



A P E E R - L E D P R O J E C T

Monitoring and Evaluation Guide

Important Information for Users

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

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

- 1) The Centers for Disease Control and Prevention (CDC) factsheet on male latex condoms,
- 2) The CDC Statement on Study Results of Products Containing Nonoxynol-9,
- 3) The Morbidity and Mortality Weekly Report (MMWR) article “Nonoxynol9, Spermicide Contraception Use—United States, 1999,”
- 4) The ABC’s of Smart Behavior,
- 5) The CDC guidelines on the content of HIV educational materials prepared or purchased by CDC grantees (Content of AIDS-Related Written Materials, Pictorials, Audiovisuals, Questionnaires, Survey Instruments, and Educational Sessions in CDC Assistance Programs) and
- 6) Centers for Disease Control and Prevention- IDU and HIV Prevention: Syringe Disinfection for Injection Drug Users

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

The SHIELD intervention package was developed by a team at the Johns Hopkins Bloomberg School of Public Health:

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Introduction to the SHIELD Monitoring and Evaluation Guide

Through scientific evaluation, the SHIELD intervention was shown to be effective at changing risky drug and sex behaviors among participants. Ongoing program evaluation by an implementing agency, however, is necessary to confirm that the research findings hold true when implemented in a community setting, as well as to describe and record the implementation process.

The purpose of this guide is to give an overview of SHIELD evaluation activities.

Intended Audience

The intended audience for this guide is staff from agencies who are implementing SHIELD. Users of this guide include:

- Project Managers
- Facilitators
- Evaluators

Overview of Program Evaluation

Evaluation is an important, yet often overlooked, component of successful programs. Many agencies are unsure of what program evaluation means or think that it takes up too much time and too many resources.

Evaluation does not have to utilize extensive resources. Furthermore, evaluation is useful for many reasons including:

- Determining fidelity adherence to the intervention
- Documenting the implementation process, challenges encountered, and solutions
- Identifying strengths and weaknesses of the program
- Accountability at the agency and staff level
- Applying and securing future funding (through demonstration of agency's success and experience with programs)
- Showcasing your agency to current and future stakeholders
- Ensuring participants that being in the SHIELD intervention does make a difference
- Demonstrating to staff that all of their hard work has paid off

Agencies who implement SHIELD should conduct evaluation activities. However, evaluation activities may vary across agencies and can be adapted easily. An evaluation should meet the needs of all stakeholders including participants, administration and funders.

Ongoing evaluation helps agencies assess the progress of the SHIELD intervention. Furthermore, evaluation provides agencies with the opportunity to identify challenges and barriers early enough that a solution can be put into action. From the time recruitment starts through the very last intervention session, program staff should be collecting evaluation.

Developing a plan to evaluate the SHIELD intervention

As discussed in the previous section, program evaluation is important and offers many benefits for agencies and funding organizations. Evaluation activities for the SHIELD intervention may include these types of evaluation:

- Formative;
- Process Monitoring;
- Process Evaluation; and
- Outcome Monitoring.

Each of these types of evaluation are discussed in the next section of this guide.

The first step of evaluation is developing an evaluation plan. During the planning process, your organization should develop an evaluation plan which outlines:

- Planned evaluation activities;
- Data sources;
- Persons responsible for conducting each activity; and
- Timeframe for completion of each activity.

An example of an evaluation plan is included later in this guide on Page 15.

Evaluation Assistance and Consultation

Some organizations may choose to hire an external consultant to conduct the evaluation. A major strength of hiring a consultant is that the evaluation is objective, not biased. However, the organization should work closely with the evaluator to ensure that the evaluation is meeting the needs of the organization. Ongoing communication is also important in keeping the evaluator informed of any changes or challenges in the program.

Accurate Record keeping

Accurate record keeping is essential for evaluation. It is important to keep the data confidential and organized. Evaluation data should be entered into a database regularly. Some organizations may choose to develop a password-protected database using Microsoft Access or Excel to keep track of evaluation data. Data should be entered into the database on at least a weekly basis to ensure accurate record keeping.

Types of Evaluation

Formative Evaluation

Formative Evaluation is conducted during pre-implementation- the planning process. The purpose of this evaluation is to assist organizations in identifying assets and needs related to implementing the intervention. It is important to be open and honest about your agency's capacity and experience. By recognizing limitations during the planning process, agencies can build their capacity and prevent gaps in the program. However, if an agency overlooks some limitations, significant problems may arise during implementation.

Some questions answered through formative evaluation are:

- Is the organization ready to implement the intervention?
- Does the agency have the necessary budget?
- Is appropriate staffing in place?
- What are the existing strengths of the organization that will assist with program implementation?
- What organization components need to be strengthened prior to implementation?
- Does the agency have access to the target population?
- What neighborhoods and sites should be used as recruitment sites?
- What are the needs of the target population?
- What community resources are available for participants?
- What collaborations should my agency develop to better serve SHIELD participants?

There are numerous data collection strategies that may be used to collect Formative Evaluation data. Some examples include:

- Reviewing your organization's budget;
- Holding staff meetings and interviews with organization administrators and front line staff to gather staff feedback;
- Developing a Memoranda of Agreement (MOAs) or Memoranda of Understanding (MOUs) with other community agencies to enhance recruitment and better serve participants.

Recruitment Forms

One important formative activity is to identify potential recruitment sites. Two strategies for this activity include field visits and setting up meetings with local agencies who may serve as recruitment or referral sources.

When a new recruitment site has been identified, the recruiter should conduct a field visit to each site. The purpose of these site visits is to record information about the site that may be useful for the recruiter such as description of the site and best times to conduct recruitment.

The field visits also provide opportunities for program staff to become familiar with the neighborhood and begin to make their presence known in the community.

Field visits are important for both street outreach sites and community agencies. We have found it very helpful to have a meeting with local community agency representatives and case managers who may refer participants or serve as a referral source for other services needed by participants. These meetings serve as an introduction to SHIELD and provide community agencies with the opportunity to ask questions. By initiating these meetings, your agency may identify additional stakeholders who are interested in the success of the SHIELD intervention.

In Appendix 1, we have provided forms that are useful to record information gathered during field visits of potential recruitment sites, on the street as well as at other community agencies.

In addition, an organization should complete the SHIELD Agency Readiness Self-Assessment (see SHIELD Starter Kit) to determine if they have the capacity to implement the SHIELD intervention.

Process Monitoring

The next step in evaluating the SHIELD intervention is **Process Monitoring**, which is an ongoing evaluative process. These data start getting collected as soon as recruitment starts and continue throughout the program. Most organizations are familiar with process monitoring activities. These activities are similar to the record keeping that is needed to prepare annual or quarterly reports for stakeholders. Process monitoring data assess the frequency and delivery of SHIELD-related activities. Process monitoring is important to keep track of your organization's recruitment and implementation efforts as well as monitor resources.

Some questions answered through process monitoring are:

- How many people were recruited?
- What recruitment sites were most productive?
- How many people called to get more information about SHIELD?
- How many people were screened?
- How many sessions were held?
- How many people attended each intervention sessions?
- Was attendance a problem during any sessions?
- What referrals were given to participants?
- What risk reduction materials were distributed?
- How many booster sessions were held?

Process Monitoring Form

Found in Appendix 2, the SHIELD Process Monitoring Form is a recommended form to record process monitoring information. This form should be filled out for each SHIELD Cycle.

Process Evaluation

Process evaluation is conducted to assess adherence to the fidelity of the core elements of the intervention. Were the SHIELD curriculum and protocols implemented as they were intended to be? In addition, this type of evaluation is used to document any changes or omissions to the SHIELD intervention.

Some questions that may be answered through process evaluation include:

- Were any of the core elements changed?
- What core elements were changed?
- Why were the core elements changed?
- Was SHIELD implemented in a small group setting?
- Did the facilitators adhere to the SHIELD curriculum?
- Were the facilitators consistent in their delivery of the intervention sessions?
- Was the intervention adapted?
- How was the intervention adapted?

The SHIELD intervention has 5 core elements which must be adhered to in order to bring about the expected outcomes.

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 drug-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

SHIELD Process Evaluation Form

The SHIELD Process Evaluation Form (Appendix 3) is designed to gather data on adherence to the core elements and changes to the curriculum.

In addition to the SHIELD Process Evaluation Form, there are 3 other useful tools to gather evaluation data about the intervention.

Facilitator Debriefing Questions

At the end of each SHIELD intervention session, facilitators should briefly meet with the Project Manager to discuss how the session went. The debriefing gives facilitators a chance to reflect on each session and problem-solve challenges when they arise. Many topics may be covered in the debriefing such as a description of participants, problems with the curriculum, examples of successful Peer outreach, etc.

Facilitator Summaries

At the end of each SHIELD cycle, facilitators should prepare a summary of the cycle. These summaries give facilitators the chance to reflect on the overall SHIELD group and document program successes and challenges. These summaries also serve as a source of evaluation data. Facilitators should share a copy of the summary with the Project Manager.

Supervisor Rating Forms

Project Managers are encouraged to observe some of the SHIELD intervention sessions. By doing this, the Project Manager can ensure that the facilitators are adhering to the curriculum and having positive interactions with clients. The Facilitators should make sure that SHIELD participants are ok with having an observer present. Once the session begins, the Project Manager should sit quietly in the back of the room and not interfere with the group activities.

As the session is being observed, the Supervisor Rating form should be completed. This form includes ratings for the overall delivery of the session as well as facilitation skills. After the session, Project Manager should discuss the completed form with the facilitators and offer feedback.

Outcome monitoring

The final type of evaluation is Outcome Monitoring Evaluation. In the original research study, the SHIELD intervention was rigorously evaluated to assess changes in participant's attitudes, intentions, and behaviors. Outcome monitoring is important to determine if the expected intervention outcomes occurred.

Some questions that may be answered through outcome monitoring include:

- Did SHIELD participants change their sex behaviors?
- Did SHIELD participants change their drug behaviors?
- Did the attitudes of SHIELD participants change?
- How did participation in the SHIELD intervention affect participants?

Outcome monitoring evaluation data can be collected through brief questionnaires before and after the intervention. In addition, in-depth interviews may be conducted with participants to gather rich data on participants' experiences and behaviors that cannot be collected through a brief survey.

SHIELD Pre-Post Assessment Form

The SHIELD Logic Model outlines the outcomes that were measured among SHIELD participants. Some of the outcomes that were measured among SHIELD participants include:

- Frequency of sharing of injection drug equipment
- Frequency of cleaning of injection drug equipment
- Frequency of utilizing Needle Exchange Programs (where available)
- Frequency of condom use
- HIV testing and receipt of results
- Enrollment in drug treatment
- Type of Frequency of drug use

In addition, intentions for future behaviors, peer outreach activities and composition of social network were assessed through the original SHIELD outcome evaluation.

In Appendix 4, we have included a brief SHIELD Pre-Post Assessment Form that can be used to collect outcome-monitoring data.

The pre-test is a baseline assessment of participants' behaviors and attitudes. After going through the intervention, the posttest can be given to see if their participation led to changes in their attitudes, intentions, or behaviors.

If your agency is interested in measuring changes in sex and drug behaviors, the post-test should be administered at least 30 days after participants graduate from SHIELD. However, if they are interested in changes in communication, social network, and intentions, the post-test may be administered at Session 6.

Some guidelines for completing the Pre-Post Assessment form include:

- Administering both forms as a face-to-face interview.
- The Pre-test should be administered to participants **before Session 1**, such as during the Pre-program Contact.
- The Post-test should be administered after a participant has graduated from the SHIELD intervention.
 - For short-term changes (non-behavioral) such as communication, social networks, self-efficacy, and intentions: administer at Session 6 (graduation).
 - For short-term behavioral changes: administer at least 30 days **after graduation**.
 - For long-term changes: administer 3-6 months **after graduation**.
- Compare the pre and post assessments to evaluate changes in client attitudes and behaviors.

Participant Feedback Form

Another useful evaluation tool for Outcome Monitoring is the **SHIELD Participant Feedback Form (Appendix 4)**, which may also be used to collect process evaluation data. This form is used to collect additional data on participants' experience with the SHIELD intervention. A secondary purpose of this form is to gather feedback from participants about the SHIELD program. This form is designed to complement the data collected through the Pre-post Test Form

Example of a SHIELD Evaluation Plan

The following section is an example of an evaluation plan. This plan outlines the type of evaluation, source of data, timeline, and person responsible for each activity.

Type of evaluation	Data Source	Timeline	Person responsible¹
Formative			
	Review agency documents (e.g. budgets, reports, etc.)	Immediately	Agency Administrator; Project Manager
	SHIELD Agency Readiness Self-Assessment	Immediately	Agency Administrator
	Field Visit forms	4-6 weeks prior to implementation	Recruiter
	MOAs/MOUs with collaborating agencies	4-6 weeks prior to implementation	Agency Administrator; Project Manager
Process Monitoring			
	SHIELD Process Monitoring Form	After each SHIELD Cycle ends	Project Manager
Process Evaluation			
	SHIELD Process Evaluation Form	Before and after each SHIELD session	Project Manager; Facilitators
	Session Debriefings	After each SHIELD session	Project Manager; Facilitators

¹ If an evaluation consultant is contracted by your agency, this person will be responsible for collection of many types of data.

	Facilitator summaries	After each SHIELD Cycle	Facilitators
	Supervisor rating forms	Before and after each session observed	Project Manager
<i>Outcome Monitoring</i>			
	SHIELD Pre Assessment Form	Before Session 1 (e.g., Pre-Program Contact)	Facilitators
	SHIELD Post Assessment Form	At Session 6 for non-behavior changes; 30 days after graduation for short-term behavior changes; 3-6 months after graduation for long-term behavior changes	Project Manager
	SHIELD Participant Feedback Form	After last session or during booster sessions	Project Manager, Facilitators

Appendix 1

Formative Evaluation Forms

Field Visit Form- Street Outreach
Field Visit Form- Community Agencies

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

COMMUNITY AGENCIES

SHIELD Recruitment Sites- Field Visit Form

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

Site (Agency Name)	Type of agency (e.g., Clinic, shelter)	Contact Person (Name & Phone Number)	Possible Recruitment Activities	Hours of Operation	Best times to recruit	Site Description/Notes (e.g., Where to post flyers)
			<input type="checkbox"/> Approach outside <input type="checkbox"/> Leave flyers <input type="checkbox"/> Agency help recruit/ referrals			
			<input type="checkbox"/> Approach outside <input type="checkbox"/> Leave flyers <input type="checkbox"/> Agency help recruit/ referrals			
			<input type="checkbox"/> Approach outside <input type="checkbox"/> Leave flyers <input type="checkbox"/> Agency help recruit/ referrals			
			<input type="checkbox"/> Approach outside <input type="checkbox"/> Leave flyers <input type="checkbox"/> Agency help recruit/ referrals			

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)?	

B. Session Attendance

1. How many people attended each Intervention Session?

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

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

YES **NO**

Which session(s) _____

Which types of incentives were given out? _____

C. Changes in Session Dates

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

Which session(s) was postponed?

Why was/were the session(s) postponed?

2. Were any sessions cancelled? (circle one) **YES** **NO**

Which session(s) was/were cancelled?

Why was/were the session(s) cancelled?

D. Referrals and Resources

Referral or Resource	Number
How many referrals for HIV testing were provided?	
How many referrals for mental health services were provided?	
How many referrals for drug testing were provided?	
How many safer sex kits were distributed?	
How many safer injection kits were distributed?	

Appendix 3

Process Evaluation Forms

Process Evaluation Form
Facilitator Debriefing Questions
Facilitator Summary Guidelines
Supervisor Rating Forms

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 drug-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

2b. Please explain WHY each Core Element was modified.

Core Element	Why Core Element was Modified
1	
2	
3	
4	
5	

2c. Please explain HOW each Core Element was modified.

Core Element	How Core Element was Modified
1	
2	
3	
4	
5	

3. Overall, how would you rate how closely your agency maintained each of the Core Elements listed above? (circle one)

Not very closely

Somewhat closely

Closely

Very closely

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

2. Target population: Current and former drug users

3. Number of Sessions: 6

4. Length of Sessions: 1 ½-2 hours

5. Activities: Role Plays

6. Activities: Problem-solving activities

7. Activities: Condom demonstrations & distribution of safer sex kits

9. Activities: 2- Injection demonstrations & distribution of safer injection kits

9. Handouts

Facilitator Debriefing Questions

At the end of each session, the facilitators should debrief with the Project Manager to discuss the progress of the sessions and any participant concerns.

The following questions are guidelines for the debriefing session:

- Were there any issues or questions regarding the SHIELD curriculum or Core Elements that should be addressed by the intervention team?
- Were any intervention materials or instructions problematic? If yes, how was the problem dealt with?
- Were there any questions asked that you were unsure of or needed to seek additional information?
- Were there any specific issues with any participants that should be noted? (Examples: needs of clients that are not being addressed in the intervention, reports of positive experiences with the intervention, reports of adverse events, etc.)
- Were there any specific situations or issues that were illustrative of being a Peer Educator, using PEER communication techniques, or conducting Peer Outreach that could be included anonymously in future intervention sessions?
- Were there any issues with level of comfort working with this specific SHIELD Group or a specific individual in the SHIELD Group?

Facilitator Summary Guidelines

After each set of intervention sessions, facilitators should prepare a brief summary of the participants and sessions.

The following questions are guidelines for facilitator summaries:

1. Provide a brief overall description of the SHIELD Group (i.e., size, gender, age, personality, etc.).
2. Were there any problems or challenges that facilitators were faced with during any of the intervention sessions?
 - How was the problem/challenge dealt with?
3. How did the participants react to the PEER Communication Skills?
4. What were the accomplishments of this SHIELD Group?
5. Additional comments about this SHIELD Group.

Supervisor Rating Form

The following form should be completed by the facilitator supervisor (i.e., Project Manager) after each session that is observed.

Supervisor/Rater:	Facilitators:
Session # (i.e., 1-6)	SHIELD Group #:
Date of Session:	Date of Review:

Instructions: For each of the following content areas, please rate the facilitator's skills. Provide explanation for the rating.

Rating Choices: 0 = Poor 1 = Adequate 2=Good

Domain	Content	Rating	Explanation
	Conducted all activities (e.g., adhered to SHIELD manual)		
	Ensured accuracy of information discussed		
	Effective Time Management		
Overall facilitator skills	Neutral/Non-Judgmental Delivery		
	Maintained focus on group activity		
	Listened and integrated participant comments with group activity		
	Attempted to include all participants in discussion		

Additional Comments/suggestions:

Appendix 4

Outcome Monitoring Forms

SHIELD Pre-Post Assessment Form
Participant Feedback Form

SHIELD Pre-Post Assessment Form

Instructions for Agency

- This form is used to evaluate changes in SHIELD clients' attitudes and behaviors before and after completing the SHIELD intervention.
- This form should be administered by an interviewer. The interviewer should read each question to clients and record their responses on the form.
- The Pre-test should be administered to participants during the Pre-program Contact.
- The post test should be administered after a participant has graduated from the SHIELD intervention.
 - At Session 6 (graduation) to assess changes in communication, social network, self-efficacy, and intentions.
 - As least 30 days after graduation to assess short-term behavior change.
 - 3-6 months after graduation to assess long-term changes.
- Compare the pre and post assessments to evaluate client changes.
- Some questions are asked about client's behavior in the recent past. The time frame depends on the clients.
 - If Clients are NOT in drug treatment, frame the questions as "In the past 30 days..."
 - If Clients are in drug treatment, frame the questions as: "In the 30 days before you entered drug treatment..."
- Some items may be skipped based on participant's response. Throughout the tool, there are notes that will help guide the interviewer through the skip patterns.



ID # _____ DATE: _____

Circle one: Pre-test Post-test

SHIELD Pre-Post Assessment Form

READ: 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

READ: Which of the following best describes how you would rate the level of difficulty of each of the following activities is. You can say Very Easy, Somewhat East, Somewhat Difficult, or Very Difficult.

	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

READ: How much do you agree with the following statements? You can say Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree.

	Strongly Agree	Agree	Neither Agree nor 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]_____

READ: *A Casual Partner is someone that you hook up with from time to time to have sex.*

An Exchange Sex Partner is someone you have sex with in exchange for food, money, shelter or drugs.

A Main Partner is someone you have a relationship with like a spouse or lover, boyfriend or girlfriend.

3. How many of the partners that you have had in the past 30 days do you consider:

TYPE OF PARTNER	Number
3a. Casual Sex Partners?	
3b. Exchange Sex Partners?	
3c. Main Sex Partners?	
TOTAL	
<i>[NOTE: Add previous 3 rows; number should be the same as the response given to question #E2]</i>	

[Complete Question E4 ONLY if client had any CASUAL partners in Question 3a.]

READ: The following questions are about your casual sex partners.

READ: Which of the following best describes how often you do each of the following behaviors [READ RESPONSES]

	Always	More than half the time	About half the time	Less than half of the time	Never
4a. [In the past 30 days], when you had <u>VAGINAL</u> sex with your <u>CASUAL</u> Partner, how often did you use condoms?					
4b. [In the past 30 days], when you had <u>ANAL</u> sex with your <u>CASUAL</u> Partner, how often did you use condoms?					

[Complete Question E5 ONLY if client had any EXCHANGE partners in Question 3b]

READ: The following questions are about your exchange sex partners.

READ: Which of the following best describes how often you do each of the following behaviors [READ RESPONSES]

	Always	More than half the time	About half the time	Less than half of the time	Never
5a. [In the past 30 days], when you had <u>VAGINAL</u> sex with your <u>EXCHANGE</u> Partner, how often did you use condoms?					
5b. [In the past 30 days], when you had <u>ANAL</u> sex with your <u>EXCHANGE</u> Partner, how often did you use condoms?					

[Complete Question E6 ONLY if client had any MAIN partners in Question 3c.]

READ: The following questions are about your main sex partners.

READ: Which of the following best describes how often you do each of the following behaviors [READ RESPONSES]

	Always	More than half the time	About half the time	Less than half of the time	Never
6a. [In the past 30 days], when you had <u>VAGINAL</u> sex with your <u>MAIN</u> Partner, how often did you use condoms?					
6b. [In the past 30 days], when you had <u>ANAL</u> sex with your <u>MAIN</u> Partner, how often did you use condoms?					

F. DRUG-RELATED RISK BEHAVIORS

1. When was the last time you:

READ: Which of the following best describes the last time you used each drug [READ RESPONSES].

	Never	In the past month	1-3 months ago	4-6 months ago	More than 6 months ago
Snorted or sniffed heroin?					
Snorted or sniffed cocaine?					
Smoked crack?					
Injected cocaine?					
Injected heroin?					
Injected speedball (mixture of heroin or cocaine)?					

[Complete Question F2 ONLY if client has injected drugs In the past 30 days- shaded boxes from question F1]

2. Drug Injection-related behaviors

READ: Which of the following best describes how often you do each of the following behaviors [READ RESPONSES].

	Always	More than half the time	About half the time	Less than half of the time	Never
[In the past 30 days], how often did you use a needle or tools immediately after another person used it, <u>without</u> cleaning it first with water or bleach?					
[In the past 30 days], how often did you use a cooker that had been used by another person?					
[In the past 30 days], how often did you use a new, sterile syringe that had never been used?					

[ANSWER Questions F3-F4 ONLY if Needle/Syringe Exchange Programs are available in the region]

3. **Have you ever exchanged your needles through the Needle Exchange Program?**

- Yes No *[If no, skip to Section G]*

4. **[In the past 30 days], how often have you exchanged your needles through the Needle Exchange Program? [READ RESPONSES]**

- Never [In the past 30 days] Once a week
 Once or twice A few times a week
 A few times a month Everyday

G. DRUG TREATMENT

1. **[In the past 30 days], have you enrolled or participated in any time of drug treatment program?**

- Yes No *[If no, skip to Section H]*

2. **What type of drug treatment program were you in during the past 30 days? [Note: Read each type of program and check yes or no]**

	YES	NO
12-step or self-help program such as AA or NA		
Drug detox		
Methadone Maintenance Program/Buprenorphine		
Residential or Inpatients Drug Treatment Program		
Outpatient Drug Treatment Program		
Other Type of drug treatment program PLEASE SPECIFY: _____		

H. FUTURE BEHAVIORS

READ: Which of the following best describes how likely you are to do of the following behaviors. You can say *Very Likely*, *Somewhat Likely*, *Somewhat Unlikely*, and *Very Unlikely*.

	Very likely	Somewhat Likely	Somewhat unlikely	Very Unlikely
How likely are you to use a condom the next time you have vaginal sex?				
How likely are you to use a condom the next time you have anal sex?				
How likely are you to use a new needle the next time you inject drugs?				
How likely are you to clean your needle (before injecting) the next time you inject drugs?				

Read: Thank you for completing the survey.

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?

5. Was there anything that was not covered in the SHIELD intervention sessions that you would have liked to include?

6. Do you have any recommendations for how we can improve the SHIELD program?

7. Would you recommend the SHIELD program to anyone you know?
 - a. Have you recommended it to anyone? Who?

Impact of the SHIELD program

1. Finally, we would like to talk about how the SHIELD program has affected your behavior. Are you doing anything differently since you graduated from the program?

2. In the SHIELD program we talked a lot about how we can lower our risk for HIV. Have you done anything different in your relationships because of your participation in the SHIELD program?

3. Has the SHIELD Program affected your life in any other way? Please describe.