Theory

- 4 components necessary for a behavior change
  1) Knowledge
  2) Development of skills to reduce risk and regulate risk
  3) Peer support to reduce risk
  4) Self efficacy to reduce risk (Belief that one can be successful)

In the SHIELD intervention, Peer Educators received psychosocial cognitive skills training to reduce HIV risk behaviors and the opportunity to practice their skills to increase self-efficacy.

Social Identity Theory

- We identify with groups & assign labels
  - HIV prevention professionals
  - Mothers and Fathers
  - Sports Fans
- Once we identify with a group, we like accordingly

As participants attend SHIELD sessions, they will start to build a Peer Educator identity. This higher will build their self-efficacy for Peer Outreach. They will start to do and say things that Peer Educators promote.

Cognitive Dissonance

- Want to practice what we preach
- Don’t want to be seen as a hypocrite

As Peer Educators talk to their social network members about HIV risk reduction, they will begin to change their own behaviors so they are seen as credible

Social Influence Theory

- Learn by observing other people
- Model others' behaviors
- More likely to follow people that are like us

Peer Educators talk to their social networks about risk reduction & start modeling safer behaviors. Since Peer Educators are similar, social network Members are likely to change their behaviors, too.

SHIELD Theories Connection

SHIELD Peer Educator

(Social Identity Theory)

Peer Educator training activities (Social Cognitive Theory)

Peer Outreach

(Social Influence Theory)

Agreement between Outreach message and Peer Educator Personal risk reduction

(Cognitive Dissonance)

Reinforces Social Identity of Peer Educator

SHIELD Logic Model

- Problem Statement
- Behavioral Determinants
- Activities
- Outcomes
  - Immediate
  - Intermediate

Problem Statement

- Who?
  - Former & current drug-using adults who may be HIV+ or HIV-
- What?
  - Risky injection & sex behaviors
- Why?
  - Lack of knowledge, skills, materials, and social support

Behavioral Determinants

- Peer Educator Self-efficacy
- Peer Identity
- Knowledge
- Attitudes
- Self-efficacy
- Intentions

Activities

- PEER Communication Skills
- Interactive, skills-building activities & practice
- Discussions
- Risk ladders
- Demonstrations
- Games

Immediate Outcomes

- Self-efficacy for peer outreach
- Diffusion to social network members
- Promote norms about risk reduction
- Increased Knowledge
- Positive Attitudes about risk reduction
- Increased self-efficacy for risk reduction
- Increased Intentions to practice risk reduction

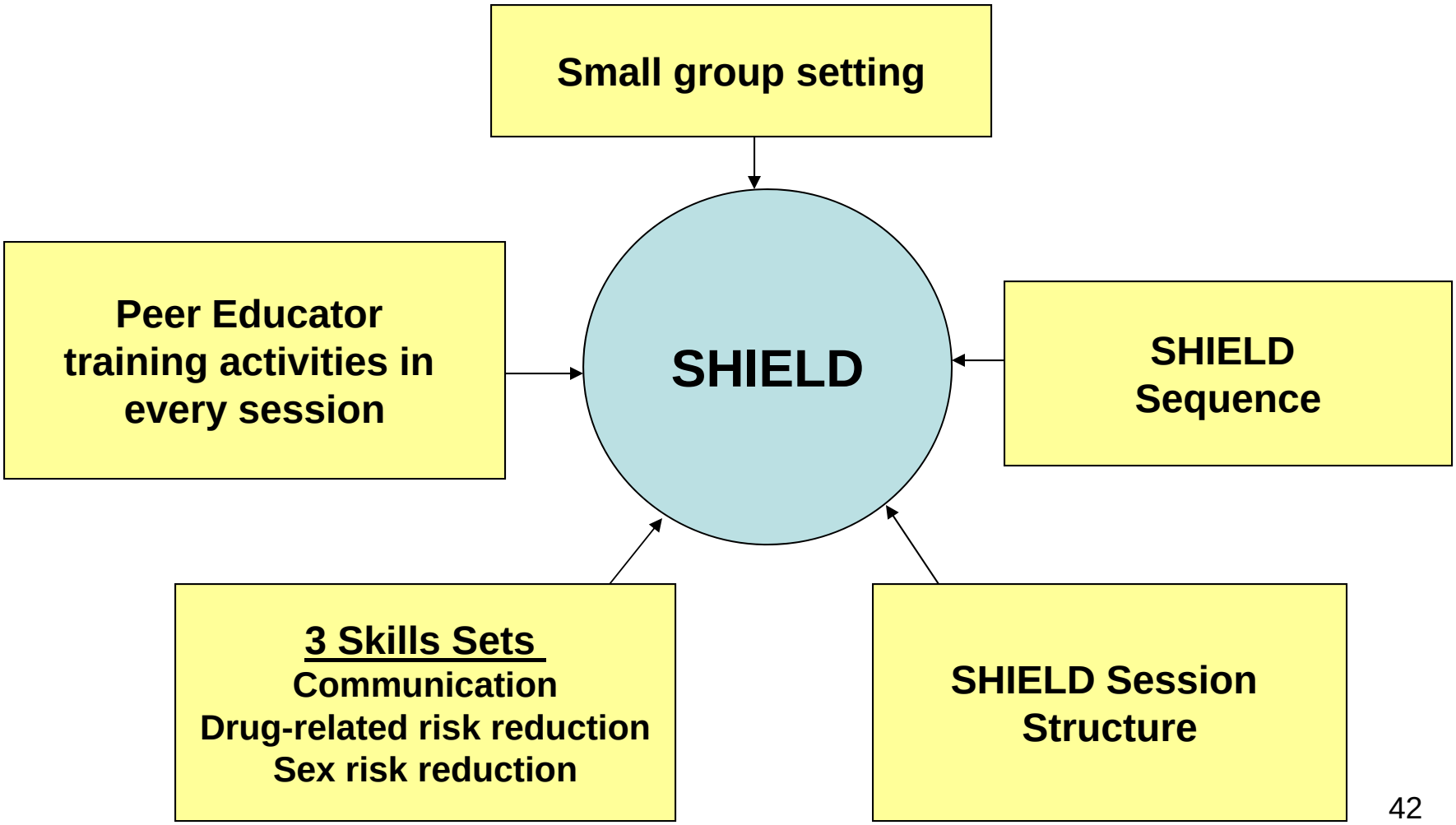
Intermediate Outcomes

- Peer Educators have increased pride
- Increased safer sex & safer injection practices
- Drug treatment enrollment
- Decreased drug use overall

Core Elements

- Components of the intervention that have been determined to be the underlying reasons for effective behavior change
- Cannot be changed when implemented
- Not sticking to the Core Elements means you are not implementing SHIELD
- The SHIELD intervention has **FIVE** Core Elements

What makes SHIELD work? Core Elements



Key Characteristics

- Key characteristics can be adapted for target population and environment.
- Unlike Core Elements, Key Characteristics do not affect the fidelity of SHIELD.
- SHIELD does not have a set of defined key characteristics, because it’s designed to be flexible.

Adaptation

As we go through the SHIELD modules, you may realize that you may need to modify elements to better serve your target population. For example:

- Changing role-play scenarios
- Introducing Hepatitis C information into activities
- Renaming “Homework” sessions to a word that is more applicable to your participants

What SHIELD is NOT

- Support Group
- Drug treatment or recovery group
- Job training/preparation

10 minute break

Getting ready to implement SHIELD

Pre-implementation Tasks

- Staffing
- Resources
- Logistics
- Training & practice
- Evaluation

SHIELD Staffing Pattern

- Program Manager- 50%
- 2 Facilitators- 50% (each)
- Recruiter- 50%

Other agency staff like receptionist, counselors, etc should be familiar with the program

Project Manager tasks

- Overall oversight of SHIELD implementation
- Hiring/Supervision of facilitators and recruiter
- Debriefing with Facilitators after intervention sessions
- Monitoring fidelity of the intervention
- Overseeing evaluation activities
- Staff training (initial and on-going)
- Monitoring recruitment, retention and quality assurance
- Meeting with recruiters
- Back-up facilitation of intervention sessions
- Identifying & requesting areas where Technical Assistance is needed

Facilitators Tasks

- Preparing intervention materials
- Setting up and cleaning intervention room
- Delivering SHIELD intervention sessions
- Debriefing with Project Manager
- Preparing SHIELD Group summaries
- Assisting with collection of evaluation data
- Screening potential participants
- Assisting with recruitment & reminder calls/letters
- Staying up-to-date on health information
- Providing referrals to participants
- Ordering supplies for group sessions
- Maintaining a repository of community resources

Recruiter tasks

- Conducting street outreach
- Establishing linkages with community agencies for referrals
- Posting flyers in community locations
- Photocopying flyers & advertisements
- Keeping detailed notes on recruitment activities
- Making reminder calls/sending letters to participants
- Assisting with screening of potential participants
- Distributing HIV information & risk reduction materials during street outreach

Getting Staff Ready to Implement SHIELD

- Hold an orientation meeting
- Review goals of the SHIELD Program
- Identify additional training activities needed
- Clarify roles and responsibilities

Resources and Materials

- Administrative resources- telephone, computer, etc.
- Group room
- Newsprint & Posters
- Easel & Tape
- Markers
- Participant Incentives
- Condoms and models

The Facilitator Guide provides details about what specific materials are needed for each SHIELD session

Logistics

- Location
- Timing & frequency of sessions
- SHIELD Group Composition
  - Number, Age, Drug use status, etc.
- Participant incentives

In-house training & practice

- Review decisions with staff
- Practice the Pre-program contact
- Practice using evaluation tools
- Facilitators walk-through material and conduct mock sessions

Evaluation

- Begins with recruitment
- Occurs before, during, and after SHIELD sessions

Recruitment and Retention:

Getting clients into the SHIELD Program

Keeping Clients Engaged throughout the program

4 Groups: Brainstorm

- **Group 1: Recruitment Strategies:** What are some recruitment strategies that your agency currently uses, has used in the past, or that you think would be effective for recruiting current and former drug users for the SHIELD intervention?
- **Group 2: Recruitment Messages:** What are some key messages you might want to convey about SHIELD during your recruitment efforts?
- **Group 3: Retention Strategies:** How can you retain clients and keep them coming to all 6 sessions of SHIELD?
- **Group 4: Incentives:** What are some incentives that your agency uses or that you think would be good to use during SHIELD?

Report Back

- What did your group discuss?
- Anything others would like to add?
- Key points to take away.

Recruitment Strategies

- Street outreach
- Other agencies
- Newspaper, radio, newsletters, etc.
- Word-of-mouth

Recruitment Messages

- Want to make a difference in the community?
- Want to become a Peer Educator?
- Want to learn how you can fight HIV?

Want to learn how to fight HIV and help your community?

The SHIELD Program will train you to be a Peer Educator!

SHIELD

A PEER-LED PROJECT

If you are interested in learning more call [name of contact] at [name of clinic].

- All calls and participation are kept Confidential
- Trainings are fun and informative!

Using a variety of messages will reach a wider group of participants

Retention

- Reminder calls or letters
  - Date & Times of Sessions
  - *We look forward to seeing you in the session tomorrow.*
- Thank you cards
- Incentives

Incentives

- Gift cards
- Food
- Transportation
- SHIELD paraphernalia- t-shirts, water bottles, etc.
- Raffles
- Certificates

Most important in the beginning. Once clients buy into the idea of Peer Education, incentives may not be needed

Recruitment Plan

- Potential recruitment sites
- Recruitment messages
- Retention strategies
- Incentives

Expect some parts to change as your agency gets more familiar with SHIELD and implements more groups

Evaluation starts at recruitment….

Appendix 1: Recruitment Forms

STREET OUTREACH

SHIELD Recruitment Sites- Field Visit Form

Name of Person(s) who conducted Field Visit:_____ Date of Visit:_____

Location (street names)	Type of site (e.g., Park, subway station)	Landmarks in the area (e.g., Buildings, monuments)	Best times to recruit	Number of people seen	Site Description/Notes

Appendix 2: Process Monitoring Form

SHIELD Process Monitoring Form

This form should be completed for each SHIELD Cycle.

SHIELD Group #:_____ Number of participants in SHIELD group:_____

Date of Session 1 (Introduction):_____ Date of Session 6 (Graduation):_____

Facilitator(s) :_____ Location:_____

A. Recruitment

1. What were the dates of for this recruitment period?

   _____

   _____

2. Where did recruiters go to recruit participants?

   _____

   _____

3. What recruitment efforts were made for this SHIELD Group?

Recruitment Effort	Number
How many people were approached during street outreach?	
How many flyers were passed out during street outreach?	
How many individuals were referred from other agencies?	
How many calls were received about the SHIELD intervention?	
How many people were screened for the SHIELD intervention?	
How many people signed-up for Session 1?	
How many reminder calls were made prior to Session 1?	
How many reminder letters were mailed our prior to Session 1?	
How many people confirmed their attendance for Session 1 (after reminder efforts)?	

The SHIELD Sequence

SHIELD Sequence (Core Element #2)

Pre-program contact

→

<u>SHIELD Sessions 1-6</u>

- Intro to Peer Outreach
- PEER Communication Skills
- Safer Sex #1
- Safer Sex #2
- Safer Injection
- Graduation & Sustainability

SHIELD Sequence (Core Element #2)

Pre-program contact

→

<u>SHIELD Sessions 1-6</u>

- Intro to Peer Outreach
- PEER Communication Skills
- Safer Sex #1
- Safer Sex #2
- Safer Injection
- Graduation & Sustainability

Logistics of Pre-program Contact

- When to conduct:
  - Before SHIELD Session 1
  - Can be incorporated into intake process
- Where: agency, field, on a mobile van
- Set aside about 30 minutes per contact
- Should be conducted by a staff member who is trained in SHIELD

Objectives of Pre-Program Contact

1) Describe the SHIELD intervention

2) Screen clients to assess if SHIELD is appropriate

3) Obtain demographic information from the client

4) Collect contact information from the client

5) Give an overview of the SHIELD intervention calendar

The SHIELD Enrollment Form will guide you through the visit

SHIELD Enrollment Form

SHIELD Enrollment Form

A. Describe the SHIELD Intervention

1. Agency staff provided information about SHIELD to the client: __Y __N
(e.g., goal, # of sessions, etc.)

2. Client is interested in being screened SHIELD: __Y (Proceed to Section B)
__N (end of visit, offer additional resources)

B. Screen for Client Eligibility (italics responses indicate eligibility)

1) How often do you interact with other drug users?
- ☐ *Never→ Not Eligible* ☐ *A few times a month* ☐ *A few times a week*
- ☐ *About once a month* ☐ *About once a week* ☐ *Everyday*

2) When was the last time you used heroin, cocaine, or crack on a regularly basis?
- ☐ *Never→ Not Eligible* ☐ *In the past year* ☐ *In the past 3 months*
- ☐ *More than 1 year ago* ☐ *In the past 6 months* ☐ *In the past month*

3) Are you interested in being trained as a Peer Educator? ☐ No→ Not Eligible ☐ *Yes* (ask Question 3a)
3a) What are some of the reasons you want to be trained to be a Peer Educator?

4) Would you feel comfortable talking to people that you know about HIV prevention such as using condoms and not sharing needles? ☐ *Yes* ☐ No→ Not Eligible

5) Would you feel comfortable talking to other drug users about HIV prevention such as using condoms and not sharing needles? ☐ *Yes* ☐ No→ Not Eligible

Result of Screening __eligible (All responses are italicized, Assign ID# and proceed to Section C)
__ineligible (end of visit, offer additional resources)

C. Collect Client Background Information

SHIELD ID#:_____

First Name/MI_____ **Last Name**_____

DOB __ __/__ __/__ __ __ __ **Age**_____ **Sex** __M __F __T

Race/Ethnicity: (check all that apply)	Referral Source: (check all that apply)
☐ African American ☐ Caucasian	☐ Flyer ☐ Ad in a newspaper
☐ American Indian ☐ Latino/a	☐ Word-of-mouth ☐ Current Client
☐ Asian/Pacific Islander	☐ Referred by agency_____
☐ Other: _____	☐ Other: _____

D. Collect Client Contact Information

Street/Apt _____
City _____ State _____ Zip _____
Cross Street _____
Home Phone (___)___ ___ ___-___ ___ ___ ___ Pager (___)___ ___ ___-___ ___ ___ ___
Work Phone (___)___ ___ ___-___ ___ ___ ___ Cell (___)___ ___ ___-___ ___ ___ ___
Email _____ Hangouts: _____
OK to leave message: __Y __N OK to mention this agency: __Y __N

E. Collect Additional Locating Information (additional persons through which client may be reached)

CONTACT #1

Street/Apt _____
City _____ State _____ Zip _____
Cross Street _____
Home Phone (___)___ ___ ___-___ ___ ___ ___ Pager (___)___ ___ ___-___ ___ ___ ___
Work Phone (___)___ ___ ___-___ ___ ___ ___ Cell (___)___ ___ ___-___ ___ ___ ___
Email _____ Hangouts: _____
OK to leave message: __Y __N OK to mention this agency: __Y __N

CONTACT #2

Street/Apt _____
City _____ State _____ Zip _____
Cross Street _____
Home Phone (___)___ ___ ___-___ ___ ___ ___ Pager (___)___ ___ ___-___ ___ ___ ___
Work Phone (___)___ ___ ___-___ ___ ___ ___ Cell (___)___ ___ ___-___ ___ ___ ___
Email _____ Hangouts: _____
OK to leave message: __Y __N OK to mention this agency: __Y __N

F. Distribute SHIELD Calendar

1. Agency gave client the SHIELD Calendar of Sessions: __Y __N

2. Does client have another commitment (i.e. job, group, etc.) that would prevent them from attending the 6 SHIELD sessions? __Y __N

If no, client will be considered signed up for SHIELD; If yes, refer client to other services

DRAFT

Section A: Describe SHIELD

A. Describe the SHIELD Intervention
1. Agency staff provided information about SHIELD to the client: __Y __N (e.g., goal, # of session, etc.) 2. Client is interested in being screened SHIELD: __Y (Proceed to Section B) __N (end of visit, offer additional resources)

Section B: SHIELD Screening

B. Screen for Client Eligibility (italics responses indicate eligibility)

1) How often to do interact with other drug users?

☐ Never→ **Not Eligible** ☐ *A few times a month* ☐ *A few times a week*

☐ *About once a month* ☐ *About once a week* ☐ *Everyday*

2) When was the last time you used heroin, cocaine, or crack on a regularly basis?

☐ Never→ **Not Eligible** ☐ *In the past year* ☐ *In the past 3 months*

☐ *More than 1 year ago* ☐ *In the past 6 months* ☐ *In the past month*

3) Are you interested in being trained as a Peer Educator? ☐ No→ **Not Eligible** ☐ *Yes* **(ask Question 3a)**

3a) What are some of the reasons you want to be trained to be a Peer Educator?

4) Would you feel comfortable talking to <u>people that you know</u> about HIV prevention such as using condoms and not sharing needles? ☐ *Yes* ☐ No→ **Not Eligible**

5) Would you feel comfortable talking to <u>other drug users</u> about HIV prevention such as using condoms and not sharing needles? ☐ *Yes* ☐ No→ **Not Eligible**

Result of Screening ___**eligible** (All responses are italicized, Assign ID# and proceed to Section C)
___ **ineligible** (end of visit, offer additional resources)

DRAFT

Section C: Client Background Information

C. Collect Client Background Information

SHIELD ID#:_____

First Name/MI _____ Last Name _____

DOB __ __/__ __/__ __ __ __ Age_____ Sex __M __F __T

Race/Ethnicity: (check all that apply)		Referral Source: (check all that apply)	
☐ African American	☐ Caucasian	☐ Flyer	☐ Ad in a newspaper
☐ American Indian	☐ Latino/a	☐ Word-of-mouths	☐ Current Client
☐ Asian/Pacific Islander		☐ Referred by agency_____	
☐ Other:_____		☐ Other:_____	

Section D & E: Contact Information

D. Collect Client Living Address and Phone Numbers

Street/Apt _____

City _____ State _____ Zip _____

Cross Street: _____

Home Phone (_____) ___ ___ ___ - ___ ___ ___ ___ Pager (____) ___ ___ ___ - ___ ___ ___ ___

Work Phone (_____) ___ ___ ___ - ___ ___ ___ ___ Cell (____) ___ ___ ___ - ___ ___ ___ ___

Email: _____ Hangouts: _____

OK to leave message: ___Y ___N OK to mention this agency: ___Y ___N

E. Collect Client Contact Information (additional persons through which client may be reached)

CONTACT #1

Street/Apt _____

City _____ State _____ Zip _____

Cross Street: _____

Home Phone (_____) ___ ___ ___ - ___ ___ ___ ___ Pager (____) ___ ___ ___ - ___ ___ ___ ___

Work Phone (_____) ___ ___ ___ - ___ ___ ___ ___ Cell (____) ___ ___ ___ - ___ ___ ___ ___

Email: _____ Hangouts: _____

OK to leave message: ___Y ___N OK to mention this agency: ___Y ___N

CONTACT #2

Street/Apt _____

City _____ State _____ Zip _____

Cross Street: _____

Home Phone (_____) ___ ___ ___ - ___ ___ ___ ___ Pager (____) ___ ___ ___ - ___ ___ ___ ___

Work Phone (_____) ___ ___ ___ - ___ ___ ___ ___ Cell (____) ___ ___ ___ - ___ ___ ___ ___

Email: _____ Hangouts: _____

OK to leave message: ___Y ___N OK to mention this agency: ___Y ___N

Section F: SHIELD Calendar

F. Distribute SHIELD Calendar
1. Agency gave client the SHIELD Calendar of Sessions: __Y __N 2. Does client have another commitment (i.e. job, group, etc.) that would prevent them from attending the 6 SHIELD sessions? __Y __N If no, client will be considered signed up for SHIELD; If yes, refer client to other services

Trainers Demonstrate

Pre-Program Contact

SHIELD Sequence (Core Element #2)

Pre-program contact

→

<u>SHIELD Sessions 1-6</u>

- Intro to Peer Outreach
- PEER Communication Skills
- Safer Sex #1
- Safer Sex #2
- Safer Injection
- Graduation & Sustainability

Timing & Setting of SHIELD Sessions

- Flexible setting options: group rooms, mobile vans
- Each session should be held on a different day
- Before you set the schedule figure out the time that works best for you & your agency
- Make timing consistent and convenient
- Have at least one day in between sessions
  - Gives participants time to practice their new skills

Attendance Policy

- All 6 sessions are important
- Group sharing & bonding
  - Learning new information & skills
  - Reinforcement & practice of skills

Agencies should determine their own attendance policy before implementing SHIELD sessions

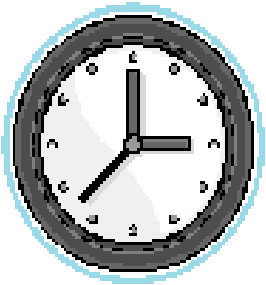
Things to consider for attendance policy

- More sessions attended, more effective Peer Outreach
- New participants should not be introduced to the SHIELD group after Session 1 has been held
- Once a client starts with a group, they should remain in that group

Boosters

- Informal group sessions with participants
  - Check-in
  - Skills refresher
  - Restock risk reduction materials
- Agency events
- Community events
  - Street outreach
  - Health fairs

Lunch break – 1 hour



HIV & Injection 101

Reviewing Information

- Key to preparation as a facilitator.
- Stimulates discussion about resources in the community.
- Review chapter provided as an appendix.

HIV stands for…

- Human Immunodeficiency Virus.
- This is the Virus that causes AIDS.
- Being infected with HIV does not necessarily mean that you have AIDS.

AIDS stands for…

- Acquired Immunodeficiency Syndrome.
- AIDS is a clinical diagnosis that is based on two criteria:
  - Level of CD4 cells (<200 is AIDS) –or-
  - Presence of an opportunistic infection (OI)
- Doctors use these two criteria to determine medications and care.
- Because of the development of medications for AIDS, people who are diagnosed with AIDS can live long lives.

Opportunistic Infections

- Are infections that occur as a result of a weakened immune system.
- Examples include: PCP (a type of pneumonia), Thrush (a type of yeast infection), PID (pelvic inflammatory disease).

HIV Treatment Options

- Accessing HIV medical care
- Working with provider on treatment plan
- Adherence to medications
- Support groups

Body fluids that CAN transmit HIV

- Blood
- Semen
- Vaginal secretions
- Breast milk

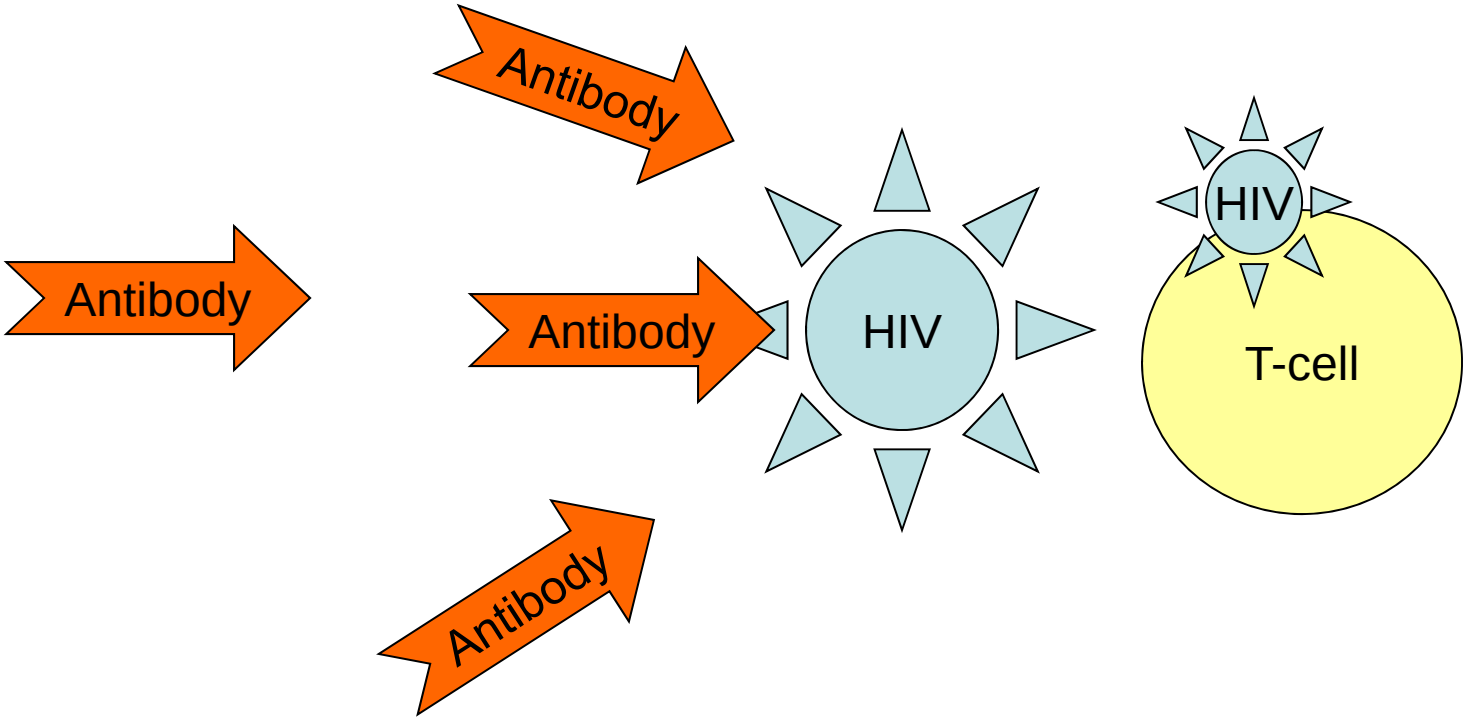
Body fluids that CANNOT transmit HIV

- Sweat
- Tears
- Saliva
- Urine
- Feces

Primary Methods for HIV Transmission

- Sharing needles and other injection drug equipment
- Unprotected sex
- Maternal transmission

Testing for HIV (Antibodies)



Window period

- Amount of time after someone gets infected with HIV but before antibodies show up on the test.
- Average 3-6 months

Body fluids that CAN be tested for HIV antibodies

- Blood
- Urine
- Oral mucosal transidate (fluid from the lining of the mouth)

HIV Risk Reduction

- Abstinence from sex and drug use
- Proper use of condoms
- Safer drug preparation
- Safer injection

Basics of injection drug use

- Common terminology
- Methods of injection
  - Vein, muscle, skin-popping
- Consequences
  - Heart problems, infections
- Injection Risk Reduction

STDs and Hep C

- Sexually transmitted diseases greatly increase HIV risk.
- STD testing should be promoted in addition to HIV testing.
- Hepatitis C is a virus that attacks the liver.
- Hepatitis is easily spread through blood and sharing of injection equipment.
- Testing for Hep C is recommended.

Knowledge Assessment

- Quiz is available at the end of the Appendix in SHIELD Facilitator Guide.
- Take before you implement SHIELD.
- It’s ok to say “I don’t know” if a participants asks something & you do not know the answer
  - Bring the answer back to the next session.

Facilitating the SHIELD Intervention

Delivering SHIELD with Fidelity

- Fidelity: How well facilitators adhere to the SHIELD procedures and scripts

- Steps for adhering fidelity
  - Review each session prior to delivery
  - Follow procedures in the outlined order
  - Use suggested scripts
  - Use suggested probes & questions

Preparation and Planning

- Preparation and planning of sessions is critical.
  - Discussing the session with supervisor.
  - Preparing materials and posters.
  - Dividing the session between co-facilitators.
  - Following preparation tasks for each session
- Practicing and doing a “walk-through” of each session.
  - Focus on Homework Check-In
  - Risk reduction ladders
  - Demonstrations

Co-facilitation

- SHIELD is designed to be co-facilitated.
- Plan time for your facilitators to spend time together to get familiar with each other's styles.
- Even for seasoned facilitators, co-facilitation is a different experience. Plan for time to practice co-leadership of the group.

10 Minute Break

SHIELD Session Structure (Core Element #3)

SHIELD Session Structure: Sessions 2-6

(1) Homework Check-in

↓

(2) Present New Information

↓

(3) Peer Educator Training Activities

↓

(4) Homework Assignment & Practice

↓

(5) Summary

Peer Educator Training Activities – Component #3

- Facilitator Role Model
- Group Problem Solving
- Role-plays

Facilitator Role Model Review

- Description: Conducted by both facilitators to demonstrate/role-model skills.
- Preparation: Facilitators should meet prior to the session to assign and practice roles.
- Procedures: demonstration and debriefing.

Group Problem Solving Review

- Description: Group works together to problem solve scenarios & role-play.
- Preparation: Prior to the session facilitators should review and discuss scenarios and choose ones.
- Procedures: Have group brainstorm using the information just presented during the session.

Role Plays Review

- Description: Aims to allow participants to practice Peer Educator skills.
- Procedures: Ask for participants to volunteer to play the Peer Educator and the Peer.
- Facilitators can “freeze” the role play to give the Peer Educator time to re-group or to ask the group for suggestions.

SESSION 1

Session 1: Objectives

1. To introduce the purpose of the program
2. To establish group cohesion and expectations
3. To generate motivation to remain in the program
4. To define Peer Educator role
5. To introduce examples of "Peer outreach"
6. To identify a "homework buddy"

Session 1: Activities

1. Introductions of group and facilitators
2. Describe the purpose of the program
3. Group rules
4. Peer Educator role and Outreach brainstorm
5. Peer Outreach – Settings and Safety Brainstorm
6. Homework assignment and preparation
7. Summary

Trainers demonstrate

Session 1: Component 2 –
Describe SHIELD program

Debriefing Session 1 Demonstration

- Questions about script?
- Challenges to delivering this component?
- Other?

Take Home Points

- Be enthusiastic in your delivery.
- Emphasize the expertise that they each bring to the room.
- Emphasize that the program is designed for a variety of different people.

Trainers demonstrate

Session 1: Component 4 & 5 –
Peer Educator and Peer Outreach
Brainstorm

Debriefing Session 1 Demonstration

- Questions?
  - Suggested scripts
  - Procedures
  - Co-facilitation roles
- Challenges to delivering these components?
- Comments?

Take Home Points

- Peer Educators help other be safer.
- Peer outreach can be a variety of different activities in a variety of settings.
- Emphasize the importance of protecting the safety of self and other when conducting Peer Outreach.

Trainers demonstrate

Session 1: Component 6 – Homework and practice

Debriefing Session 1 Demonstration

- Questions?
  - Suggested scripts
  - Procedures
  - Co-facilitation roles
- Challenges to delivering these components?
- Comments?

Homework Assignment

- Opportunities to practice peer outreach.
  - Core Elements 4 & 5
- Reinforce Peer Educator identity
  - Core Element 5

Homework Buddy - Criteria

- Individual who could benefit from the HIV prevention information (e.g. drug users, IDUs, individuals with multiple sex partners)
- Individual who is supportive of the participant being trained to be a Peer Educator
- Individual who the participant sees at least once a week

Facilitating Homework Assignment component

- Facilitators should assist participants with identifying appropriate Homework buddies.
- Be creative if there is no appropriate Homework buddy for a participant.
- Encourage participants to stick with the same Homework buddy throughout the sessions.

Session Debriefing

- To be conducted after each session.
- Facilitators and Program Manager or Supervisor.
- Focus on successes and challenges of each session.
- See Facilitator Debriefing Guidelines.

Evaluation tools:

Process Monitoring Form

SHIELD Process Monitoring Form

This form should be completed for each SHIELD Cycle.

SHIELD Group #: 501 Number of participants in SHIELD group: 8

Date of Session 1 (Introduction): 9/28/10 Date of Session 6 (Graduation): 10/14/10

Facilitator(s): Bob & Rhonda Location: 1st Floor group room

A. Recruitment

1. What were the dates of for this recruitment period?

   08/01 - 09/15

2. Where did recruiters go to recruit participants?

   Street; local shelters; needle exchange program

3. What recruitment efforts were made for this SHIELD Group?

Recruitment Effort	Number
How many people were approached during street outreach?	40
How many flyers were passed out during street outreach?	100
How many individuals were referred from other agencies?	15
How many calls were received about the SHIELD intervention?	30
How many people were screened for the SHIELD intervention?	19
How many people signed-up for Session 1?	12
How many reminder calls were made prior to Session 1?	12
How many reminder letters were mailed our prior to Session 1?	12
How many people confirmed their attendance for Session 1 (after reminder efforts)?	10

B. Session Attendance

1. How many people attended each Intervention Session?

Session	Total Number of participants
Session 1	8
Session 2	6
Session 3	8
Session 4	7
Session 5	7
Session 6	7

2. Were incentives given out at any of the sessions? (circle one)

   YES NO

   Which session(s) all

   Which types of incentives were given out? food; bus tokens

C. Changes in Session Dates

1. Were any sessions postponed? (circle one) YES NO

   Which session(s) was postponed?

   Session 3

   Why was/were the session(s) postponed?

   Center closed

Evaluation tools:

Process Evaluation Form

SHIELD Process Evaluation Form

Below are the Core Elements of SHIELD as outlined in the SHIELD Project Manager's Guide. Please refer to this list as you answer the following items.

1) SHIELD is implemented in a small group setting to offer participants an environment that is conducive to sharing experiences and gaining social support from peers.

2) Participants go through the SHIELD Sequence- a series of activities that includes pre-program contact and six intervention sessions in a specified sequence.

3) Each SHIELD intervention session follows a specific structure that includes 5 components.

4) SHIELD sessions aim to build three sets of skills necessary for participants to be a Peer Educator. These skills are:

- Communication skills for conducting effective peer outreach (PEER)
- HIV injection-related risk reduction techniques
- HIV sex-related risk reduction techniques

5) Every session includes interactive Peer Educator training activities which build Peer Outreach skills and increase Peer Educator self-efficacy. Through increased self-efficacy, participants develop a Peer Educator Identity. Activities include:

- Facilitator Role-models
- Group Problem-solving activities
- Role-plays

Core Elements

1. Have your agency *dropped* any of the Core Elements listed above?

   Yes (**Go to 1a**) No (**Go to #2**)

   1a. Which of the Core Elements was dropped? (circle all that apply)

   #1 #2 #3 #4 #5

2. Has your agency *modified* any of the Core Elements listed above?

   Yes (**Go to 2a**) No (**Go to #3**)

   2a. Which of the Core Elements was modified? (circle all that apply)

   #1 #2 #3 #4 #5

Adaptations to SHIELD

In the following section, please record any revisions or adaptations that your agency has made to the SHIELD intervention. Also note why your agency made the changes.

1. Setting: Community-based yes
2. Target population: Current and former drug users all active
3. Number of Sessions: 6 yes
4. Length of Sessions: 1 ½-2 hours about 2 hours
5. Activities: Role Plays yes
6. Activities: Problem-solving activities yes
7. Activities: Condom demonstrations & distribution of safer sex kits no safer sex kits
9. Activities: 2- Injection demonstrations & distribution of safer injection kits no injection kits
9. Handouts none changed

Review of Day 1

SESSION 2

Session 2: Preparation

1. Reminder calls to participants.
2. Co-facilitation issues
   a) Dividing up the session
   b) Facilitator role-model practice
3. Materials preparation
   a) Posters
   b) PEER Communication cards
   c) HIV review game materials
   d) Handout with homework assignment

Session 2: Objectives

1. To provide support and positive reinforcement for Peer Educator role.

2. To introduce and practice PEER Communication skills

3. To review basic HIV risk information

Session 2: Structure

1. Homework check-in
2. Present new information: PEER Communication skills
3. Peer Educator Training Activities: Group problem solving (HIV information) & Role play
4. Homework assignment and practice
5. Summary

Trainers demonstrate

Session 2 – Components 1-3

Session 2 Demonstration Summary

- Component 1: Homework
  - Provide positive reinforcement.
  - Listen for examples of picking the right place & time and listening.
- Component 2:
  - You want the group to see how picking the right place & time and listening can make a difference in the conversation.
- Component 3:
  - Sharing new and correct information about HIV is one way to conduct Peer Outreach.

Debriefing Session 2 Demonstration

- Questions about content?
- Challenges to this session?

Extras

Participant (Homework) Assignment for Session 2: Share with buddy new information that you learned during the HIV review game.

Volunteers Needed: Two for 3:1 (HW) Assignment Check-In [pg. 69] and two for 3:3 PEER Educator Training Activities [pg. 74]

15 minute break

SESSION 3

Session 3: Objectives

1. To provide support and positive reinforcement for the Peer Educator role
2. To review sex risk information and risk reduction options
3. To practice using PEER Communication skills about sex risk reduction

Session 3: Structure

1. Homework check-in
2. Present new information: Sex risk reduction options ladder
3. Peer Educator Training: Group problem solving & Role plays
4. Homework assignment and practice
5. Summary

Teachback

Session 3 – Component 1
Homework check-in

Teachback – Debriefing: Homework check-in

- Facilitators
  - How did it feel to lead this activity?
  - What were your challenges?
  - What did you feel comfortable with?
- Group participants
  - Observations about the activity?
  - How will your perspective influence how you prepare to facilitate this component?
- Trainers Observations

Homework Check-in Take-Home Points

- Through homework check-ins, participants will:
  - Share experiences
  - Learn different strategies for Peer Outreach
  - Problem-solve solutions to any challenges they encounter
- Facilitators should focus on the positive so participants feel successful

Trainers Demonstrate

Session 3

Component 2: Risk reduction ladder

Summarizing Session 3 – Sex Risk Ladder Demonstration

- Prepare for activity (cards, answer key)
- Engage your group in the activity
- When explaining the ladder start at the TOP and move down (“a safer option is”)
- Facilitator note on risk associated with sharing sex toys (FG pg. 73).

Debriefing Session 3 – Sex Risk Ladder Demonstration

- Questions about content?
- Challenges to this session?

Facilitating Peer Educator Activities

- Choose a suggested scenario or add one that is relevant to your group
- Read scenario aloud to the group
- Use problem-solving questions to guide discussion of suggestions for what a Peer Educator can do or say in the given scenario
- Ask participants to do a role-play

Teachback

Session 3 – Component 3

Peer Educator Training Activities

Teachback – Debriefing:
Peer Educator Training Activities

- Facilitators
  - How did it feel to lead this activity?
  - What were your challenges?
  - What did you feel comfortable with?
- Group participants
  - Observations about the activity?
  - How will your perspective influence how you prepare to facilitate this component?
- Trainers Observations

Extras

Participant (Homework) Assignment for Session 3: Share with your assignment buddy new information that you learned during the discussion of the sex risk reduction ladder.

Facilitator Summaries

(Appendix IV)

- To be written by facilitators after each SHIELD cycle.
- Summary reports aim to document group successes and changes in behavior.
- See Facilitator Summary Guidelines.

Extras

Volunteers Needed: Two for 4:1 (HW) Assignment Check-In [pg. 87] and two for 4:3 PEER Communication Skills [pg. 95]

1 Hour Lunch Break

SESSION 4

Session 4: Objectives

1. To provide support and positive reinforcement for Peer Educator role.
2. To review male and female condom information.
3. To practice using PEER Communication skills about condom use and barriers to condom use.

Session 4: Structure

1. Homework check-in
2. Present new information: Condoms & Lubes
3. Peer Educator Training: Group problem solving & Role plays
4. Homework assignment and practice
    a) Safer sex kits (optional)
5. Summary

Teachback

Session 4 – Homework Check-in

Teachback – Debriefing: Homework Check-in

- Facilitators
  - How did it feel to lead this activity?
  - What were your challenges?
  - What did you feel comfortable with?
- Group participants
  - Observations about the activity?
  - How will your perspective influence how you prepare to facilitate this component?
- Trainers Observations

Materials for Condom Demonstrations

- Male condoms
  - Latex, polyurethane, polyisoprene condoms
  - Different colors and flavors
  - Do not use lambskin condoms
- Female condoms
- Variety of lubricants
- Male and/or female model
- Napkins

Condom Points to Discuss

- Expiration date
- Opening condom packets
- Reservoir tip
- Turning condoms inside & out
- Using 2 condoms
- Where to store/keep condoms

Polyurethane Condoms

- Good for people with latex allergies
- More durable than latex condoms
- Better transfer of heat
- May be more expensive or hard to find
- Label name: Avanti condoms

Polyisoprene Condoms

- Another material for condoms
- Good for people with latex allergies
- Softer and stretchier for a more natural feeling.
- Water or silicone-based lubricants
- Label names: Durex Bare or Lifestyles SKYN

Male Condom Demonstration

Steps for Putting on a Male Condom

- Check expiration date
- Squeeze packet to make sure there are no holes
- Open packet (don’t use scissors or teeth)
- Squeeze reservoir tip
- Unroll condom to base of penis (don’t flip over)
- Withdraw and dispose of condom ASAP after ejaculation

Lubricant Take-Home Points

- Water or silicone-based lubes only for latex condoms
- Oil-based lubes (e.g. baby oil, Vaseline, etc) can damage latex condoms
- Can use water, oil-based, or silicone-based lubes for polyurethane condoms
- Do not use condoms with Nonoxynol-9

Female Condoms: Another Safer Sex Option

Female Condom Demonstration

Female/Reality/FC2 Condoms
Take-Home Points

- Practice inserting 3-4 times
- Can use water, silicone, or oil-based lubes
- Squeeze inner ring and insert into vagina until comfortable (ring should spring open to cover the cervix)
- Does not have a NuvaRing

Barrier Protection – Oral Sex
Take-Home Points

- Male and Reality condoms can be used
- Sheer Glyde Dental dams (www.sheerglydedams.com)
- Non-microwavable plastic wrap an option

Teachback

Session 4 – Component 3

Peer Educator Training Activities

Teachback – Debriefing:
Peer Educator Training Activities

- Facilitators
  - How did it feel to lead this activity?
  - What were your challenges?
  - What did you feel comfortable with?
- Group participants
  - Observations about the activity?
  - How will your perspective influence how you prepare to facilitate this component?
- Trainers Observations

Homework Assignment

- Assignment: Share something new with your buddy that you learned about condoms and/or lube.

- Copies of the homework assignment and steps to use a male and female condom are in your folders.

Example of Safer Sex Kit

15 minute break

SESSION 5

Session 5: Objectives

1. To provide support and positive reinforcement for Peer Educator role.

2. To review injection and drug splitting risk.

3. To practice using PEER Communication skills about safer injection.

Session 5: Structure

1. Homework check-in
2. Present new information
   a) Demonstration of cleaning injection equipment
   b) Injection risk reduction ladder
   c) Demonstration of safer drug splitting
   d) Drug splitting risk reduction ladder
3. Peer Educator Training: Group problem solving & Role plays
4. Homework assignment and practice
   a) Safer injection kits (optional)
5. Summary

Cleaning Injection Equipment Demonstration

Materials you will need:

- Syringe
- Clean COLD water
- Paper towels

Trainers Demonstrate

Session 5

Component 2(A): Demonstration of Properly Cleaning Injection Equipment

Properly Cleaning Injection Equipment

- Pour water into a clean container.
- Draw water into syringe fully.
- Shake and tap syringe to loosen particles.
- Squirt out onto paper towel.
- Repeat 5 times.
- Dispose of water in container.

Emphasize that the more rinses the better

Teachback

Session 5 -

Present new information

Safer Injection Ladder

Teachback - Debriefing

Session 5 -

Present new information

Safer Injection Ladder

Safer Splitting Demonstration

Materials you will need:

- One Syringe
- Three cookers/caps
- Clean COLD water
- Clean cotton

Safer Splitting Demonstration

Take Home Points

- Splitting needle & cooker are for dividing drugs ONLY.
- Mark needle and cooker so that people do not use them to inject.

Teachback

Session 5 –

Present New Information

Safer Splitting Ladder

Teachback - Debriefing

Session 5 –

Present New Information

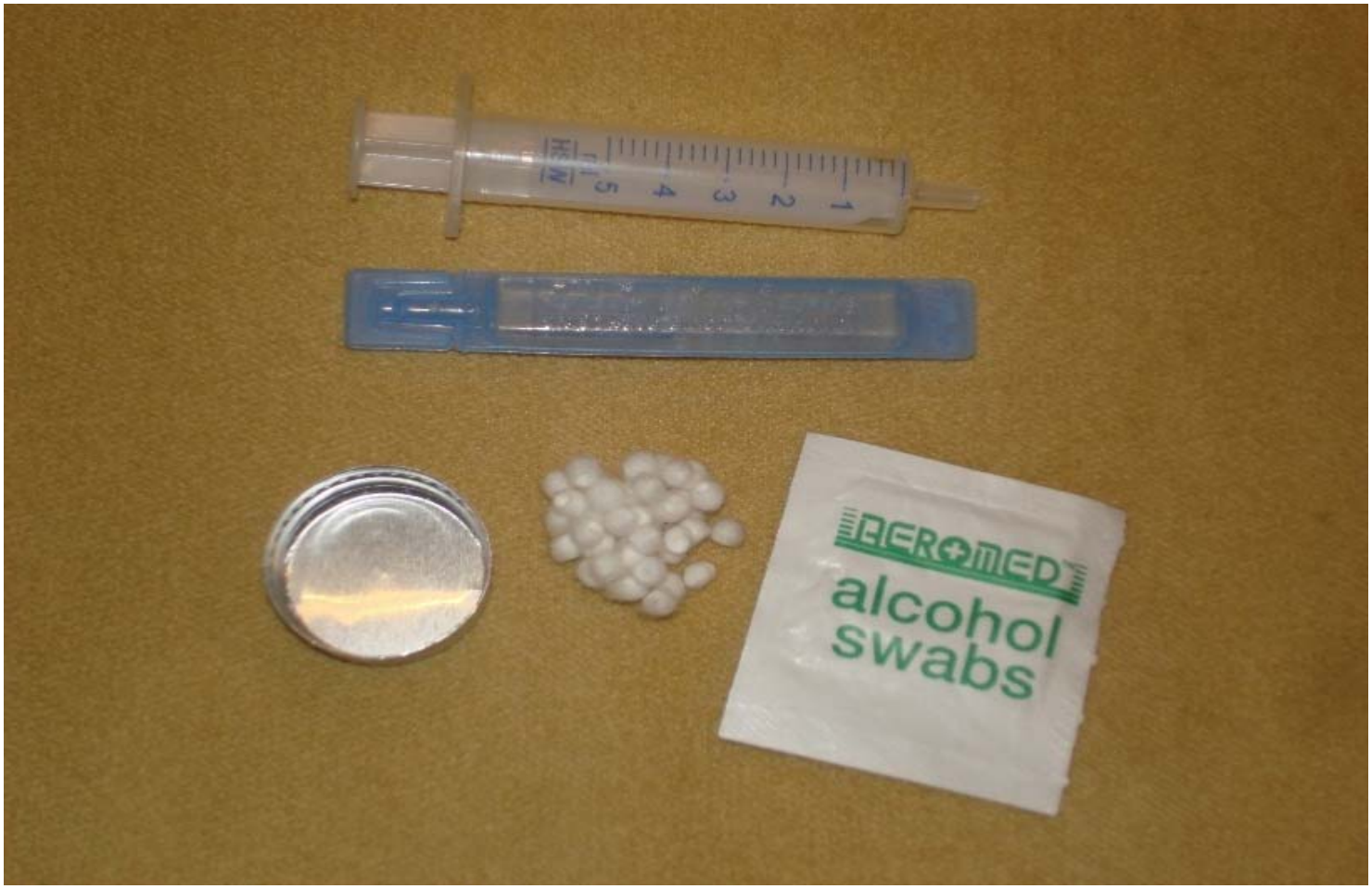
Safer Splitting Ladder

Session 5

- Component 3 – Peer Educator Training Activities.

- Component 4 – Homework assignment and practice.

Safer Injection Kits



Recap of Day 2

SESSION 6

Session 6: Objectives

1. To provide support and positive reinforcement for Peer Educator role.
2. To provide motivation for sustainability of Peer Outreach.
3. To problem-solve barriers to Peer Outreach and individual behavior change.
4. To promote Booster sessions (if applicable).

Session 6: Structure

1. Homework check-in
2. Knowledge review
3. Peer Educator Training
   a) Goal setting for Peer Outreach
   b) Barriers to sustainability for Peer Outreach
   c) Goal setting personal risk reduction
4. Graduation ceremony
5. Summary

Component 3:
Peer Educator Training Activities

1. Goal Setting for Peer Outreach
2. Barriers to Sustainability for Peer Outreach
3. Goal Setting for Personal Risk Reduction

Trainers Demonstrate

Session 6

Component 3a-c

Summarizing Session 6 – Peer Educator Training Activities

- Goal Setting for Peer Outreach
  - Goal should be specific and achievable
  - Goal helps sustain Peer Outreach
- Barriers to Sustainability for Peer Outreach
  - Bumps in the road happen
  - Help participants plan for dealing with barriers versus quitting Peer Outreach
- Goal Setting for Personal Risk Reduction
  - Reducing personal risk is one way to avoid issues of credibility with peers.
  - Serves to enhance sustainability of Peer Outreach

Booster Sessions

Boosters

- Informal group sessions with participants
  - Check-in
  - Skills refresher
  - Restock risk reduction materials
- Agency events
- Community events
  - Street outreach
  - Health fairs

Booster Session Structure

- Component 1: Peer Educator Check-in
- Component 2: Peer Educator Skills Refresher
- Component 3: Closing

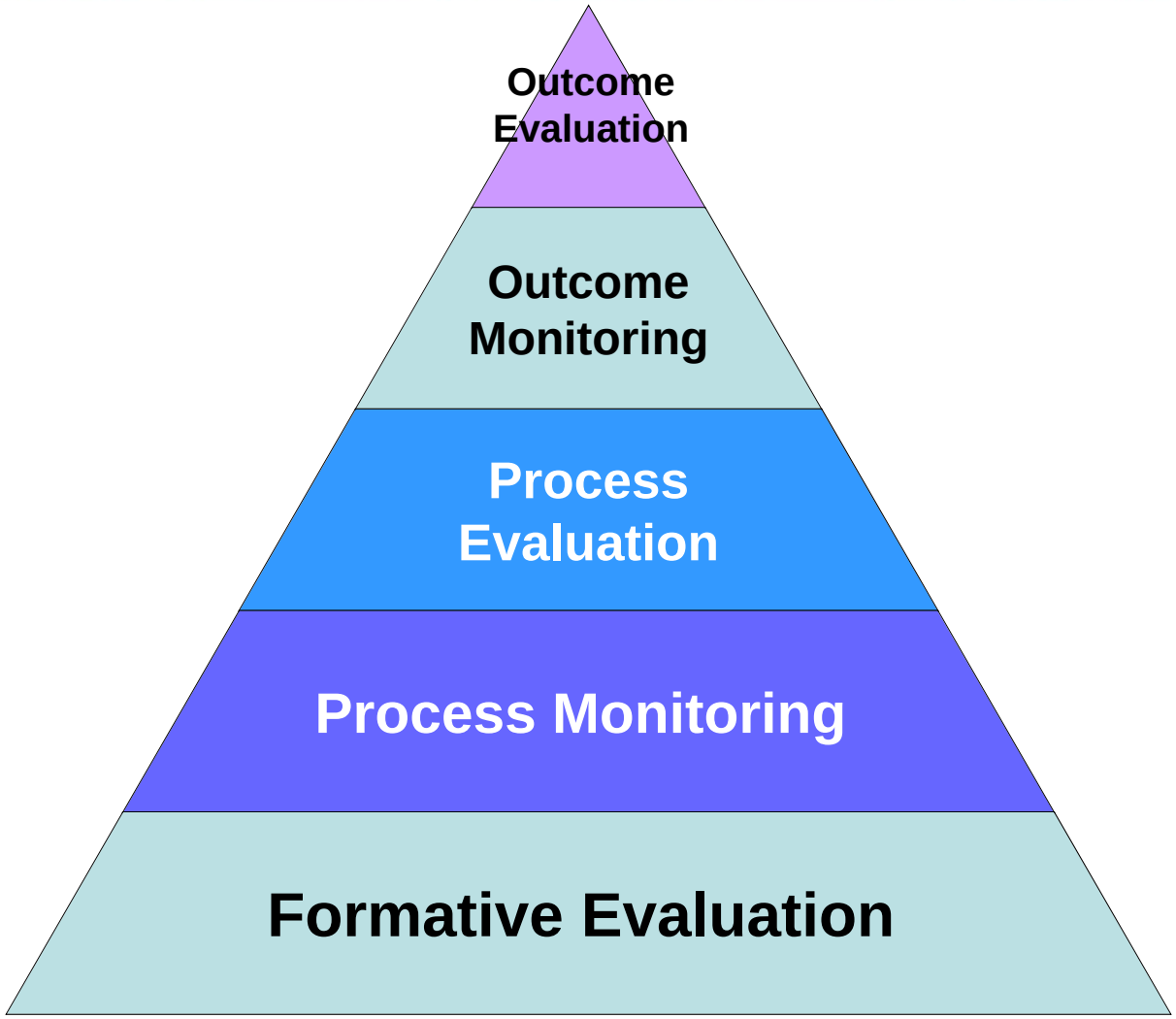
15 minute break

Evaluating the SHIELD Intervention

Purposes of Evaluation

- Documenting the implementation process
- Figuring out what works & doesn’t work
- Recognizing milestones & challenges encountered
- Demonstrating program effectiveness
- Accountability
- Applying and securing future funding
- Showcasing the program to stakeholders

CDC Evaluation Pyramid



SHIELD Logic Model

The target population for the SHIELD intervention is designed for current and former drug users of heroin, cocaine, or crack who interact with current drug users; males and females; ages 18 years and older (average age in study was 39 years); and HIV-positive and HIV-negative.

The risk behaviors among this population are due to drug-related practices such as sharing needles and not cleaning injection equipment effectively as well as sexual behaviors such as inconsistent condom use and exchanging sex for money or drugs.

Major risk factors for HIV include: lack of knowledge about HIV risk reduction, lack of safer sex and safer injection materials, lack of skills for HIV risk reduction, and lack of social support for practicing safer sex and injection behaviors.

SHIELD Behavior Change Logic Model

Behavioral Determinants *Corresponding to risk or contextual factors*	**Activities** *To address behavioral determinants*	**Outcomes** *Expected changes as a result of activities targeting behavioral determinants*	
		Immediate Outcomes	**Intermediate Outcomes**
• Self-efficacy for being a Peer Educator • Development of a Peer Educator Identity • Knowledge of risk reduction strategies for sex and drug behaviors • Knowledge of HIV testing resources • Self-efficacy for safer sex and injection behaviors • Positive attitudes towards safer sex and safer injection behaviors • Intentions to practice safer sex and safer injection behaviors	• Learn PEER Communication Skills to guide Peer Outreach • Engage in interactive Peer Educator training activities to build Peer Outreach skills • Practice Peer Outreach skills through homework assignments • Learn information and skills about HIV prevention and risk reduction • Engage in interactive exercises to build skills for HIV risk reduction	• Increase in self-efficacy for Peer Outreach • Diffusion of HIV risk-reduction information, skills, and resources through social networks • Promotion of norms about risk-reduction behaviors through social networks • Increase in knowledge of HIV transmission and risk-reduction • Increase in positive attitudes towards safer sex and safer injection • Recognition of own risky behaviors • Increase in self-efficacy for personal risk reduction • Increase in intention to practice risk reduction	• Peer Educators have increased pride about helping their community • Decrease in sharing of injection drug equipment • Increase in cleaning of injection drug equipment • Increase in utilization of a Needle Exchange Program (where available) • Increase in condom use • Increase in HIV testing and receipt of results • Increase in drug treatment enrollment • Reduction in drug use

1- The SHIELD intervention has two aims: 1) to train individuals to be Peer Educators who conduct outreach with peers by sharing HIV risk-reduction information; and 2) to reduce Peer Educators' own HIV risk behaviors. In order to achieve these goals, the intervention focuses on 3 sets of skills: communication, safer sex, and safer injection. As a Peer Educator, participants learn risk-reduction information and skills which they diffuse throughout their social network. Through peer outreach, participants also begin to change their own behaviors to maintain credibility as a Peer Educator.

2- The SHIELD intervention was built upon three psychological theories: Social Learning, Social Identity and Cognitive Dissonance (or inconsistency) Theories. Each of these guides the Peer Educator approach to HIV risk reduction.

SHIELD Monitoring & Evaluation Guide

- Overview of evaluation
- Evaluation activities & plan
- Evaluation tools

Types of Evaluation

- Process Monitoring
- Process Evaluation
- Outcome Monitoring

What Does Process Monitoring Tell Us?

1. How many people were recruited for the SHIELD intervention?
2. What recruitment sites were most productive?
3. How many people called to get more information about SHIELD?
4. How many people attended each intervention sessions?
5. What referrals were given to participants?
6. What risk reduction materials were distributed?

Process Monitoring Form

SHIELD Process Monitoring Form

This form should be completed for each SHIELD Cycle.

SHIELD Group #:_____ Number of participants in SHIELD group:_____

Date of Session 1 (Introduction):_____ Date of Session 6 (Graduation):_____

Facilitator(s) :_____ Location:_____

A. Recruitment

1. What were the dates of for this recruitment period?
   _____
   _____

2. Where did recruiters go to recruit participants?
   _____
   _____

3. What recruitment efforts were made for this SHIELD Group?

Recruitment Effort	Number
How many people were approached during street outreach?	
How many flyers were passed out during street outreach?	
How many individuals were referred from other agencies?	
How many calls were received about the SHIELD intervention?	
How many people were screened for the SHIELD intervention?	
How many people signed-up for Session 1?	
How many reminder calls were made prior to Session 1?	
How many reminder letters were mailed our prior to Session 1?	
How many people confirmed their attendance for Session 1 (after reminder efforts)?	

Process Monitoring

Data Source	Timeline	Person Responsible
SHIELD Process Monitoring Form	Before & after each set of SHIELD Cycle	Project Manager, Facilitator

**** Reminder:*** *the data that are compiled on the Process Monitoring Form need to be collected on an ongoing basis after each SHIELD session.*

What does Process Evaluation tell us?

1. Were any of the SHIELD core elements changed?
2. What core elements were changed?
3. Why were the core elements changed?
4. Was the intervention adapted?
5. How was the intervention adapted?

Process Evaluation Form

SHIELD Process Evaluation Form

Below are the Core Elements of SHIELD as outlined in the SHIELD Project Manager's Guide. Please refer to this list as you answer the following items.

1) SHIELD is implemented in a small group setting to offer participants an environment that is conducive to sharing experiences and gaining social support from peers.

2) Participants go through the SHIELD Sequence- a series of activities that includes pre-program contact and six intervention sessions and optional booster sessions in a specified sequence.

3) Each SHIELD intervention session follows a specific structure that includes 5 components.

4) SHIELD sessions aim to build three sets of skills necessary for participants to be a Peer Educator. These skills are:

- Communication skills for conducting effective peer outreach (PEER)
- HIV injection-related risk reduction techniques
- HIV sex-related risk reduction techniques

5) Every session includes interactive Peer Educator training activities which build Peer Outreach skills and increase Peer Educator self-efficacy. Through increased self-efficacy, participants develop a Peer Educator Identity. Activities include:

- Facilitator Role-models
- Group Problem-solving activities
- Role-plays

Core Elements

1. Have your agency dropped any of the Core Elements listed above?

   Yes (**Go to 1a**) No (**Go to #2**)

   1a. Which of the Core Elements was dropped? (circle all that apply)

   #1 #2 #3 #4 #5

2. Has your agency modified any of the Core Elements listed above?

   Yes (**Go to 2a**) No (**Go to #3**)

   2a. Which of the Core Elements was modified? (circle all that apply)

   #1 #2 #3 #4 #5

Process Evaluation Activities

Data Source	Timeline	Person Responsible
SHIELD Process Evaluation Form	Ongoing (Before and after each session)	Project Manager; Facilitators
Facilitator summaries	After each SHIELD group	Facilitators
Supervisor rating forms	Before and after each session observed	Project Manager

**** Reminder:*** *the data that are compiled on the Process Evaluation Form need to be collected on an ongoing basis after each SHIELD session.*

What Does Outcome Monitoring Tell Us?

1. Did SHIELD participants change their behaviors?

2. Did the attitudes of SHIELD participants change?

3. How did participation in the SHIELD intervention affect participants?

SHIELD Pre-Post Assessment

ID #_____ DATE:_____

Circle one: Pre-test Post-test

SHIELD Pre/Post Assessment Form

Thank you for participating in the SHIELD program. All of your response will be kept confidential, please be as honest as possible.

A. HIV-Related Communication

1. **[In the past 30 days], did you talk with any family members, friends or sex partners about HIV?**

   ☐ Yes ☐ No *[If no, Skip to Section B]*

2. **Who did you talk to about HIV?** *[Note: Check all that apply]*

   ☐ Friend ☐ Own Children
   ☐ Sex partner ☐ Other family members
   ☐ Other person [*Please specify other person:* _____]

3. **What HIV topics have you talked about?** *[Note: Check all that apply]*

   ☐ General information about HIV/AIDS ☐ How HIV is transmitted
   ☐ Using condoms/safer sex ☐ Cleaning/not sharing works
   ☐ HIV medication and treatment ☐ Getting an HIV test
   ☐ Other topic: [*Please specify other topic:* _____)

B. HIV TESTING BEHAVIORS

1. **When was your last HIV test?**

   ☐ Never *[If never, Skip to Section C]* ☐ 4-6 months ago
   ☐ In the past month ☐ 7-12 months ago
   ☐ 1-3 months ago ☐ More than 1 year ago

2. **Did you go back and get the results?**

   ☐ Yes ☐ No *[If no, Skip to Section C]*

3. **What was the result?**

   ☐ Positive ☐ Negative ☐ Not sure

C. PEER EDUCATOR SELF-EFFICACY

Put an X in the box that best describes how you would rate the level of difficulty each of the following activities is.

	Very Easy	Somewhat Easy	Somewhat difficult	Very Difficult
Talking to friends about safer sex				
Talking to your sex partners about safer sex.				
Talking to drug users about safer injection behaviors				
Talking to drug users about safer splitting or preparation of drugs				
Suggesting to someone that they should get a HIV test				

D. SOCIAL NETWORK

How much do you agree with the following statements? . Put an X in the box that best describes your response.

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree
I have someone in my life who I can talk to about any problems I am having.					
I have someone in my life who cares about me.					
I have someone in my life who I can call if I am in trouble.					
I have someone in my life who would support my risk reduction.					

E. SEX-RELATED RISK BEHAVIORS

1. **[In the past 30 days] have you had vaginal or anal sex?**

   ☐ Yes ☐ No *[If no, skip to Section F]*

2. **[In the past 30 days], with how many different people did you have vaginal or anal sex?**

   [*WRITE NUMBER*]_____

SHIELD Pre-Post Assessment

- Face-to-face interview
- Pre-test: Before clients go to Session 1 (e.g., Pre-program Contact)
- Post-test: At least 30 days after a participant has graduation from the SHIELD program (e.g., After a Booster session).
- To assess long-term changes, give post-test 3 or 6 months after graduation
- Compare the pre and post assessments to evaluate client outcomes.
- Includes questions about behaviors, Peer Educator self-efficacy, social networks, and communication

Participant Feedback Form

SHIELD Participant Feedback Form

The following form may be used to collect feedback from participants on their experiences with the SHIELD program after graduation. The questions should be answered in a face-to-face interview.

Overall impression of the SHIELD sessions

1. Let's first talk about your experiences with coming to the intervention sessions. How did you feel about coming to the very first session?

    a. Did your feelings change as you came to more sessions? Please describe.

2. What information did you learn about in the SHIELD program?

    a. Was there any new information that really stands out in your mind?

3. What did you like most about the SHIELD intervention sessions?

4. What did you like least about the SHIELD intervention sessions?

Outcome Monitoring

Data Source	Timeline	Person Responsible
SHIELD Pre Assessment Form	Before Session 1 (e.g., Pre-Program Contact)	Project Manager; Facilitators
SHIELD Post Assessment Form	At least 30 days after graduation from SHIELD	Project Manager; Facilitators
SHIELD Participant Feedback Form	After last session or during booster sessions	Project Manager; Facilitators

Please share one thing you would like to learn from your evaluation of SHIELD.

Assessment Tools

- SHIELD Self Assessment Readiness Tool
  - www.effectiveinterventions.org
  - In your grey folder

- Agency Decision Worksheet
  - Page 46 in Program Manager's Guide

Agency Decisions

- Location, Timing, & Frequency
- Composition of the group
- Optional activities
  - Cleaning & splitting demonstrations
  - Distribute safer sex & safer injection kits
  - Booster Sessions
- Community resources
- Safety/Emergency, & relapse prevention plans
- Evaluation

Agency Questions

1. Initial observations? Any surprises?

2. Anticipated challenges?

3. Next steps?

Graduation

Congratulations and Good Luck!!