



## Welcome to the SHIELD Intervention Staff Training

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

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## 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

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## TRAINING EXPECTATIONS?

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## 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

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## 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

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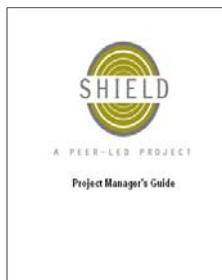
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## How Project Manager Guide is organized

- 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



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## Project Managers Guide – Appendices

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

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## How Facilitators' Guide is organized



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## Facilitators Guide

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

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## 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

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## 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.

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## 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.

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## 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.

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## 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

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## 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).

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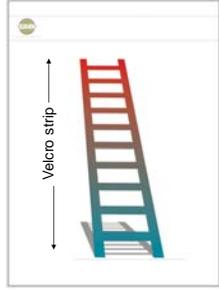
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## Risk Ladders and Cards

- 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



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## SHIELD Packet

Questions?

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## SHIELD

Self  
Help  
In  
Eliminating  
Life-threatening  
Diseases

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## 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



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## 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

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## 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)

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## 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

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## 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

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## 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*

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## 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

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## 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.

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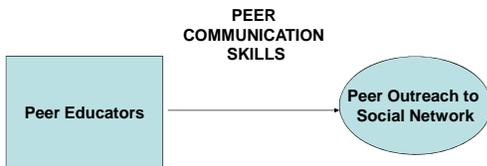
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## SHIELD Key Terms



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## SHIELD Peer Educators

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

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## Theories Behind SHIELD

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

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## 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.

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## 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.

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## 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

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## 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.

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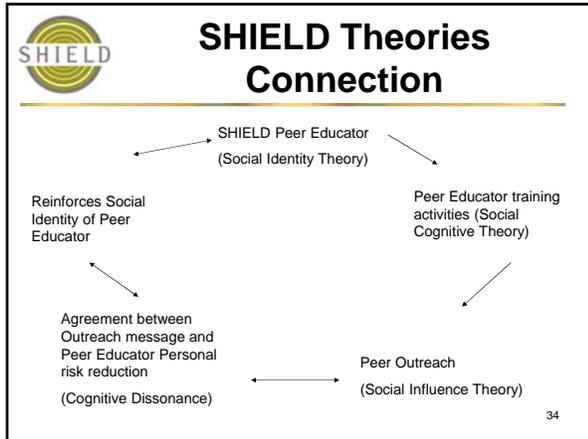
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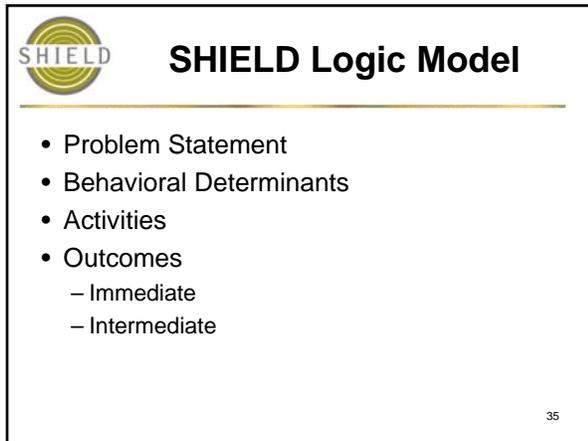
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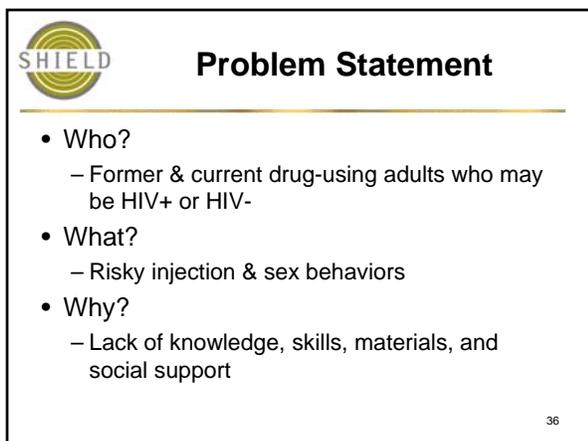
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## Behavioral Determinants

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

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## Activities

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

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## 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

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## Intermediate Outcomes

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

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## 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

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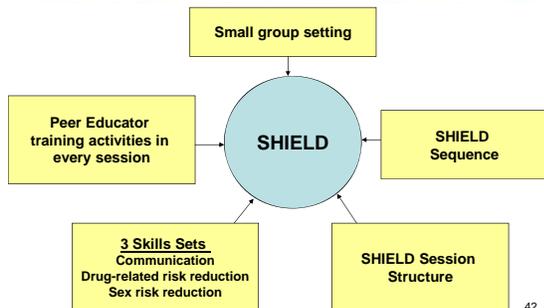
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## What makes SHIELD work? Core Elements



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## 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.

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## 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

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## What SHIELD is NOT

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

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10 minute break



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**Getting ready to  
implement SHIELD**

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**Pre-implementation  
Tasks**

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

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## 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

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## 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

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## 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

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## Recruiter tasks

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

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## 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

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## 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

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## Logistics

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

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## 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

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## Evaluation

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

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## Recruitment and Retention:

**Getting clients into the SHIELD Program**

**Keeping Clients Engaged throughout the program**

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## **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?

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## **Report Back**

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

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## Recruitment Strategies

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

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## Recruitment Messages

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



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

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## Retention

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

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## 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

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## 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

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**Evaluation starts at recruitment....**

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## 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

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## 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 out prior to Session 1?	
How many people confirmed their attendance for Session 1 (after reminder efforts)?	

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## The SHIELD Sequence

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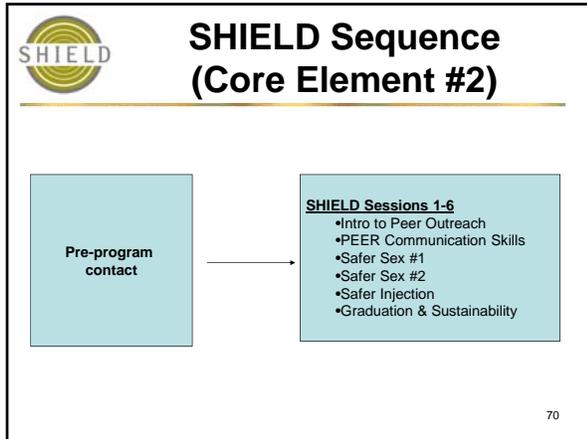
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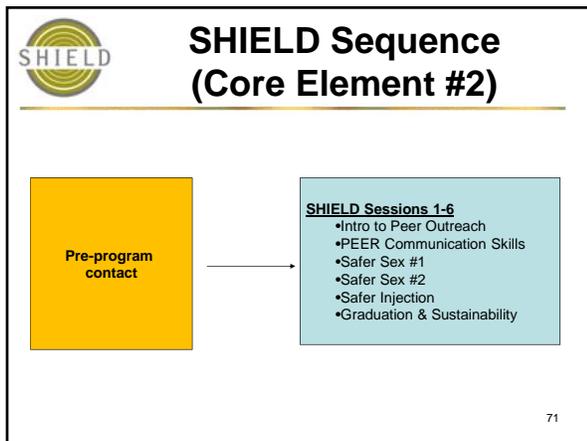
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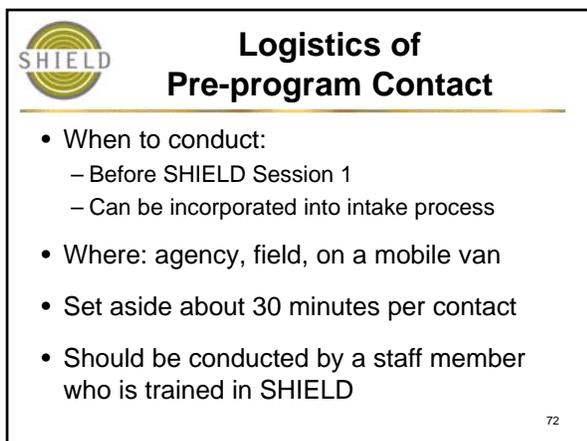
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## Section F: SHIELD Calendar

### 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

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## Trainers Demonstrate

Pre-Program Contact

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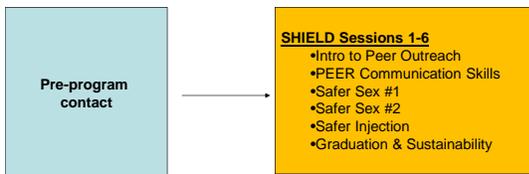
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## SHIELD Sequence (Core Element #2)



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## 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

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## 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

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## 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

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## Boosters

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

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Lunch break – 1 hour



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## HIV & Injection 101



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## Reviewing Information

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

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## 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.

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## 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.

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## 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).

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## HIV Treatment Options

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

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## Body fluids that CAN transmit HIV

- Blood
- Semen
- Vaginal secretions
- Breast milk

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## Body fluids that CANNOT transmit HIV

- Sweat
- Tears
- Saliva
- Urine
- Feces

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## Primary Methods for HIV Transmission

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

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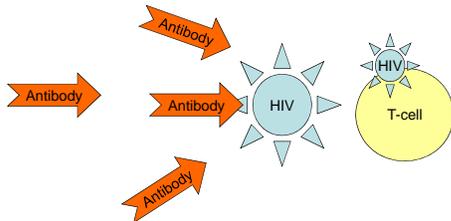
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## Testing for HIV (Antibodies)



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## Window period

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

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## Body fluids that CAN be tested for HIV antibodies

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

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## HIV Risk Reduction

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

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## Basics of injection drug use

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

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## 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.

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## 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 participant asks something & you do not know the answer
  - Bring the answer back to the next session.

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## Facilitating the SHIELD Intervention

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## 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

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## 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

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## 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.

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## 10 Minute Break



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## SHIELD Session Structure (Core Element #3)

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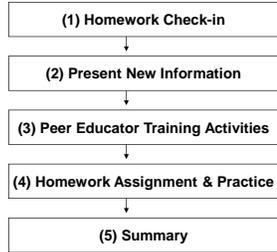
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## SHIELD Session Structure: Sessions 2-6



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## Peer Educator Training Activities – Component #3

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

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## 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.

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## 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.

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## 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.

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## SESSION 1

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## 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"

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## 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

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## Trainers demonstrate

Session 1: Component 2 –  
Describe SHIELD program

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## Debriefing Session 1 Demonstration

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

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## 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.

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## Trainers demonstrate

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

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## Debriefing Session 1 Demonstration

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

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## 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.

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## Trainers demonstrate

Session 1: Component 6 –  
Homework and practice

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## Debriefing Session 1 Demonstration

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

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## Homework Assignment

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

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## 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

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## 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.

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## 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.

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## Evaluation tools: Process Monitoring Form

**SHIELD Process Monitoring Form**  
This form should be completed for each SHIELD Cycle.

SHIELD Group #: 5701 Number of participants in SHIELD group: 8  
 Date of Session 1 (recruitment): 9/28/15 Date of Session 6 (evaluation): 10/14/15  
 Facilitator: Bob & Kwanda Location: 1st Floor Group Room

**A. Recruitment**

1. What were the dates for this recruitment period?  
08/10 - 09/15
2. Where did workers go to recruit participants?  
Street; local stores; radio 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 signs were passed out during street outreach?	70
How many individuals were referred from other agencies?	15
How many calls were received about the SHIELD intervention?	30
How many people were recruited for the SHIELD intervention?	19
How many people signed up for Session 1?	15
How many reminder calls were made prior to Session 1?	2
How many reminders were made and prior to Session 1?	2
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	8
Session 3	8
Session 4	7
Session 5	7
Session 6	7
2. Which incentives were given out at any of the sessions? (circle one)  
 YES  NO  
 Which sessions: all  
 Which types of incentives were given out: food; bus tickets

**C. Changes in Session Dates**

1. Were any sessions postponed? (circle one)  YES  NO  
 Which sessions were postponed?  
Session 3  
 Why were the sessions postponed?  
Center closed

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## 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

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## 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

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## 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

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## Trainers demonstrate

Session 2 – Components 1-3

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## 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.

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## Debriefing Session 2 Demonstration

- Questions about content?
- Challenges to this session?

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## 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]

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15 minute break



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**SESSION 3**

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## 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

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## 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

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## Teachback

Session 3 – Component 1  
Homework check-in

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## 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

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## 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

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## Trainers Demonstrate

Session 3  
Component 2: Risk reduction ladder

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### 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).

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### Debriefing Session 3 – Sex Risk Ladder Demonstration

- Questions about content?
- Challenges to this session?

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### 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

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## Teachback

Session 3 – Component 3  
Peer Educator Training Activities

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## 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

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## 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.

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## 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.

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## Extras

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

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## 1 Hour Lunch Break



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## SESSION 4

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## 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.

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## 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

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## Teachback

Session 4 – Homework Check-in

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## 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

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## 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

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## Condom Points to Discuss

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

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## 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

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## 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

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## Male Condom Demonstration

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## 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

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## 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

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## Female Condoms: Another Safer Sex Option

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## Female Condom Demonstration

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## 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

171

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## Barrier Protection – Oral Sex Take-Home Points

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

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## Teachback

Session 4 – Component 3  
Peer Educator Training Activities

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## 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

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## 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.

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## Example of Safer Sex Kit



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15 minute break



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## SESSION 5

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## 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.

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## 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

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## Cleaning Injection Equipment Demonstration

Materials you will need:

- Syringe
- Clean **COLD** water
- Paper towels

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## Trainers Demonstrate

Session 5  
 Component 2(A): Demonstration of  
 Properly Cleaning Injection Equipment

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## 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

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## Teachback

Session 5 -  
Present new information  
Safer Injection Ladder

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## Teachback - Debriefing

Session 5 -  
Present new information  
Safer Injection Ladder

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## Safer Splitting Demonstration

Materials you will need:

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

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## 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.

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## Teachback

Session 5 –  
Present New Information  
Safer Splitting Ladder

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## Teachback - Debriefing

Session 5 –  
Present New Information  
Safer Splitting Ladder

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## Session 5

- Component 3 – Peer Educator Training Activities.
- Component 4 – Homework assignment and practice.

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## Safer Injection Kits



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## Recap of Day 2

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## SESSION 6

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## 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).

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## 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

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### 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

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### Trainers Demonstrate

Session 6  
Component 3a-c

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### 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

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## Booster Sessions

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## Boosters

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

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## Booster Session Structure

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

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15 minute break



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## Evaluating the SHIELD Intervention

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## 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

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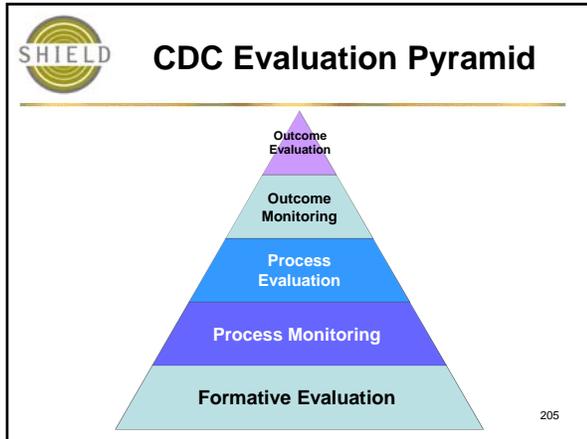
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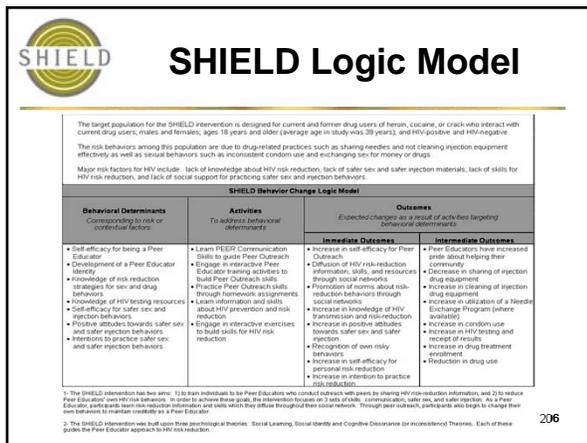
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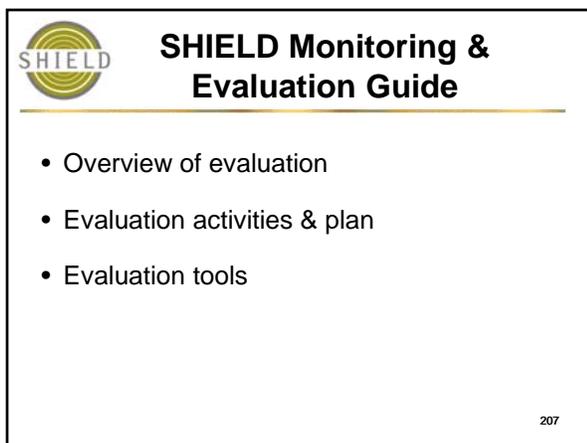
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## Types of Evaluation

- Process Monitoring
- Process Evaluation
- Outcome Monitoring

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## 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?

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## 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 Agers 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 out prior to Session 1?	
How many people confirmed their attendance for Session 1 after reminder efforts?	

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## 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

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## 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 satisfaction of the SHIELD program**

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?

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## 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

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

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## Assessment Tools

- SHIELD Self Assessment Readiness Tool
  - [www.effectiveinterventions.org](http://www.effectiveinterventions.org)
  - In your grey folder
- Agency Decision Worksheet
  - Page 46 in Program Manager's Guide

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## 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

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## Agency Questions

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1. Initial observations? Any surprises?
2. Anticipated challenges?
3. Next steps?

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## Graduation

Congratulations and Good Luck!!

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