



**IMPLEMENTATION MANUAL**

**MARCH 2009**



## **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) fact sheet 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 *Nonoxynol-9, Spermicide Contraception Use—United States, 1999*, (4) the ABC's of Smart Behavior, and (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*).

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.



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This manual is intended to be useful to those implementing *d-up!*. We intend to keep this manual and its information as current as possible to maximize its use over time. To achieve this objective, we welcome your input. Please contact Mr. Kenneth Jones, DHAP, CDC, via e-mail at [kenneth.jones@cdc.hhs.gov](mailto:kenneth.jones@cdc.hhs.gov) with any comments, questions, suggestions, or concerns.



## **PROJECT STAFF**

### **CDC**

#### **Project Officer**

*Kenneth T. Jones, MSW*

#### **Co-Project Officer**

*Mary S. Neumann, PhD*

#### **Technical Monitors**

*Ivory Kimbrough*

*David Whittier, PhD*

*E. Dwayne Banks, MS*

#### **Macro International Inc.**

*Jeanette Nu'Man, MEd*

*Warren Passin, MSW, MPH*

*Amee Bhalakia, MPH, CHES*

*Omar Guessous, MA*

*Yasmine Zavahir, MPH*

*Seseni Nu, MPH, MA*

*Azizah Kahera*

#### **Graphic Design and Desktop Publishing**

Macro International Inc.

*Publications Department*

#### **For More Information, Please Contact**

*Kenneth T. Jones, MSW*

Behavioral Scientist

Prevention Research Branch

Division of HIV/AIDS Prevention

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention

Centers for Disease Control and Prevention

1600 Clifton Road, MS E-37

Atlanta, GA 30333

[kenneth.jones@cdc.hhs.gov](mailto:kenneth.jones@cdc.hhs.gov)



## ABOUT THIS MANUAL

### WHOM IS THIS MANUAL FOR?

This manual was developed for agencies that are implementing *d-up: Defend Yourself!*, plan to implement *d-up!*, or need information to make a decision about implementation. Staff members who select and manage interventions within their agencies will benefit from the information contained here.

Even after you have implemented a cycle of *d-up!* (trained 15% of one target social network), you should review this manual as a refresher for future implementations of the intervention.

### WHAT IS THIS MANUAL FOR?

This manual describes the agency infrastructure needed to make *d-up!* successful and provides information on how you can ensure that the intervention is a good match with the agency's mission and the needs of the populations served. This manual includes a description of the intervention and guidelines on how to prepare for implementation, implement *d-up!*, and evaluate implementation.

If you are just getting started with *d-up!*, you will learn the “why” and “how” of *d-up!* through the manual's overview of the intervention. If you are already familiar with *d-up!*, you can use this manual as a refresher before each new intervention cycle. The information in this manual also can be used to answer questions from stakeholders, community members, and media.

## OVERVIEW OF MANUAL SECTIONS

This manual contains eight main sections.

- ▶ **1. Introduction.** This section introduces the intervention. It includes a general description and overview of the *d-up!* intervention.
- ▶ **2. Background.** This section provides the conceptual and theoretical framework of *d-up!*. It also describes the history of the intervention, evidence to support its efficacy, and benefits of implementation.
- ▶ **3. Components of *d-up!*.** This section describes the core elements and key characteristics of *d-up!*. It lists the contents of the *d-up!* package and outlines the phases of implementation.
- ▶ **4. Is *d-up!* Right for Your Agency?** This section provides information on the elements needed to implement *d-up!*, such as access to black men who have sex with men (MSM), community support, and consistency with your agency's mission. It also provides information on resources and time necessary for successful implementation.
- ▶ **5. Getting Started: Pre-Implementation.** This section offers suggestions on how to prepare to implement *d-up!*, including information on confidentiality, staffing, implementation timeline, and development of an evaluation plan. This section also provides information on the community discovery process.
- ▶ **6. Implementation.** This section provides information on recruiting, training, and retaining opinion leaders. It includes a description of resources needed for opinion leader training.
- ▶ **7. Maintenance.** This section offers suggestions on how to retain opinion leader participation, recruit successive waves of opinion leaders, and maintain staff and community participation and support.
- ▶ **8. Monitoring and Evaluation.** This section provides detailed information to guide the development of your agency's evaluation plan, including evaluation questions, data you will need to answer the questions, instruments that you will use to collect the needed data, and how to use the information to enhance your implementation of *d-up!*.



# 1 INTRODUCTION

*d-up: Defend Yourself!* is a community-level intervention that attempts to change social norms and perceptions of black men who have sex with men (MSM) regarding safer sex practices and improve their sense of self-worth as black MSM. *d-up!* is not a peer outreach, educational, or condom distribution program. *d-up!* utilizes individuals, called opinion leaders, who are respected and trusted by their peers, to promote the benefits of consistent condom use and increase feelings of positive self-worth among their friends and acquaintances. *d-up!* is specifically designed for and targets black MSM, incorporating culturally relevant messages, materials, and activities throughout the intervention.

Opinion leaders are members of a social network who are respected, credible, trustworthy, listened to, empathetic to friends, and self-confident. Because of these characteristics, they lead the opinions among those around them. Opinion leaders are the trendsetters among their friends. Opinion leaders may be members of the target population of black MSM, or they may be persons with whom members of the target population have frequent and significant interaction, such as barbers, teammates, or fraternity brothers. Opinion leaders can be male or female. They are identified during the community discovery (a type of formative evaluation to inform planning). Once identified and recruited by an agency implementing *d-up!*, opinion leaders participate in a four-session training. This training will prepare them to have risk reduction conversations with their friends and acquaintances (also known as their friendship group). At least half of the trained opinion leaders must be black MSM.

In addition to conducting conversations, opinion leaders identify new opinion leaders within their friendship groups. Over time, more opinion leaders have more conversations with more people in their friendship groups. As 15% of the members in each friendship group carry out conversations that endorse safer sex promote the self-worth of black MSM, safer sex practices are ultimately accepted as the social norm in the social network.

*d-up!* was created by adapting Dr. Jeff Kelly's Popular Opinion Leader (POL) intervention to make it appropriate for black MSM who are in social networks with other black MSM. If your agency is thinking about using *d-up!* with a different population, we strongly urge you to make your own adaptation of POL rather than adapt this adaptation.



## 2 BACKGROUND

### WHY TARGET BLACK MSM?

Black MSM have been disproportionately affected by HIV/AIDS, with both higher infection and death rates than any other racial or ethnic group. From 2001 to 2004, black MSM accounted for 48% of all HIV diagnoses among black men (CDC, 2007), and in a study conducted in five major U.S. cities involving a cross-section of MSM, 46% of the black MSM were infected with HIV (CDC, 2005). When compared with HIV risk groups, such as injection drug users, high-risk heterosexuals, and white and Latino MSM, black MSM are most severely affected by HIV/AIDS (CDC, 2007) representing 44% of reported male adult and adolescent cases in 2006 and cumulatively (CDC, 2008).

A number of social, cultural, and environmental factors influence the behaviors of black MSM and contribute to high rates of HIV. Black MSM may experience multiple forms of discrimination, including homophobia, family rejection, and racism. Men who have experienced homophobia also experience varying levels of stress and distress and are more likely to report risky sex behaviors. Negative messages about same-gender sexual behaviors heard in church and other faith institutions affect how black MSM see themselves because of the strong association that many black people have with these institutions. Black MSM see the expression of family disapproval of same-gender sexual behaviors as a loss of expected assurance, support, and protection. This sense of loss brings about feelings of vulnerability and loss of protection (Jones, Johnson, et al., 2008). Experiences with racial discrimination can create stress among black MSM (Zamboni & Crawford, 2007). In addition to forms of discrimination, social conditions and circumstances, such as incarceration and poverty, contribute to increased rates of HIV among black MSM. Black MSM who experience family or community rejection are more likely to be incarcerated and, during incarceration, engage in risky sex behaviors (Jones, Johnson, et al., 2008). Men with limited financial resources may engage in survival sex and may be more likely to take sexual risks to meet basic needs (Zamboni & Crawford, 2007).

Although a number of evidence-based interventions have been developed and progress has been made in HIV prevention activities targeting black MSM, an increase in the availability of evidence-based interventions for this population is needed. Research conducted by behavioral scientists (Johnson et al., 2005; Kelly et al., 1997) has shown that interventions designed to change peer norms have effectively reduced the frequency of unprotected insertive anal intercourse—the sexual behavior with the highest risk of HIV transmission.

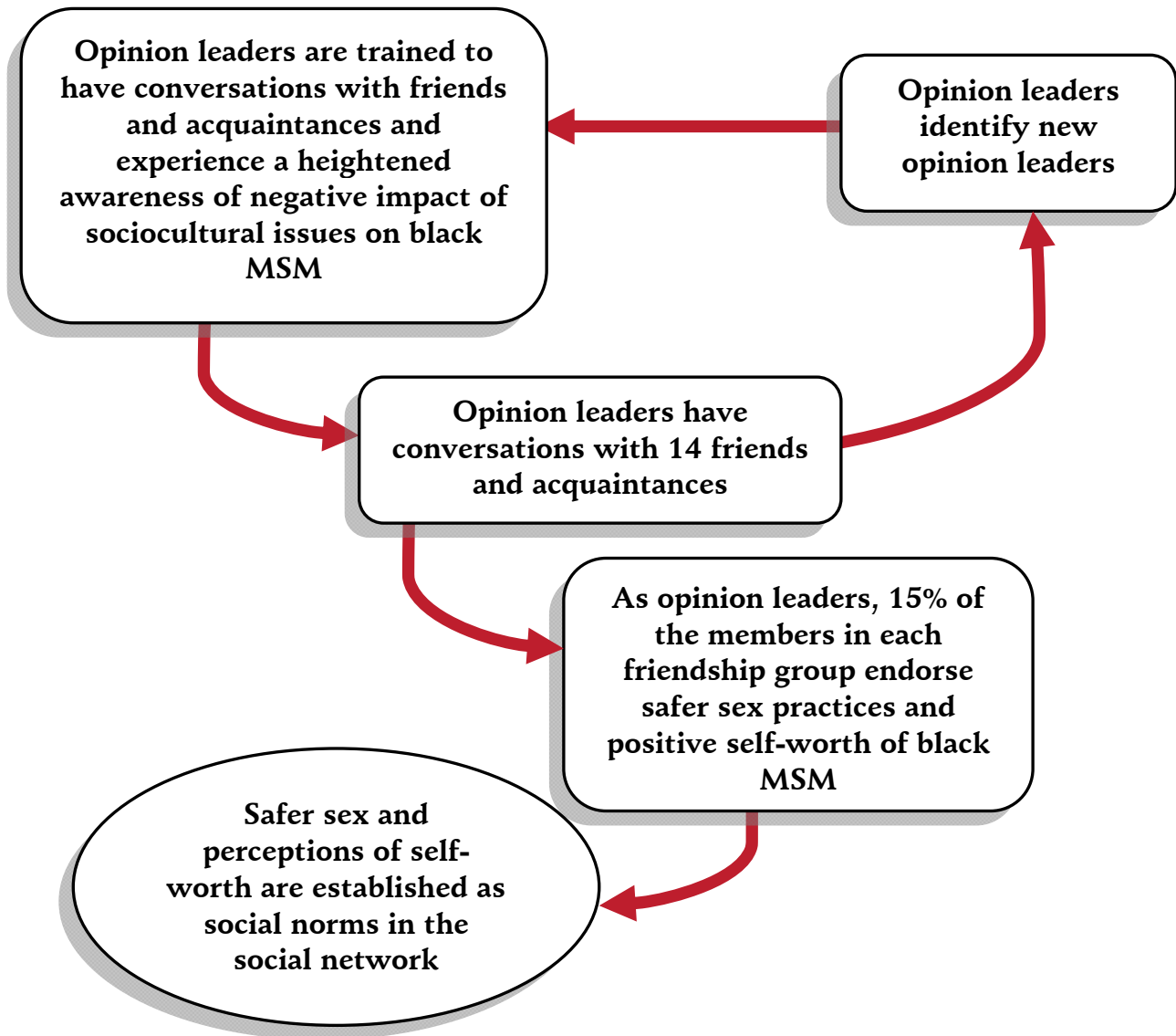
## HOW DOES *d-up!* WORK?

*d-up!* helps create a social environment in which black MSM feel comfortable making the decision to practice safer sex. The intervention creates this change by mobilizing opinion leaders to alter a social norm in the black MSM population by promoting risk reduction practices with members of their social network, specifically friends and acquaintances (friendship group). The process of changing social norms involves three critical stages:

- ▶ Community discovery
  - Identify social networks and friendship groups of targeted black MSM
  - Identify condom use norms among social networks
  - Identify and target venues frequented by black MSM
  - Identify key influential individuals within social groups
- ▶ Preparation of opinion leaders
  - Increase their awareness regarding the extent of the epidemic among black MSM
  - Enhance their understanding of social and cultural factors that contribute to sexual risk taking among black MSM
  - Build their comfort and confidence to conduct risk reduction conversations with friends and acquaintances
- ▶ Mobilization of opinion leaders
  - Endorse and adopt safer sex behaviors
  - Communicate the benefits of safer sex behaviors to friends and acquaintances
  - Enhance their friends' and acquaintances' self-worth during risk reduction conversations
  - Identify other potential opinion leaders until 15% of each friendship group is trained to endorse condom use and promote positive self-worth

Figure 1 illustrates the process of changing social norms through opinion leaders.

Figure 1. The Process of Changing Social Norms



## **BENEFITS OF IMPLEMENTING *d-up!***

### **The Community**

#### **Reach**

As a community-level intervention, *d-up!* can reach many more people in a shorter amount of time, as compared with individual and small-group interventions.

#### **Community empowerment**

The community is seen as the answer, not the problem. The intervention gives black MSM the opportunity to take an active role in the fight against HIV/AIDS by protecting themselves, their friends, and others from the virus. *d-up!* recognizes community strengths in both its design and reliance on community members to promote safer sex norms, ultimately resulting in fewer cases of HIV and other sexually transmitted infections. *d-up!* also can counter larger social issues that impact black MSM, such as racism and homophobia, by promoting personal self-worth and addressing racial and sexual biases that black MSM may encounter.

#### **Network approach**

*d-up!* employs a friend-influencing-friends approach, which is an effective and credible means of spreading information and attitudes. Messages are delivered in the everyday context of a social network and are tailored to be relevant and understandable to the persons receiving the messages. Because opinion leaders speak directly to their friends and acquaintances, conversations are sensitive to the unique characteristics of each friendship group. Through this approach, black MSM who may be less likely to actively participate in HIV prevention interventions still can be reached and receive HIV prevention information.

#### **Other issues**

Although *d-up!* is primarily designed to rally black MSM around the fight against HIV/AIDS, it may address other important issues, such as stigma, self-esteem, “coming out,” drug use, or the lack of social support systems. *d-up!* may help create a supportive environment in which black MSM can talk about these issues and, ultimately, reduce risky sexual behavior.

### **The Agency**

#### **Cost-effective**

*d-up!* requires few resources to reach large numbers of black MSM who are potentially vulnerable to HIV infection.

## **Long term and low maintenance**

Since opinion leaders recruit new opinion leaders (successive waves of opinion leaders), the intervention can continue over time with reduced effort from your staff members. Recruiting and training new waves of opinion leaders lead to yet more conversations with more members of your target population. Once 15% of each friendship group is involved, your agency can extend *d-up!* to another social network and promote condom use in the wider black MSM population. Some of your trained opinion leaders may become involved with your agency's other HIV prevention activities and interventions.

## **Community support**

*d-up!* provides your agency with multiple opportunities to build positive relationships and support in your community. The intervention helps build your agency's image, increases awareness of your agency, and creates additional future outreach opportunities.

## ***d-up!* Opinion Leaders**

### **Helping others**

*d-up!* opinion leaders have the opportunity to give back to the local black community and save their friends' lives. By participating in *d-up!*, opinion leaders assume a more active role in fighting HIV/AIDS in their community.

### **Personal growth**

A person who serves as an opinion leader may improve his or her self-esteem and create positive, personal behavior change. Opinion leaders can feel good about themselves because they are helping others and seeing their skills and influence acknowledged by the program.

## **HISTORY AND EVIDENCE**

*d-up!* is an adaptation of Dr. Jeff Kelly's Popular Opinion Leader (POL) intervention. From 1991 to 1994, Kelly and his colleagues conducted and evaluated a randomized, community-level test of POL for predominately white men patronizing gay bars in eight small cities (Kelly et al., 1997). Before POL was implemented, bar patrons were surveyed to find out about their past sexual behaviors. Bar patrons in four of the cities received the POL intervention and those in the other four—serving as comparison cities—did not. After implementing POL for over a year, researchers asked the bar patrons to complete the same survey they filled out before the intervention. The results showed that bar patrons in cities that received POL reported a 50% increase in condom use and a 30% decrease in any unsafe sex. The increased numbers of free condoms taken from bars in the intervention cities confirmed these reports. Men from the comparison cities did not show any significant behavior change. Since the first study, POL has been implemented by HIV prevention organizations in the United States and other countries. It has been packaged as one of CDC's effective behavioral interventions and disseminated as part of DHAP's Diffusion of Effective Behavioral Interventions project.

POL is designed to identify, enlist, and train opinion leaders to encourage safer sex behaviors within their social network of friends and acquaintances. Opinion leaders are individuals who are viewed by members of their social network as being trustworthy and having integrity. After receiving training, opinion leaders endorse safer sex practices by having conversations with their friends and acquaintances. By doing so, they establish safer sex practices as a social norm within their social networks.

In response to the lack of evidence-based interventions for black MSM, CDC's DHAP embarked on a project to adapt and modify POL for black MSM (Jones, Gray, et al., 2008). In partnership with the North Carolina Department of Health and Human Services and with HIV prevention agencies funded by health departments, CDC modified the POL materials to reflect the cultural nuances of black MSM and to address social and cultural factors that influence HIV risk behaviors. Focus groups and key informant interviews were conducted in three North Carolina cities. Participants were asked to identify issues and challenges faced by black MSM, barriers to accessing prevention services, topics that prevention activities should address, and ideal ways of marketing intervention activities to black MSM. Data were used to inform adaptations to POL, which included changing the design of the materials to reflect black MSM culture; for opinion leader training, incorporating discussions of sociocultural factors that contribute to HIV risk; developing conversation practice scenarios that reflect black MSM issues; and including condom demonstrations and practice. Focus group data also were used to create a logo that resonated in the black MSM community in North Carolina, and the logo was incorporated in conversation starters and intervention marketing materials. The adapted intervention—named *d-up: Defend Yourself!*—was piloted in three North Carolina cities.

Surveys conducted with the target population throughout the year found significant reductions in risky behaviors and an increase in consistent condom use. Significant reductions were observed for unprotected receptive anal intercourse (URAI) at 4 months (23.8%), 8 months (24.7%), and 12 months (44.1%). Reductions in unprotected insertive anal intercourse (UIAI) were found at 8 months (35.2%) and in any unprotected anal intercourse at 12 months (31.8%). Also, at 12 months, the average number of partners for URAI decreased by 40.5%, and the average number of episodes decreased by 53.0% for UIAI and by 56.8% for URAI. The number of black MSM reporting always using condoms for insertive and receptive anal intercourse increased by 23.0% and 30.3%, respectively.

Research articles describing the original *d-up!* study can be found in Appendix A-1.



## FRAMEWORK AND THEORY

### Theories

The *d-up!* intervention is based on and supported by two theories:

- ▶ Preparation for bias
- ▶ Diffusion of innovation

#### Preparation for bias

Preparation for bias (also called race-related socialization) refers to strategies used to promote positive identification with one's own racial or ethnic group to prepare individuals to succeed in the face of racial bias. It is a class of protective and adaptive practices used by ethnic and racial minority parents to promote children's functioning in a world that is stratified by ethnicity and race. Preparation for bias involves positive identity development, negotiation of racial barriers, and an emphasis on culture, history, and heritage (Hughes, 2003).

*d-up!* opinion leader training raises awareness of how racism, homophobia, poverty, incarceration, and community and family rejection contribute to risky sex behaviors. The training prepares opinion leaders to identify social and cultural issues that arise in conversations, and it teaches them how to craft messages to help moderate potential negative effects (Jones, Gray et al., 2008).

#### Diffusion of innovations

Diffusion of innovations (Rogers, 2003) suggests that if a practice or behavior is endorsed by key leaders in the community, that practice or behavior will be adopted by community members over time. For this to happen, community members must believe that there is some advantage to adopting the practice or the behavior, the practice or behavior can be observed, it is easy to execute, there are communication channels through which the adoption is disseminated, it is compatible with existing community values, and it can be integrated into social norms.

*d-up!* opinion leaders are people who have influence and credibility within their social networks. They endorse safer sex practices and communicate the benefits, their support, and the ease of adopting safer sex practices. As this message is communicated within social networks, safer sex practices become the social norm.

## Social Norms

*d-up!* attempts to modify social norms that support risky sexual behaviors. Social norms are unwritten rules (e.g., beliefs, customs, expectations) of a group of people (i.e., social network or friendship group) for specific behaviors. These norms shape and influence a person's attitudes, opinions, and behaviors. Therefore, members of a social network will modify their behaviors on the basis of their perception of whether their friends would approve or disapprove of a certain behavior. The existence of a social norm can be seen in the peer pressure that exists within a social network. For example, people often wear (individual behavior) a certain style of clothes because of the subtle, but significant, peer pressure about what clothes are appropriate and inappropriate (social norm). The norm is spread through both the wearing of and talking about clothes that takes place in their immediate social relationships.

## Social Networks and Friendship Groups

*d-up!* uses opinion leaders to change the social norms within their own friendship groups to impact their wider social network. A social network is a group of people who share common characteristics and/or interests that are specific to that network. Members like each other and frequently socialize with one another. A social network is also a collection of people who share a culture of risk, such as engaging in unprotected sex or having sex while high. For example, a social network that an agency could target is young (18 to 24 years old) black MSM who attend a particular university and who are engaging in HIV risk behaviors.

A social network is made up of linked friendship groups. Friendship groups are smaller groups of friends and acquaintances within a social network who know each other and share a unique characteristic and/or interest that distinguishes their group from other groups in the social network. The social network of black MSM college students referenced above would be composed of various friendship groups of black MSM with varying interests and characteristics, such as athletics, music, fraternities, student government, men who are “out,” and men who conceal their same-gender relationships.

## Behavior Change Logic Model

The behavior change logic model (Appendix A-2) illustrates the relationship between the intervention's activities and the anticipated outcomes. The logic model provides a graphic representation of how *d-up!* works.

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### **3 COMPONENTS OF *d-up!***

#### **CORE ELEMENTS**

Core elements are required elements that represent the theory and internal logic of the intervention and most likely produce the intervention's main effects. Researchers identify core elements through research and practice. Core elements must be implemented with fidelity to increase the likelihood that prevention providers will have program outcomes that are similar to those in the original research.

*d-up!* consists of 10 core elements:

1. Direct *d-up!* to an identified at-risk target population in well-defined community venues where the population's size can be assessed.
2. Use key informants and systematic observation to identify the target population's social networks and to identify the most respected, credible, trustworthy, listened to, empathetic to friends, and self-confident persons in each friendship group of the network.
3. Over the life of the program, recruit and train as opinion leaders 15% of the persons from each friendship group in the social network that is found in the intervention venue.
4. Raise opinion leaders' awareness of how negative social and cultural factors impact black MSM sexual risk behavior in order to promote a norm of positive self-worth in their social networks and to address these biases in their conversations, as needed.
5. Teach opinion leaders skills for putting risk reduction endorsement messages into everyday conversations with friends and acquaintances.
6. Teach opinion leaders the elements of effective behavior change messages that target attitudes, norms, intentions, and self-efficacy related to risk. Train opinion leaders to personally endorse the benefits of safer behavior in their conversations and to offer practical steps to achieve change.
7. Hold weekly sessions for small groups of opinion leaders to help them improve their skills and gain confidence in giving effective HIV prevention messages to others. Instruct, model, role play, and provide feedback during these sessions. Make sure all opinion leaders have a chance to practice, shape their communication skills, and get comfortable putting messages into conversations.
8. Have opinion leaders set goals to hold risk reduction conversations with at-risk friends and acquaintances in their own social network between weekly sessions.

9. Review, discuss, and reinforce the outcomes of the opinion leaders' conversations at later training sessions.
10. Use logos, symbols, or other items as "conversation starters" between opinion leaders and others.

## **KEY CHARACTERISTICS OF *d-up!***

Key characteristics are crucial activities and delivery methods for conducting an intervention. Key characteristics support the core elements but how they are done can be adapted (but not dropped). *d-up!* key characteristics include the following:

1. Elicit the involvement, support, and cooperation of key gatekeepers in the community.
2. Recruit opinion leaders by emphasizing their potential positive role as an HIV prevention resource to others.
3. In the first training session, explain to opinion leaders that they were nominated on the basis of their respectability, credibility, and ability to influence others.
4. In the first training session, explain the theory and philosophy of the intervention to opinion leaders.
5. In the first training session, emphasize the role of opinion leaders in changing peer group norms through HIV/AIDS prevention messages delivered in conversations with friends and acquaintances.
6. In the first training session, provide opinion leaders with practical advice on how to implement HIV risk reduction behavior changes.
7. In the second training session, provide opinion leaders with correct HIV risk reduction information.
8. In the third training session, model examples of effective peer risk reduction conversations, including how to spontaneously initiate risk reduction conversations.
9. In the third and fourth training sessions, facilitate group problem-solving activities centered around how each opinion leader will have risk reduction conversations, allowing each person ample time to discuss issues particularly relevant to him or her.
10. In each training session, incorporate culturally appropriate music, images, and activities to create a comfortable and familiar training environment.
11. Organize reunions with all opinion leaders from each wave and key community gatekeepers to discuss the maintenance of *d-up!*.
12. Monitor and evaluate intervention phases to identify if *d-up!* was implemented as planned and is achieving desired outcomes.

## CONTENTS OF THE *d-up!* PACKAGE

The *d-up!* package contains the following materials to support an agency's implementation of the intervention:

- ▶ ***d-up!* Implementation Manual.** This manual has information on the agency structures and activities necessary for the successful implementation of *d-up!*. It includes guidance, strategies, and tools for planning, implementing, and monitoring the intervention.
- ▶ ***d-up!* Facilitator's Guide.** The facilitator's guide provides step-by-step instructions for conducting the four opinion leader training sessions and recommendations for reunions. It provides an overview of the intervention sessions, facilitator guidelines, activities, role-play scenarios, and training aids, such as slides and participant handouts.
- ▶ ***d-up!* Opinion Leader Handbook.** This handbook serves as a guide and take-home resource for opinion leader training participants. It contains the information covered during the four opinion leader training sessions and includes activity instructions, worksheets, and handouts as well as tools to track their risk reduction conversations.
- ▶ ***d-up!* CD-ROM.** The CD-ROM includes printable copies of the intervention materials. It also contains copies of all slides and handouts used in the opinion leader training, as well as intervention planning, implementation, and monitoring tools

## *d-up!* INTERVENTION PHASES

*d-up!* is implemented over three phases:

- ▶ Pre-Implementation
  - During this initial phase, you will determine whether your agency has the ability and resources to implement *d-up!* and will develop detailed plans to implement and evaluate the intervention. You also will conduct community discovery activities to identify your black MSM target population, social networks, target venues, friendship groups, community stakeholders, and potential opinion leaders.
- ▶ Implementation
  - This phase primarily consists of screening, recruiting, and training opinion leaders who will promote safer sex behaviors through conversations with their friends and acquaintances.
  - Monitoring and evaluation activities are implemented before, during, and after your implementation of *d-up!*. These activities will help you track and manage your intervention implementation and will provide information that can help you improve your current and future implementations of *d-up!*.

► Maintenance

- Primary activities during this phase include monitoring trained opinion leaders as they carry out risk reduction conversations, recruiting new opinion leaders, providing ongoing support, and identifying new social networks and friendship groups. You will continue to work with your agency and community partners to develop and work toward long-term goals.

An implementation summary as well as a *d-up!* fact sheet can be found in Appendices A-3 and A-4, respectively.



## 4 IS *d-up!* RIGHT FOR YOUR AGENCY?

Before deciding to adopt and implement *d-up!*, you should determine if *d-up!* is right for your agency and the black MSM population served. This section will help you think through the structures, processes, and resources needed to successfully implement *d-up!* activities. Table 1 is a checklist of questions you need to consider before deciding if you should implement *d-up!*. The purpose of this checklist is to guide your decisions by stimulating thinking and dialogue.

**Table 1. Checklist of Intervention Appropriateness**

| Question  | Yes                      | No                       |
|---|--------------------------|--------------------------|
| Are the intervention goals or expected outcomes appropriate for your agency?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Is your target population black MSM?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Are intervention goals appropriate for your target population of black MSM?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Are intervention objectives appropriate for your agency (i.e., SMART-specific, measurable, appropriate, realistic, and time based)? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are intervention objectives appropriate for your target population (i.e., SMART)?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Are risk reduction messages appropriate for your agency's norms and values?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Are risk reduction messages appropriate for the target population of black MSM's norms and values?                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| Are risk reduction messages appropriate for the (larger) community population's norms and values?                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| Does your agency have the capacity to implement each core element?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Does your agency have a governance (board of directors) commitment to implement each core element with fidelity?                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Does your agency have a management commitment to implement each core element with fidelity?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Does your agency have a staff commitment to implement each core element with fidelity?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Does your agency have sufficient resources to implement each core element with fidelity?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Does your agency have the capacity to identify and recruit members of the target population of black MSM for this intervention?     | <input type="checkbox"/> | <input type="checkbox"/> |
| Is this intervention culturally appropriate for your target population of black MSM?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Does this intervention address or have the capacity to address risk factors within your target population of black MSM?             | <input type="checkbox"/> | <input type="checkbox"/> |

In addition to thinking through the above questions in detail, you can use the questions described below to determine if your agency has the capacity, or can build the capacity, to implement *d-up!*. After answering all of these questions, you should be able to determine if *d-up!* is the right intervention for your agency and community.

## **ARE THERE EXISTING HIV PREVENTION INTERVENTIONS FOR BLACK MSM IN YOUR AREA?**

You should determine if *d-up!* would fill an unmet need and not duplicate or compete with other HIV prevention interventions. If HIV interventions for black MSM, especially community-level interventions, are already available in your area, you may have difficulty recruiting enough participants. However, *d-up!* can complement and support other prevention interventions.

## **DO YOU HAVE ACCESS TO BLACK MSM?**

*d-up!* was designed to reach a large number of black MSM. To be effective, it needs to be implemented in locations that have at least 100 black MSM, and 15% of them must be recruited, trained, and serve as opinion leaders. Since some opinion leaders will drop out, you should plan on recruiting 20% to 25% to reach the 15% goal. At least half of the opinion leaders must be black MSM. Your agency must have a good reputation with members of this population, and you must be able to recruit and work with them. You also must have access to venues where black MSM gather and socialize. Examples of potential social venues include fraternities, “ball houses,” clubs, bars, coffee shops, gay bookstores, gyms, and community centers.

## **IS THERE SUPPORT FOR *d-up!* IMPLEMENTATION?**

### **Community Support**

If there is a sizable black MSM population in your area, you will want its members to have a vested interest in the intervention’s success. If there is no defined black MSM population, you will need to assess interest and support for *d-up!* within the local black<sup>1</sup> community. You will need to identify and enlist the support of stakeholders and leaders from your target population of black MSM.

### **Agency Support**

If you decide that you want to adopt *d-up!*, it is crucial to secure agency buy-in to ensure the support of agency administration and to allow agency resources to be used for intervention implementation. Obtaining buy-in is most effectively accomplished by identifying at least one agency administrator or staff person to champion the

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<sup>1</sup> In order to be inclusive of individual members of the black diaspora who may not self-identify as African American, *d-up!* uses the terms “black community” or “black MSM.”

intervention, that is, to advocate for its integration into the agency's existing services. A *champion* could be one person or a group of people and should be selected by an agency administrator. A *champion* is someone within the agency who is a mid- to upper-level administrator who generally serves as a link between administration and staff members. The *champion* needs to be adept at answering questions and mediating changes in agency structure; he or she can serve as a negotiator of any necessary trade-offs or compromises. The *champion* becomes the intervention's spokesperson, anticipating the reservations of staff members and answering questions about the intervention's needs and resources. The *champion* must have a thorough knowledge of the intervention, including its costs, core elements, and key characteristics; the *champion* can use information in the intervention package to field any questions or concerns about *d-up!*.

Regardless of the number of *champions*, the main issue is convincing the stakeholders that implementing *d-up!* will enhance the quality of your agency's services and that your agency will be capable of implementing *d-up!*. Stakeholders include your funding source(s), your agency's board of directors or executive board, and all agency staff members who will have a role in the operation of the intervention. Agency staff include administrators who will obtain funding, supervisors who will monitor the intervention, and staff members who will interact with opinion leaders at any level.

### **Stakeholder's Checklist**

Your agency *champion* can use the stakeholder's checklist in Table 2 to enlist support for implementing *d-up!*. The stakeholder's checklist contains those items the *champion* can use to convince the stakeholders that *d-up!* is an intervention that your agency can and should implement because it meets the needs of a community your agency serves.

**Table 2. Stakeholder's Checklist**

| Checklist Steps  |
|--|
| <input type="checkbox"/> <b>Step 1:</b> Assess the community to determine whether its members will support the core elements of <i>d-up!</i> .   |
| <input type="checkbox"/> <b>Step 2:</b> Identify your stakeholders to determine whether they will support the core elements of <i>d-up!</i> .<br>Stakeholders may include the following. Check the box next to the stakeholders that you plan to include: <ul style="list-style-type: none"><li><input type="checkbox"/> Board of directors or executive board</li><li><input type="checkbox"/> Staff members who have a role in implementing <i>d-up!</i><ul style="list-style-type: none"><li><input type="checkbox"/> Administrators who will give support</li><li><input type="checkbox"/> Supervisors who may oversee the implementation of <i>d-up!</i></li><li><input type="checkbox"/> Staff who interact with opinion leaders at any level</li><li><input type="checkbox"/> Other staff: _____</li></ul></li><li><input type="checkbox"/> Local agencies from which you could recruit community discovery participants, facilitators, or both:<ul style="list-style-type: none"><li><input type="checkbox"/> Agencies offering support groups for black MSM</li><li><input type="checkbox"/> Health care providers and mental health professionals serving black MSM</li><li><input type="checkbox"/> Social service agencies reaching black MSM</li><li><input type="checkbox"/> Organizations of black MSM and organizations that may have members who are black MSM</li><li><input type="checkbox"/> Other agencies: _____</li></ul></li><li><input type="checkbox"/> Organizations that could provide assistance or other resources:<ul style="list-style-type: none"><li><input type="checkbox"/> Merchants for incentives or refreshments</li><li><input type="checkbox"/> Agencies, merchants, printers, publishers, and others that can advertise the intervention</li><li><input type="checkbox"/> Businesses that can provide a venue for the intervention</li><li><input type="checkbox"/> Agencies that can provide transportation</li><li><input type="checkbox"/> Advisors to help adapt the intervention</li><li><input type="checkbox"/> Others: _____</li></ul></li><li><input type="checkbox"/> Agencies with which your agency needs to maintain good community or professional relations:<ul style="list-style-type: none"><li><input type="checkbox"/> Local health department</li><li><input type="checkbox"/> Local medical and mental health associations</li><li><input type="checkbox"/> Others</li></ul></li></ul> |

## Checklist Steps

- Step 3:** Get stakeholders informed, supportive, and involved. Check the box next to the ones you plan to use.

There are several ways to involve stakeholders:

- Inform them about *d-up!*
  - Decide in advance what specific roles you want each stakeholder to play. Who you will ask to do each of the following:
    - Provide financial support
    - Identify other stakeholders
    - Participate in community discovery
    - Help adapt the intervention for your target population of black MSM
    - Provide a venue in which opinion leaders can be recruited and in which opinion leaders can have safer sex conversations with friends and acquaintances
    - Assist with identifying opinion leaders for the intervention
    - Provide a room in which the sessions can be held
    - Supply refreshments for opinion leaders being trained
    - Donate small incentives for opinion leaders
    - Speak supportively about *d-up!* in conversations with associates
  - Send letters that tell stakeholders about *d-up!* and its importance; the fact that your agency is (or will be) implementing the intervention; the specific role(s) that you think they might play in the implementation of the intervention; and a point of contact for learning more about *d-up!*.
  - Call stakeholders in 2 weeks and assess their interest. If they are interested, schedule a time to meet (e.g., one-on-one, lunch-and-learn at your agency with a group of other stakeholders, presentation at their agency for several of their staff or association members).
  - Hold the meeting, show *d-up!* promotional materials or the intervention package if the setting and time allow, and answer questions.
- Get support from the stakeholders.
  - Describe several specific roles they could play.
  - Emphasize the benefits of their involvement to themselves, their agency, the community, and black MSM, and answer their questions.
  - Invite them to commit to supporting *d-up!* by taking on one or more roles. Keep track of their commitments.

*Continued on next page*

### Checklist Steps

- Get them involved.
  - Soon after meeting, send each a thank-you letter that specifies the role(s) to which they committed. If they did not commit, send a letter thanking them for their time and interest and ask them to keep the letter on file in case they reconsider later.
  - For persons who committed to a role that is important to pre-implementation, put them to work as soon as possible.
  - For persons who committed to involvement later in the process, send them brief progress updates and an idea of when you will be calling on their support.
  - Hold periodic celebratory meetings for supporters to acknowledge your appreciation for and the value of their contributions, update them on the intervention's progress, and keep them engaged.

## DOES YOUR AGENCY HAVE THE RESOURCES TO IMPLEMENT *d-up!*?

Compared with many other interventions, *d-up!* is relatively inexpensive to conduct—especially considering the large number of people who can be reached because of the community-level design of the intervention.

To implement *d-up!*, you will need the following basic resources and supplies:

- ▶ Two to four staff persons to identify and recruit opinion leaders, facilitate four 2-hour training sessions, and follow up on opinion leader risk reduction conversations
- ▶ Part-time administrative staff
- ▶ Meeting and training space
- ▶ Logos and other marketing materials
- ▶ Incentives for opinion leaders
- ▶ Intervention materials and handouts for opinion leaders
- ▶ Refreshments for opinion leader training sessions
- ▶ Office equipment (e.g., phone, computer, copier)

To determine if your agency can afford or acquire the necessary funding to implement *d-up!*, you should itemize the required equipment, supplies, and personnel and draft a budget. Use the *d-up!* Cost Estimate Worksheet (Table 3, on page 30) to assess the total costs for your organization to implement *d-up!*. If you already have some equipment and space, you may want to use them if they can be available when needed. Otherwise, you should consider purchasing new equipment or renting additional training or meeting space.

When estimating costs, you will need to determine the size of your target social network. Defining your target social network and determining its size will help you figure out how many opinion leaders you need to recruit, how many opinion leader trainings to conduct, and the amount staff hours needed for intervention activities. The larger the network you target, the greater the cost and resources. Use the following guideline for determining staff hours:

Since you will always have some opinion leaders drop out of training or the intervention, you should actually try to recruit 20% to 25% of the members of each friendship group.

- ▶ Program coordinator—4.6 hours per opinion leader
- ▶ Facilitators—4.7 hours per opinion leader (**Note:** You will need a minimum of two facilitators to implement *d-up!*. Your first cycle of opinion leader training requires the use of two facilitators for Sessions 1 through 3. Since Session 4 as well as the first session of subsequent training cycles occur at the same time, you need a total of four persons—at least one facilitator for Session 4 and another to lead Session 1 with the newly recruited opinion leaders. You will also need two staff members or volunteers, one to assist each facilitator. Please see the *d-up! Facilitator’s Guide* for further information.)
- ▶ Administrative assistant—0.4 hours per opinion leader

Once you have determined your target network size, use the *d-up!* Cost Estimate Worksheet to determine the potential cost of your project.

### ***d-up!* Cost Estimate Worksheet**

This cost estimate sheet will help you forecast *intervention-specific* costs of implementing *d-up!* in your agency/community. Note that some operating costs are not factored into this cost estimate (e.g., PEMS administration). Include costs that may be covered by donations, volunteers, or in-kind contributions, in case these costs do not get covered by other sources. The figures in the cost estimate worksheet are based on a target social network of 100 people, which means recruiting and training 15 persons as opinion leaders (OLs).

If your target social network is larger than 100 people, use the following formulas to calculate your staff time, and adjust the numbers in the implementation phase to match the number of OLs:

$$\underline{\hspace{2cm}} \text{ (size of target social network)} \times 0.15 \text{ (15\% to train as OLs)} = \underline{\hspace{2cm}} \text{ (\# of OLs)}$$

|                           |  |  |
|---------------------------|--|--|
| Program coordinator:      | $\underline{\hspace{2cm}}$ (# of OLs) × 4.6 hours per OL = | $\underline{\hspace{2cm}}$ total hours |
| Facilitator:              | $\underline{\hspace{2cm}}$ (# of OLs) × 4.7 hours per OL = | $\underline{\hspace{2cm}}$ total hours |
| Administrative assistant: | $\underline{\hspace{2cm}}$ (# of OLs) × 0.4 hours per OL = | $\underline{\hspace{2cm}}$ total hours |

**Table 3. *d-up!* Cost Estimate Worksheet**

| Categories  | Pre-Implementation (start-up)            | Implementation (intervention delivery)   |
|---|--|--|
| <b>Personnel (hours spent on intervention, including travel time)</b>   |  |  |
|   | <b># of staff      # of hours/15 OLs</b> | <b># of staff      # of hours/15 OLs</b> |
| Program coordinator   | 1 × \$ /hr × 30 =                        | 1 × \$ /hr × 39 =                        |
| Facilitator   | 2 × \$ /hr × 25 =                        | 2 × \$ /hr × 46 =                        |
| Administrative assistant  | 1 × \$ /hr × 3 =                         | 1 × \$ /hr × 3 =                         |
| Fringe benefits   | % =                                      | % =                                      |
| <b>Facilities ((% of time used for intervention)</b>                    |  |  |
| Rent—office   | \$ × % =                                 | \$ × % =                                 |
| Rent—OL training space  | \$ × % =                                 | \$ × % =                                 |
| Utilities   | \$ × % =                                 | \$ × % =                                 |
| Maintenance   | \$ × % =                                 | \$ × % =                                 |
| Insurance   | \$ × % =                                 | \$ × % =                                 |
| <b>Equipment (% of time used for intervention at depreciated value)</b> |  |  |
| Television  | \$ × % =                                 | \$ × % =                                 |
| VCR/DVD player  | \$ × % =                                 | \$ × % =                                 |
| Computer  | \$ × % =                                 | \$ × % =                                 |
| Projector   |  | \$ × % =                                 |
| Projection screen   |  | \$ × % =                                 |
| <b>Supplies</b>   |  |  |
| Photocopying handouts   | \$                                       | \$                                       |
| Paper   | 2 reams × \$ /ream =                     | 5 reams × \$ /ream =                     |
| Pens  | 1 dozen × \$ /dozen =                    | 1 dozen × \$ /dozen =                    |
| Easel paper   |  | 4 pads × \$ each =                       |
| Markers   |  | 1 dozen × \$ /dozen =                    |
| Masking tape  |  | 2 rolls × \$ /roll =                     |
| Condoms   |  | 1 gross × \$ /gross =                    |
| <b>Conversation Starters</b>  |  |  |
| Logo posters  |  | 50 × \$ /each =                          |
| Logo pins   |  | 3 dozen × \$ /dozen =                    |
| Logo key chains   |  | 3 dozen × \$ /dozen =                    |
| Logo dog tags   |  | 3 dozen × \$ /dozen =                    |
| Logo caps   |  | 2 dozen × \$ /dozen =                    |
| Logo T-shirts   |  | 2 dozen × \$ /dozen =                    |
| <b>Other Expenses</b>   |  |  |
| Catering/refreshments*  | 20 persons × \$ /each x meetings =       | 15 persons × \$ /each x meetings =       |
| OL incentives   |  | 15 persons × \$ /each =                  |
| Venue owner/staff incentives  | \$                                       | \$                                       |
| Staff travel expenses   | round-trips × \$ /round-trip =           | round-trips × \$ /round-trip =           |
| Advertising to recruit staff  | \$                                       |  |
| Consultancy: Logo development (OPTIONAL)                                | \$                                       |  |
| <b>Subtotal per phase</b>   | \$                                       | \$                                       |
| <b>Total for both phases</b>  |  | \$                                       |
| <b>Overhead (___ % of total)</b>  |  | \$                                       |
| <b>Grand total</b>  |  | \$                                       |

\*For stakeholder and nomination meetings during the pre-implementation phase and for opinion leader trainings and reunions during the implementation phase.



## DOES YOUR AGENCY HAVE THE TIME TO IMPLEMENT *d-up!*?

The time it will take to implement *d-up!* will depend on the size of the social network you want to target. For example, if you target a network of 500 black MSM, you will need to train 75 opinion leaders (15% of each friendship group within the total 500). You should assume that you will train 10 to 12 opinion leaders at a time during a 1-month period. At this rate, it will take about 7 or 8 months to train enough opinion leaders for *d-up!* to have an effect.

Table 4 summarizes the major activities for each *d-up!* phase. Use this as a guide to determine if you have the time to implement *d-up!*.

**Table 4. Summary of *d-up!*'s Major Activities**

| Summary of <i>d-up!</i> 's Major Activities   |               |
|---|---------------|
| Pre-Implementation  | Time Estimate |
| Identify a broad at-risk black MSM population to target   | 1 month       |
| Begin developing relevant community relationships   |               |
| Assess the applicability and feasibility of implementing <i>d-up!</i> in the community (begin community discovery)  |               |
| Determine the size of the social network you can target and how many opinion leaders you can train with available resources   |               |
| Train <i>d-up!</i> facilitators   | 1 month       |
| <ul style="list-style-type: none"> <li>• Begin developing <i>d-up!</i> implementation and monitoring plans               <ul style="list-style-type: none"> <li>▪ Develop opinion leader recruitment plans and procedures</li> <li>▪ Develop a training plan to train opinion leaders in groups</li> <li>▪ Develop a retention plan and procedures</li> <li>▪ Develop a support and maintenance plan</li> </ul> </li> </ul> | 1 month       |
| Engage gatekeepers and key community members  | 1 month       |

**Table 4. Summary of *d-up!*'s Major Activities (continued)**

| <b>Summary of <i>d-up!</i>'s Major Activities</b>  |   |
|--|---|
| <b>Pre-Implementation</b>  | <b>Time Estimate</b>                      |
| <ul style="list-style-type: none"> <li>• Complete community discovery               <ul style="list-style-type: none"> <li>▪ Identify and estimate the size of the social network(s) that could be targeted</li> <li>▪ Identify potential recruitment and target venues</li> <li>▪ Define and select the social network to target and their venue(s)</li> <li>▪ Get permission of venue owners/managers</li> <li>▪ Identify friendship groups and their opinion leaders</li> <li>▪ Develop and test project logos and conversation starters</li> </ul> </li> </ul> | 1–2 months                                |
| Finalize <i>d-up!</i> implementation and monitoring plans  | 2–4 weeks                                 |
| <b>Implementation</b>  | <b>Time Estimate</b>                      |
| Begin recruiting and screening opinion leaders   | 1 month                                   |
| Begin ongoing training of groups of opinion leaders  | 1 month for every 10–12 opinion leaders   |
| <b>Maintenance</b>   | <b>Time Estimate</b>                      |
| Continue identification of opinion leaders (if applicable)   | Occurs throughout implementation          |
| Begin ongoing retention, follow-up, and support activities   |   |
| Provide reunion sessions   |   |
| <b>Monitoring</b>  | <b>Time Estimate</b>                      |
| Monitor intervention objectives  | Occurs throughout all intervention phases |
| Monitor opinion leader recruitment and training activities   |   |
| Assess adherence to core elements and key characteristics  |   |
| Assess changes in outcomes   | 2 months                                  |

## 5 GETTING STARTED: PRE-IMPLEMENTATION

Preparation for implementing *d-up!*—also known as the pre-implementation phase—is an important part of the intervention. Depending on your agency’s current relationship with the networks of black MSM in your area, the extent to which the community already supports your work, and your knowledge of this population’s behaviors and norms, you may need to spend weeks, even months, laying the groundwork for the intervention. Also, your agency may need to build its own capacity to ensure it is ready to implement *d-up!*. In practical terms, this means establishing organizational policies and recruiting, hiring, and training staff members to assist with pre-implementation and implementation activities. It also includes conducting community discovery activities to identify the needs and networks of black MSM, setting intervention objectives, and identifying opinion leaders.

### ORGANIZATIONAL POLICIES AND PROCEDURES

If they are not already in place, establish organizational policies and procedures before implementing *d-up!* or hiring staff members. The policies and procedures should detail plans to recruit and retain *d-up!* facilitators and opinion leaders. They also should include hiring processes, data collection methods, record keeping systems, confidentiality procedures, and procedures for handling disruptive opinion leaders. Creating a manual to describe your policies and procedures will help maintain a consistent intervention implementation. It is also a way to convey performance expectations to staff members and stakeholders.

To successfully implement *d-up!*, your agency should have the following policies and procedures in place.

### Confidentiality

You should have a policies and procedures manual that clearly states the measures needed to ensure the confidentiality of all participants. These measures include keeping their participation or what they share in the sessions private. All confidentiality policies must follow Federal privacy regulations. They also must follow all State privacy laws that apply in your agency’s jurisdiction. At a minimum, these policies should do the following:

- ▶ Name the staff members responsible for ensuring the confidentiality and security of any data collected by your agency. This information is especially important if your funding agency requires the collection of personal data. Data can include opinion leader contact information and results from focus groups and behavioral surveys.
- ▶ Describe the penalties that will result from a violation of your agency’s requirements and/or a breach of confidentiality or security.

- ▶ Specify any limits on confidentiality, such as when an opinion leader is an unemancipated minor, when an opinion leader threatens to harm himself or herself or others, or when duty-to-warn laws apply.
- ▶ List all staff members, by name and job title, who are allowed to access opinion leaders' private information.
- ▶ All staff members involved in some aspect of *d-up!* should sign a confidentiality agreement. (Appendix A-5 contains a sample confidentiality agreement.)
- ▶ Describe the responsibilities of your agency's staff members. Include a minimum level of conduct that staff members must exercise when collecting, handling, or storing sensitive opinion leader information.

Establishing agency policies and procedures for confidentiality allows you to protect your clients, your staff, and your agency and helps you gain the trust of the people you serve. You also must ensure consistency among staff members in terms of practice and in training on confidentiality protocols in the event of staff turnover. Your intervention must comply with State laws and regulations mandating such policies.

## Staffing

Elements that should be included in the policies and procedures manual regarding staffing may include the following:

- ▶ Recruitment procedures
  - Who will recruit?
  - Where?
  - When?
  - What materials will be used?
- ▶ Hiring protocols
  - What is the interview process?
  - Who is responsible for hiring?
  - What is the process after hiring decisions have been made?
- ▶ Position descriptions
  - What are the job roles and responsibilities?
- ▶ Retention strategies
- ▶ Training
  - Attend a required CDC-sponsored *d-up!* training.

## Staff recruitment and retention

Your agency's policies and procedures manual should include guidance on hiring staff. For the successful implementation of *d-up!* you will need the following personnel:

- ▶ One program coordinator
- ▶ Two facilitators
- ▶ One administrative assistant

Ideally, all staff members should have extensive experience working with black MSM, and they should be members of this population. At the very least, one of your intervention facilitators should be a black MSM. This can help increase the acceptability of *d-up!* among your target social network and ensure that the intervention is delivered in a culturally appropriate manner.

The program coordinator will be primarily responsible for overseeing, coordinating, and evaluating the implementation of *d-up!*. Your intervention facilitators will be responsible for conducting community discovery and identifying, recruiting, training, and monitoring *d-up!* opinion leaders. You should have two intervention facilitators running each opinion leader training session. The administrative assistant will provide project support and help coordinate intervention logistics, such as maintaining files, arranging catering, and placing advertisements. Depending on the size of your target social network and available resources, your program coordinator may need to take on some or all of the roles of a facilitator.

## Roles and responsibilities

Table 5 further describes the specific requirements, roles, and responsibilities of each staff member.

**Table 5. Staff Roles and Responsibilities**

| Position Title                    | Roles and Responsibilities   | Requirements   |
|-----------------------------------|--|--|
| <p><b>Program coordinator</b></p> | <ol style="list-style-type: none"> <li>1. Manage and coordinate implementation of <i>d-up!</i></li> <li>2. Coordinate daily activities, such as assigning tasks, monitoring and ensuring progress of the project, and arranging staff meetings</li> <li>3. Ensure data collection and management, monitoring and analysis</li> <li>4. Hire staff</li> <li>5. Supervise facilitators and arrange for facilitator training</li> <li>6. Identify and secure session space</li> <li>7. Identify the technical assistance needs of facilitators and project staff, and coordinate the provision of technical assistance</li> <li>8. Monitor expenditures and budget</li> <li>9. Plan and facilitate marketing activities</li> <li>10. Promote the intervention in the community</li> <li>11. Identify and work with community partners and gatekeepers</li> </ol> | <ol style="list-style-type: none"> <li>1. Comfort with sexuality (e.g., able to use sexual terminology, including colloquial terms; able to describe sexual behavior in concrete, specific terms, without being uncomfortable or embarrassed; nonjudgmental and open-minded about all of the possibilities of human sexuality)</li> <li>2. Cultural sensitivity (e.g., respectful of others and of differences between people based on ethnicity/culture; empathetic; able to anticipate possible reactions of others to comments or terminology)</li> <li>3. Persuasiveness (e.g., able to convey the importance of the intervention to staff, participants, and the community; able to motivate people)</li> <li>4. Knowledge about HIV/AIDS (e.g., has accurate information; understands the impact of HIV among black MSM)</li> <li>5. Ability to inspire trust (respects confidentiality of group members; does not gossip; is honest)</li> <li>6. Ability to understand confidentiality issues and the importance of maintaining confidentiality</li> <li>7. Ability to supervise staff (e.g., understands all core elements and activities of the intervention; can monitor facilitators and deliver positive feedback to improve process; can monitor community discovery and opinion leader recruiting process; knows the importance of regular observation; is organized)</li> </ol> |

| Position Title                  | Roles and Responsibilities   | Requirements   |
|---------------------------------|--|--|
| <b>Facilitator</b>              | <ol style="list-style-type: none"> <li>1. Assist the program coordinator</li> <li>2. Conduct community discovery (identify social networks, friendship groups, venues, and opinion leaders)</li> <li>3. Work with venue owners</li> <li>4. Promote the intervention in the community</li> <li>5. Identify and work with community partners and gatekeepers</li> <li>6. Recruit opinion leaders</li> <li>7. Plan and conduct opinion leader trainings</li> <li>8. Monitor opinion leaders</li> <li>9. Coordinate and conduct reunions</li> <li>10. Collect and compile monitoring data</li> <li>11. Assist with marketing activities</li> </ol> | <ol style="list-style-type: none"> <li>1. Requirements 1–6 listed above</li> <li>2. Knowledge of and experience with black MSM (e.g., knows local issues and characteristics of black MSM; understands black MSM culture; is comfortable working with black MSM and going to black MSM venues; is respected by black MSM)</li> <li>3. Skills in guiding a group process (e.g., able to convey information clearly and simply; able to diplomatically guide group discussions; able to respond to comments or questions; able to elicit participation from all group members and attend to opinion leaders' feelings and behaviors)</li> <li>4. Skills in guiding role-playing (e.g., able to choose and describe realistic and appropriate situations; able to direct and provide constructive feedback during participant role-plays)</li> <li>5. Skills in guiding problem-solving (e.g., able to help participants identify goals; able to generate alternative strategies; able to provide encouragement after failure)</li> </ol> |
| <b>Administrative assistant</b> | <ol style="list-style-type: none"> <li>1. Enter data from assessments and record contact information</li> <li>2. Record staff meeting minutes and organize lessons learned from notes</li> <li>3. Secure appropriate materials (e.g., newsprint, paper, binders)</li> </ol>  | <ol style="list-style-type: none"> <li>1. Cultural sensitivity (e.g., respectful of others and of differences between people based on ethnicity/culture; empathetic; able to anticipate possible reactions of others to comments or terminology)</li> <li>2. Organization skills (e.g., able to keep track of intervention records and data; properly store and secure project supplies and equipment; track participant information; record and file project expenditures)</li> </ol>   |

| Position Title                              | Roles and Responsibilities   | Requirements  |
|---|--|---|
| <b>Administrative assistant (continued)</b> | <ul style="list-style-type: none"> <li>4. Buy and arrange incentives (e.g., catering, gifts as decided)</li> <li>5. Assist with securing training and reunion venues</li> <li>6. Perform tasks related to publicity and retention (e.g., photocopying, arranging for printing the <i>d-up!</i> logo on promotional items)</li> </ul> | <ul style="list-style-type: none"> <li>3. Communication skills (e.g., able to take, compile, and summarize meeting notes; can use appropriate language when communicating with community partners and venue owners)</li> <li>4. Experience with computers and word processing (e.g., can adequately use Microsoft Word, Internet Explorer, and e-mail)</li> </ul> |



## Recruiting and retaining effective facilitators

Use Table 5 to help guide your search and establish criteria for your facilitators. A variety of approaches and resources can be used to find facilitators. The first place to look is within your own agency to see if you have staff members who are qualified and available to work on *d-up!*. For finding facilitators outside of your agency, try the following:

- ▶ Ask your advisory board for recommendations.
- ▶ Talk with staff members of other local HIV programs.
- ▶ Get recommendations from gatekeepers, key informants, and other leaders in the black MSM population.
- ▶ Talk with previous intervention participants.
- ▶ Check the public health, social work, and education programs at local colleges.
- ▶ Look at advertisements in gay publications and on Web sites.

Once you have hired your facilitators, you will need to take the following steps to retain them during your intervention:

- ▶ Maintain good and ongoing communication.
- ▶ Involve facilitators in intervention planning and evaluation.
- ▶ Develop professional goals for each facilitator beyond *d-up!* and meet with him or her regularly.
- ▶ Provide training opportunities that address their professional goals.
- ▶ Communicate any intervention achievements and milestones.
- ▶ Have facilitators attend and present at HIV conferences.
- ▶ Make sure that they are not overworked and are comfortable with their given roles.

## Training staff

All staff members, particularly program coordinators and facilitators, should receive training on *d-up!*. Use the following steps when training staff members who will be involved in implementing the intervention:

- ▶ Identify the training needs, such as group facilitation, of program coordinators, facilitators, and others who will be involved in the intervention implementation.
- ▶ At a minimum, ensure that facilitators are trained on how to facilitate *d-up!* opinion leader training sessions. (It is recommended that program coordinator and facilitators attend an official *d-up!* training. Training schedules for CDC-funded agencies are posted on [www.effectiveinterventions.org](http://www.effectiveinterventions.org).)
- ▶ Make sure that your implementation schedule accounts for the timing of available trainings.
- ▶ Monitor and communicate with staff members throughout the intervention's implementation to help identify any additional training or technical assistance needs.

## GOAL AND OBJECTIVES OF *d-up!*

The overall goal of *d-up!* is to increase the number of black MSM who use a condom when they have sex. To accomplish this, *d-up!* focuses on changing the target social network's condom use norms through several related intervention objectives. *d-up!* has the following primary objectives:

- ▶ Identify a target network, venues, friendship groups, and opinion leaders through community discovery activities.
- ▶ Enlist the support of gatekeepers.
- ▶ Create *d-up!* logos and conversation starters.
- ▶ Recruit, train, and support 15% of friendship group members to carry out risk reduction conversations with their friends and acquaintances.

You need to establish specific, measurable, appropriate, realistic, and time-based (SMART) objectives that are specific to your intervention and target social network. (Section 8, “Monitoring and Evaluation” provides SMART objective examples and information.)

## DEVELOP YOUR IMPLEMENTATION PLAN

The sample *d-up!* intervention flowchart on page 42 will help you develop your implementation plan. The flowchart lists the tasks for each phase of *d-up!*, the knowledge and capacity required for completing each task, responsible staff members, and timelines. The flowchart will help you complete your own *d-up!* flowchart template (Appendix A-6).

To develop your *d-up!* implementation plan, follow these steps:

1. Form a team to work on *d-up!* planning and implementation.
2. Review, in detail, the *d-up!* materials provided in the *d-up!* training.
3. Review, in detail, the implementation flowchart.
4. Hold a series of meetings to develop specific plans and timelines for creating objectives and completing each of the key tasks and activities of your *d-up!* intervention.  
**Note:** For the most part, you should first determine your objectives before developing your intervention plan. However, some objectives will need to be modified once you have conducted your community discovery. For example, you will not know how many opinion leaders you will need to recruit until you know the size of your target social network.
5. Begin implementing *d-up!*. Document the progress and completion of tasks and activities in relation to the implementation plan and intervention objectives you developed.

6. Periodically hold team meetings and review the implementation progress. Adjust intervention plans and objectives as needed. Document revisions.
7. Review your implementation plan following Part I of the “Community Discovery” section, presented later in this manual.

## **DEVELOP YOUR EVALUATION PLAN**

An evaluation plan is a written document that describes the overall approach that will be used to guide the monitoring and evaluation of an intervention. The plan describes what will be done, how it will be done, who will do it, and why it is being done. An evaluation plan may include the following information:

- ▶ A description or list of the information needed and how the information will be used (i.e., what you will measure)
- ▶ Data collection protocols for securing process and outcome data for objectives and program performance indicators (i.e., how and when you will measure)
- ▶ A description of how data will be managed and stored
- ▶ Procedures for analyzing, interpreting, reporting, presenting, and using findings for planning, program management, and program improvement
- ▶ Description of how funder input will be used (e.g., CDC’s Prevention Program Branch’s technical reviews and site visit reports)
- ▶ Descriptions of policies and protocols to secure data and ensure the confidentiality of client/participant information

Before developing an evaluation plan, identify and prioritize the information needs of various stakeholders (e.g., administrative and program staff, funding agency, partnering agencies or businesses, board of directors/advisory boards, consumers).

Additional information on developing your *d-up!* evaluation plan is provided later in Section 8, “Monitoring and Evaluation.”

## ***d-up!* INTERVENTION FLOWCHART**

The *d-up!* intervention flowchart is divided into steps. Table 6 presents the planning and preliminary steps, Table 7 provides the implementation steps, and Table 8 outlines the evaluation steps.

**Table 6. Planning and Preliminary Steps**

| <b>Step</b>   | <b>Capacity and Knowledge Needed</b>   | <b>Person(s) Responsible</b> | <b>Timeline</b>   | <b>Notes</b> |
|---|--|------------------------------|---|--------------|
| Identify a broad at-risk black MSM population to target   | Knowledge of the black MSM population; support from stakeholders; skills to conduct formative evaluation | Intervention staff           | Month 1   |              |
| Begin developing relevant community relationships   | Knowledge of local HIV programs and gatekeepers from the black MSM population                            | Program coordinator          | Month 1   |              |
| Determine the size of a network you can target and how many opinion leaders you can train with available resources                                      | Resources, funding, and staff to target the specific network size  | Program coordinator          | Month 1   |              |
| Recruit, hire, and train staff members  | Knowledge of staff requirements and recruitment resources  | Program coordinator          | After you determine the network size                              |              |
| Develop an implementation plan and program objectives that are consistent with the overall <i>d-up!</i> intervention; develop objectives that are SMART | Knowledge of SMART objectives, <i>d-up!</i> intervention activities, and core elements                   | Program coordinator          | Month 2; after the first and second phases of community discovery |              |
| Develop policy and procedures for your agency   | Knowledge of local and national guidelines and laws, funder requirements, and <i>d-up!</i> activities    | Program coordinator          | Month 2   |              |

| Step  | Capacity and Knowledge Needed   | Person(s) Responsible | Timeline  | Notes |
|---|---|-----------------------|---|-------|
| Develop a monitoring and evaluation plan                                      | Knowledge of monitoring and evaluation and <i>d-up!</i> activities  | Program coordinator   | After you develop the implementation plan; after revisions to the implementation plan |       |
| Identify, meet with, and enlist the support of gatekeepers and key informants | Knowledge of black MSM leaders and programs; ability to answer questions; ability to establish connections with community persons | Program coordinator   | Months 1–2; additional and ongoing support identified throughout <i>d-up!</i> phases  |       |
| Identify and collect information on possible black MSM social networks        | Knowledge of the black MSM population; support from stakeholders; skills to conduct formative evaluation                          | Intervention staff    | Months 2–3  |       |
| Identify potential social venues  | Knowledge of the black MSM population and social venues   | Intervention staff    | Month 3   |       |
| Select the social network your intervention will target                       | Knowledge of specific social networks and their level of risk   | Intervention staff    | 2 weeks after collecting and reviewing social network information                     |       |

| Step   | Capacity and Knowledge Needed  | Person(s) Responsible | Timeline  | Notes |
|--|--|-----------------------|---|-------|
| Select and access social venues  | Information on social venues; support from venue owners  | Program coordinator   | 2 weeks after selecting the target network and identifying venues |       |
| Identify friendship groups in the target social network                    | Knowledge, skills, and staff to conduct formative evaluation; identification of target venue(s)  | Intervention staff    | 3 months before the implementation phase                          |       |
| Identify and screen at least one opinion leader from each friendship group | Knowledge of friendship groups; knowledge, skills and staff to conduct formative evaluation; knowledge of opinion leader characteristics; information from key informants and stakeholders | Intervention staff    | 1 month before the implementation phase                           |       |
| Develop conversation starters  | Knowledge of target network's beliefs, norms, and attitudes; network members to review materials; ability to conduct focus groups  | Program coordinator   | 1 month before the first opinion leader training                  |       |
| Develop a plan and schedule for opinion leader trainings                   | Knowledge of number of opinion leader trainings you need to conduct, convenient times and locations, and availability of training venues   | Program coordinator   | 1 month before the implementation phase                           |       |

| Step  | Capacity and Knowledge Needed  | Person(s) Responsible | Timeline   | Notes |
|---|--|-----------------------|--|-------|
| Identify and secure training space  | Knowledge of number of opinion leader trainings you need to conduct, convenient times and locations, and funding             | Program coordinator   | 1 month before the implementation phase                  |       |
| Tailor opinion leader training as needed; refine and develop training materials | Data collected from community discovery, particularly on target network's knowledge, attitudes, and beliefs toward safer sex | Intervention staff    | 1 month before the first opinion leader training session |       |

**Table 7. Implementation Steps**

| Step   | Capacity and Knowledge Needed   | Person(s) Responsible | Timeline   | Notes |
|--|---|-----------------------|--|-------|
| Recruit opinion leaders  | Knowledge of potential opinion leaders; recruitment skills  | Intervention staff    | 1 month before the first opinion leader training session                       |       |
| Conduct opinion leader trainings   | Knowledge of opinion leader training; opinion leader training materials; trained facilitators; space, staff, and training materials | Facilitators          | As needed until you have trained 15% of the members from each friendship group |       |
| Monitor opinion leaders after they complete training and provide ongoing support | Opinion leader contact information; problem-solving skills  | Facilitators          | Ongoing  |       |

| Step  | Capacity and Knowledge Needed   | Person(s) Responsible | Timeline   | Notes |
|---|---|-----------------------|--|-------|
| Hold opinion leader reunions  | Space to hold reunions  | Facilitators          | 1 month after the completion of an opinion leader training                     |       |
| Recruit successive waves of opinion leaders   | Knowledge of potential opinion leaders, friendship groups, and number of opinion leaders needed; recruitment skills | Intervention staff    | As needed until you have trained 15% of the members from each friendship group |       |
| Revise messages and conversation starters as needed   | Knowledge of target networks' current attitudes, beliefs, and behaviors; formative evaluation skills                | Intervention staff    | Every 6 months during the implementation phase                                 |       |
| Consider identifying other social networks to target once 15% of the members of each friendship group have delivered the necessary number of risk reduction conversations | Data from initial research on potential target networks; knowledge of the number of opinion leaders trained         | Program coordinator   | Before your last three opinion leader training waves                           |       |



**Table 8. Evaluation Steps**

| Step  | Capacity and Knowledge Needed   | Person(s) Responsible | Timeline  | Notes |
|---|---|-----------------------|---|-------|
| Determine which level of monitoring and evaluation you can conduct (formative evaluation, process monitoring, process evaluation, and outcome monitoring) | Knowledge of agency resources and time; knowledge of monitoring and evaluation concepts; knowledge of the evaluation forms required by a funding agency and those desired by the implementing agency; knowledge of the purposes of the evaluation process | Program coordinator   | As you develop your monitoring and evaluation plan                |       |
| Conduct formative evaluation; collect data  | Knowledge of formative evaluation methods; formative evaluation form(s)   | Intervention staff    | During community discovery  |       |
| Conduct process monitoring and evaluation; collect data   | Knowledge of process monitoring and evaluation methods; process evaluation forms; knowledge of <i>d-up!</i> core elements   | Intervention staff    | During pre-implementation, implementation, and maintenance phases |       |
| Conduct quality assurance assessment of opinion leader trainings; collect data  | Knowledge of quality assurance methods; facilitator fidelity/process form   | Program coordinator   | After every four opinion leader trainings                         |       |
| If resources allow, conduct outcome monitoring of <i>d-up!</i> ; collect data   | Knowledge of outcome monitoring methods; data collection forms  | Intervention staff    | At least 6 months after all opinion leaders have been trained     |       |
| Generate database for data collected; manage database   | Knowledge of formative evaluation methods; formative evaluation forms   | Intervention staff    | During community discovery  |       |

| Step  | Capacity and Knowledge Needed   | Person(s) Responsible | Timeline                     | Notes |
|---|---|-----------------------|------------------------------|-------|
| Summarize data from evaluation forms  | Knowledge of data management techniques and software (e.g., Microsoft Access, Microsoft Excel, SPSS, SAS) | Intervention staff    | Ongoing                      |       |
| Analyze collected data  | Knowledge of analysis techniques  | Intervention staff    | Quarterly                    |       |
| Review evaluation data and identify intervention areas and activities for improvement | Knowledge of intervention objectives and core elements  | Intervention staff    | Quarterly                    |       |
| Report findings to stakeholders, staff, and funders                                   | Skills to summarize and report data   | Program coordinator   | At least once every 6 months |       |

## COMMUNITY DISCOVERY

During the pre-implementation phase (and even when you are deciding if *d-up!* will work in your area), you will need to conduct some community discovery work. Community discovery (also known as formative evaluation) is a process where you attempt to learn more about your potential target population of black MSM and community. Conducting community discovery as a part of the pre-implementation activities is *essential* in helping you define the specific way *d-up!* will be implemented in your area. Conducting such research will allow you to collect valuable data that you can use to identify and prioritize potential target populations of black MSM. It also will help you gather information on who is at risk for HIV, who has the greatest need for the intervention, and whom you can afford to reach with your available funds. This information will inform your intervention planning process and the development of adapted *d-up!* materials and major implementation activities so they are appropriate for the black MSM population you choose to target. The first part of your community discovery must be done early in the project to provide the basis for your plan to implement *d-up!*. The second part is done after you develop your implementation plan and your facilitators are trained. You then conduct additional discovery to collect valuable data that you can use to identify and prioritize potential social networks in the target population in your area.

### Part I

In addition to learning about local black MSM, community discovery will help you identify existing HIV prevention programs for black MSM and potential resources, people, and interventions that can facilitate and support the implementation of *d-up!*. During the first part of your community discovery, you also may be able to identify key stakeholders or gatekeepers of your target population of black MSM who can assist you with venue selection and the recruitment of opinion leaders. When conducting community discovery, you will need detailed information on the following:

- ▶ Targeted intervention population/social network and a significant community environment serving them (social venue)
- ▶ Friendship groups (units within social network)
- ▶ Respected and credible opinion leaders

### Community discovery methods

You can use many methods to identify and assess your target population, social networks, friendship groups, opinion leaders, and behaviors. Certain methods work better for certain tasks. You may not be able to use all of the methods recommended or use them to their fullest extent; some methods can be very time consuming and use more resources to implement. You need to be practical and consider time and dollar limitations when conducting your community discovery. However, since the information you collect

during this phase will be used to inform and guide your intervention activities, you do need to take some time to collect accurate information.

The community discovery methods and sources you can use include surveys; observations; gatekeeper/key informant interviews; focus groups; and existing needs and risk assessments. Basic data collection tools are included in appendices to this manual. Table 9 displays the key information areas and the possible methods you can use to collect the necessary information. A more detailed summary of the methods follows the table. You can compile information from your community discovery activities using the Community Discovery Summary Log provided in Appendix B-1.

**Table 9. Possible Methods for Collecting Information**

| Information Area                      | Data Source/Method  |
|---------------------------------------|---|
| Risk population                       | Review of existing agency and/or other epidemiological needs and behavioral risk data, reports, and assessments |
| Venue information                     | Onsite observations of venue<br>Interviews with key informants, including venue owner, manager, and staff       |
| Social networks and friendship groups | Survey<br>Observations<br>Key informant interviews  |
| Opinion leaders                       | Survey<br>Observations<br>Key informant interviews<br>Nominations   |
| Logos/conversation starters           | Focus groups<br>Key informant interviews  |

**Surveys.** Ask gatekeepers and/or social network members to identify friendship groups and nominate the most respected and credible individuals within them. You can create a checklist for collecting information through interviews, or you can design and use a survey form that gatekeepers and members complete on their own. A checklist that you administer yourself is preferable, faster, and less expensive. A sample community demographic and risk survey is included in Appendix B-2.

**Observations.** You may systematically observe and keep notes on the target population of black MSM, including (1) its networks and friendship groups, (2) the number of social network members and friendship groups, (3) venues/locales where they gather, (4) key informants and gatekeepers, and (5) the most respected and credible individuals (opinion leaders) within the friendship groups. When conducting observations, staff members should only observe; that is, they should not interact too much with the people they are observing. At least two staff members should observe a venue or other social environment

at the same time, so that they can more fully capture information and compare and discuss observation notes. You should conduct multiple observations of the same venue at various dates and times to make sure you observe all possible friendship groups. Appendix B-3 provides a community observation guide that you can further develop for your own use.

Existing staff knowledge of the target population of black MSM may be an important resource. Do not overlook the possibility that agency staff members already may have experience and relationships in the targeted community venues and can serve as observers at those venues.

You probably will need to conduct counts to estimate the size of your target population of black MSM at venues. For example, if your plan is to target the patrons of a gym, you might ask the gym owner to estimate the number of patrons on the basis of door counts. You also could ask your own project staff to count patrons during certain time periods to estimate the numbers expected to be present at various times of the day. When counting, be sure that you do not count the same person twice in a venue, such as someone who steps outside to make a call and returns a few minutes later.

**Key informant interviews.** Persons who are actively involved in or serve the local black MSM community, known as key informants or gatekeepers, can be interviewed to gain information on potential venues, friendship groups, and opinion leaders. Gatekeepers also can help guide your observations by indicating the contexts in which target population members can be accessed and observed. It may be efficient to hold a nomination meeting or meetings with key informants to identify opinion leaders. Ask gatekeepers and key informants not to tell people that they nominated them as opinion leaders. Not all nominees will fit the criteria, and you want to avoid creating expectations that will not be met.

Involve gatekeepers in your planning and implementation of *d-up!*. They can help with recruitment and provide other support for the intervention. They can help design and select a project logo and suggest conversation starters that would appeal to the target population. Gatekeepers also may be able to facilitate your intervention's acceptance and success in the community. Appendix B-4 provides a key informant interview guide that you can further develop for your own use.

**Focus groups.** Conducting a focus group is a good way to gather detailed information on a specific, limited topic. Focus groups are most suitable for designing and testing intervention-related materials, like a logo or conversation starters. Focus groups also are good for interactive (between participants) data collection. Using focus groups to gather responses from each participant on several topics at once is not an effective way to use a focus group. Appendix B-5 provides a guide to help you conduct focus groups.

**Existing data.** You may be able to analyze data from existing needs and risk assessments. Your local Ryan White Planning Council and HIV Prevention Planning Group may be sources for these data. Often, these groups contract with private consulting firms and university-based researchers to conduct needs and risk assessments. Be creative in gaining access to these kinds of data. They will be most useful in determining your target population's risk behaviors and the social and cultural factors that influence them.

### **Adapting the Intervention**

Use the community discovery information to adapt the intervention to fit local conditions. Adapting *d-up!* involves customizing the delivery of the intervention and ensuring that training activities are appropriate for the opinion leaders and that messages are appropriate for the social network of black MSM targeted by your agency without altering, deleting, or adding to the intervention's core elements. When adapting the intervention, remember to consider the needs of the target population that you identify through community discovery, the resources and capabilities of your agency, and the core elements of *d-up!*. Adaptation refers to the who, what, how, when, and where of *d-up!*, as it will be implemented at your agency.

An example of an adaptation is changing the frequency of *d-up!*'s opinion leader training sessions. In the original study, opinion leaders met once a week over 4 weeks. However, the sessions can be held twice a week over 2 weeks, as long as enough time is allowed between sessions for the opinion leaders to have risk reduction endorsement conversations. Attempting to do the entire training in 1 or 2 days is not recommended. Opinion leaders need time to practice the conversations, receive feedback on the issues they encountered, and complete the requested number of conversations. Marathon sessions do not provide that opportunity, and they may be unproductive.

Adaptations should not affect the core elements of the intervention. Instead, they should enhance the delivery of the intervention by your agency and allow your staff members to be creative and to develop ownership of the intervention.

Keep in mind that *d-up!* is an adaptation of Kelly's Popular Opinion Leader intervention and is designed specifically for black men who have sex with men who are in social networks with other black men who have sex with men. If your agency is considering using *d-up!* with a different population, we strongly urge you to make your own adaptation of Popular Opinion Leader rather than to adapt an adaptation.

## Part II

Your agency can conduct the first part of the community discovery before the *d-up!* facilitators are trained. This initial community discovery work (Part I) provides a broad picture of the black MSM in your area and identifies stakeholders and gatekeepers who can help you with the later, focused community discovery. Your facilitators will be prepared to discover and select social networks, social venues, friendship groups, and opinion leaders once they have received *d-up!* training.

### Identify the target social networks

*d-up!* is designed to target black MSM who are in social networks with other black MSM. Since members of any broad population group do not have the same behaviors, attitudes, and interests, you will need to narrow your focus. *d-up!* will work best when it targets one social network of black MSM at a time. You must identify the social networks within your local black MSM population before you can select which specific social network to target.

Your target social network for *d-up!* should be a group of people who can be identified in terms of their (1) close, personal relationships, (2) shared unwritten social rules – such as beliefs, customs, and expectations about condoms – that drive their risk behaviors, and (3) a common social venue that serves them in their everyday lives. You must simultaneously identify these three characteristics to define your intervention’s target population. Your *d-up!* target social network must be one in which its members share everyday contexts, patterns of socializing, risk behaviors, opinions, beliefs, attitudes, and expectations for behavior. Target social venues must be places where black MSM gather as stable and interactive social networks, not ones where populations change or where people do not interact socially, such as areas where people go to have anonymous sex. Since *d-up!* targets the socially shared risk-related norm among a network of connected friends and acquaintances (friendship groups), it is essential that you spend time identifying social networks. Later, you will do more research to learn about your target network’s linked friendship groups.

Using community discovery methods, you will need to collect the following information on members of your potential target social networks:

- ▶ Their sexual risk behaviors
- ▶ Factors that influence these behaviors (e.g., knowledge, attitudes, perceptions, drug use)
- ▶ Demographic information (e.g., age, ethnicity)
- ▶ Their interests, activities, and venues where they hang out

You also will need to estimate the number of black MSM in this social network.

Once you have this information, you will begin to identify a specific social network of black MSM you can target. You can describe these networks and copy the information you collected on the Social Network Identification Worksheet (Appendix B-6).

### **Identify and access the target social venues**

To collect more information about potential target social networks, such as their size, you will need to identify and gain access to locations or venues where members of the network gather and socialize. After you select a network to target, you will need to return to their venues to identify friendship groups and opinion leaders. Later, you will use these venues as places to recruit opinion leaders. These venues also may serve as locations where opinion leaders carry out some of their risk reduction conversations. Use the Social Venue/Context Assessment Form (Appendix B-7) to collect venue information.

A target social venue for *d-up!* is a place where members of the target network socialize extensively. Potential venues are locations where members of your target population of black MSM meet, gather as friends, develop friendship groups, and converse with each other on an ongoing basis. Remember that transient locations (e.g., bus stations, street corners, housing facilities, public sex venues) characterized by nonverbal interaction are not good venues. Virtual spaces, like Internet chat rooms or social Web sites, are NOT good venues because you cannot estimate the size of their social networks, determine the number of opinion leaders to recruit, or monitor outcomes.

Once you have identified the venues where potential target social networks gather, you will need to gain access to them. You will need to identify and talk to the owner, manager, or leader of the venue or establishment, who then becomes one of your gatekeepers. General strategies for enlisting the support of gatekeepers are found under “Enlist Community Support” later in this section. The following specific strategies can be used for enlisting venue owners and managers:

- ▶ Whenever possible, arrange a face-to-face meeting with the venue owner and/or manager. Invite them to lunch, if possible. This will give you a chance to discuss the intervention in some detail and with little disruption.
- ▶ Describe the *d-up!* intervention you are planning to implement.
- ▶ Include the following benefits to the community and the venue as selling points:
  - The intervention will reduce risk and HIV infection within the local black MSM community.
  - The intervention will generate community involvement and empowerment.
  - The intervention will create goodwill for the venue (patrons will see the venue making an investment in the community).
  - The intervention will create familiarity with the venue for return business.



- ▶ Be explicit regarding what you are asking of the venue owner, manager, and staff. Honesty and clear communication are very important to enlist the cooperation of owners and staff. Generally, you want to be able to do the following:
  - Conduct observations to identify social networks, friendship groups, and opinion leaders.
  - Enlist the aid of staff to identify and/or recruit opinion leaders.
  - Recruit opinion leaders.
  - Possibly display conversation starter logos on the property.
  - Possibly use the venue as a meeting and/or training space.

Using unselfish concern for others and an opportunity to give back to the community as incentives work well when enlisting the aid of many owners. However, some owners are not part of the community and will respond better to other incentives. Previous implementation of interventions similar to *d-up!* found that conducting opinion leader training sessions during a venue's off hours actually increased its business. Opinion leaders who participated in the training stayed to socialize when the venue officially opened.

- ▶ Acknowledge issues that are often important to venue owners. Assure them of the following:
  - Your intervention will not disrupt business or cost them money.
  - The presence of *d-up!* does not imply that their venue is a site of high-risk behaviors.
  - They can decide to stop participating at any time during the intervention.

At the end of your meeting, be sure to give the owner your contact information in case he or she has any questions.

### **Select the target social network**

Once you have identified several black MSM social networks, you will need to select the one that your agency will target. Your agency and *d-up!* staff members may be better prepared to serve one type of network than another. Staff members also may be more knowledgeable and comfortable with a particular network, and one network may be better suited to your agency.

You should consider the following questions to prioritize your target social networks and select one to target:

- ▶ Which social networks' members have the most unprotected sex?
- ▶ Which social networks' members are underserved with regard to HIV prevention interventions?
- ▶ Which social networks would be most open to an intervention like *d-up!*?
- ▶ Which social networks could your agency readily reach?
- ▶ Which social networks gather at venues your agency can access?
- ▶ Which social networks could your agency target with its available resources?

To answer this last question, you will need to review the approximate sizes you determined for the potential target networks and calculate the number of opinion leaders needed for each network. Remember that you must train 15% of each friendship group in your target social network to be opinion leaders for *d-up!*. That number of opinion leaders will dictate the maximum network size you can manage and the number of people you can impact. Use the *d-up!* Cost Estimate Worksheet in Section 4, "Is *d-up!* Right for Your Agency?," to estimate the number of opinion leaders you can afford to support and the corresponding size of the social network you can afford to target. *d-up!* will not necessarily work well in a very small network (i.e., less than 100 members). Targeting a very large network may require more resources and time than you can spend, and if you are not able to train 15% of its members, *d-up!* will not succeed in changing behavior. As a rule, your target network should be somewhere between 100 and 1,000 black MSM.

At least half of your trained opinion leaders should be black MSM. Women can be opinion leaders.

Once you have selected a target network, you can conduct further research to identify the venues, friendship groups, and opinion leaders within the network. Before or, at least, while you do this research, you should seek community support and buy-in to make the intervention successful.

### **Enlist community support**

As previously mentioned, community support plays a critical role in this intervention. You will want to obtain the support of black MSM gatekeepers and leaders, which may include venue owners, managers, and other key staff. Such people can help provide you with valuable information about networks, venues, behaviors, and risk factors related to black MSM. They also can help promote your intervention and identify potential opinion leaders to participate in your *d-up!* intervention.

To identify gatekeepers and key leaders, you should create a list of organizations that provide relevant services to and have strong ties with the local black MSM community

and that would have a stake in the successful implementation of an intervention for black MSM. Staff members and the leadership of these organizations may be good gatekeepers or, at least, can help you identify other gatekeepers. To identify possible gatekeepers, you also can conduct community observations at venues and events where black MSM gather.

Once you have identified potential gatekeepers, meet with them to discuss implementation plans for *d-up!* and their possible roles. You and the gatekeepers must determine their level of involvement in the intervention promotion, planning, and implementation. For example, they may provide you with names of other gatekeepers one time, serve as an ongoing referral source, or serve on an intervention advisory board that meets once a month to provide support and guidance for *d-up!*.

### **Select and access target social venues**

**Venues for recruiting.** Once you select a target social venue and secure permission to access the venue, arrange with the owner/manager to have a few minutes with the staff members to describe the intervention. Venue staff members can be of immense help in recruiting opinion leaders, since they can do the following:

- ▶ Nominate opinion leaders.
- ▶ Interact in a friendly manner with agency recruitment staff, which can eliminate some of the distrust of outsiders.
- ▶ Tell patrons more about the intervention and explain how to enroll.
- ▶ Keep flyers, brochures, and posters available for patrons to look at and read.
- ▶ Occasionally act as contacts for patrons who are difficult to reach.

**Space for training.** At this point, you will need to identify a space where you can conduct the opinion leader training. The training space can be at a target social venue, your agency, or some other place. Characteristics of an appropriate training site include the following:

- ▶ It has enough space to hold two trainings of two groups of opinion leaders, with 12 to 15 people in each. It has enough space to conduct the Session 4 and Session 1 trainings at the same time without one training group disturbing the other (i.e., two separate rooms).
- ▶ Opinion leaders will feel comfortable going to the space. Sometimes, people may not be comfortable going to training at an HIV or gay agency because they do not want to be associated with the disease or they may not be “out” to certain people. You may need to find a more neutral space.
- ▶ Opinion leaders can easily travel to the space. It should be in a convenient location that is accessible by public transportation.
- ▶ It is available during hours convenient to the opinion leaders (i.e., after 5 p.m.).

► It is affordable.

### Identifying friendship groups within the targeted social network

**Understanding social networks, friendship groups, and opinion leaders.** As stated above, all members of a social network do not necessarily interact with all other members but, rather, belong to and socialize with smaller groups of friends and acquaintances, known as friendship groups. For example, say your targeted social network is black MSM who go to a particular club. The black MSM in this network share a common interest and are connected by the fact that they go to this club. However, although they go to this club, not every single club attendee hangs out with, talks to, or even knows every other attendee. Usually when people go to a club or bar, they go there to hang out and interact with their group of friends (i.e., a friendship group). Members of these groups share similar interests or simply have been hanging out with each other for some time. Members of friendship groups are closer to each other than they are with other club attendees. Also, each group will have its own well-liked and respected members who could serve as opinion leaders for *d-up!*.

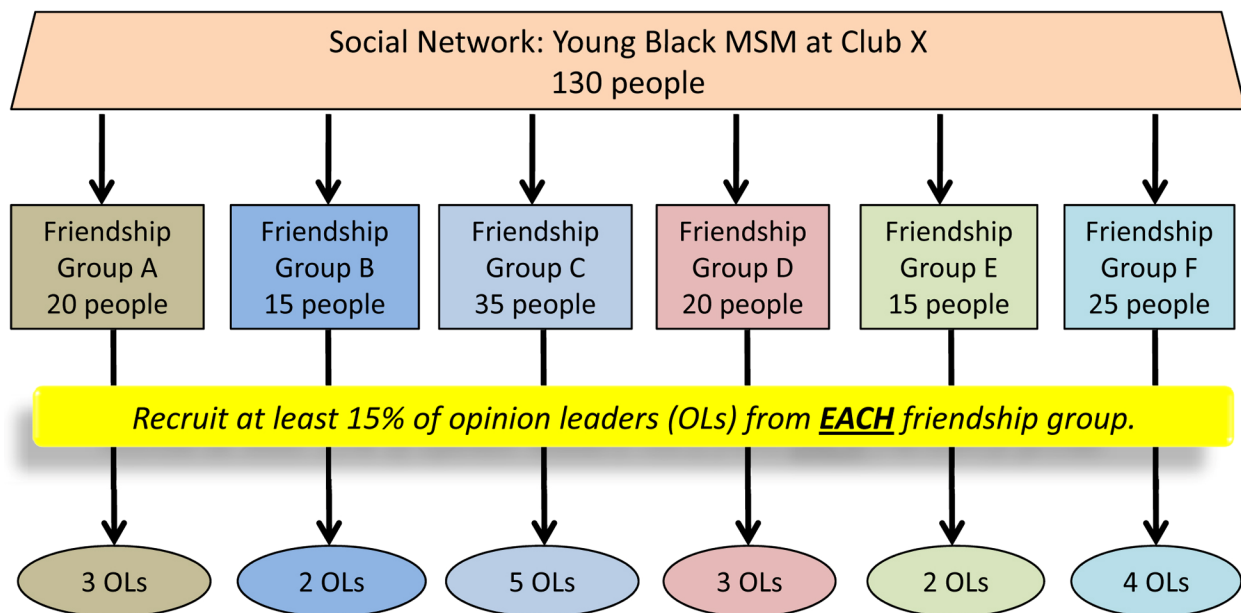
**Note:** Just as each social network consists of smaller linked friendship groups, your target network is just one social network among many in the local black MSM population. Not all black MSM will go a certain club. You will need to target each social network separately in order to reach more black MSM. But remember, *d-up!* works better when you just focus on one network at a time.

For *d-up!* to be effective, you need to identify, recruit, and train at least 15% of the members of **each** friendship group, and these members must be the groups' opinion leaders. As predicted by diffusion of innovation theory, *d-up!* is effective when opinion leaders have risk reduction conversations with their friends and acquaintances. Since the opinion leader is someone whom the friendship group admires, respects, and trusts, the opinion leader is a trendsetter whom the rest of the group tends to follow. *d-up!* will not be effective if opinion leaders have conversations with any random stranger who really has no reason to listen to the opinion leader or care about what the opinion leader thinks. Also, just because someone is an opinion leader in the friendship group, it does not mean that he or she is an opinion leader of other friendship groups. A person who has influence and is well liked in one friendship group may not be influential and well liked within another friendship group. People in particular groups may actually detest someone who is very well liked within another friendship group. Therefore, opinion leaders are specific and relative to the friends around them.

It is important that you spend time identifying friendship groups (and their opinion leaders) to ensure that you ultimately recruit at least 15% of the members of each friendship group. It is not sufficient to recruit 15% of opinion leaders from the entire social network since you may not recruit any or enough opinion leaders from some friendship groups.

Figure 2 shows an example diagram of a social network, its friendship groups, and the number of opinion leaders who need to be recruited. The top box represents the target social network of 130 black MSM. After conducting observations and further research, you identify six distinct friendship groups, consisting of anywhere from 15 to 35 members. The bottom row of circles shows the number (15%) of opinion leaders you will need to train from each friendship group.

**Figure 2. *d-up!* Flowchart**



It is also important to mention that many people are members of more than one friendship group and that some friendship groups overlap and interact with other groups. Likewise, an opinion leader can be a member of more than one friendship group. If you recruit a person who is an opinion leader of two distinct friendship groups, you will need to ask the opinion leader to choose or assign him or her to have risk reduction conversations with members from only one of the friendship groups.

Opinion leaders are those who lead opinions within their friendship group. This is not the same thing as being the most popular person overall. The most popular person may be the most fun to be around, but not necessarily credible with every friendship group member or within every friendship group in the social network.

**How to identify friendship groups and opinion leaders.** Once you have gained access to a venue frequented by your selected network, you will need to spend some time conducting research to identify friendship groups and opinion leaders. To recruit opinion leaders for *d-up!*, you need to take five basic steps:

- ▶ **Step 1.** Observe and identify possible friendship groups in the venue.
- ▶ **Step 2.** Evaluate each group to determine if it is a true friendship group.
- ▶ **Step 3.** After you have identified the friendship groups, identify one of the most influential persons in each of the groups.
- ▶ **Step 4.** Screen the person to determine if he or she is a leader or influential person in the friendship group.
- ▶ **Step 5.** After that person's position in the group has been verified, provide that person with information about the project and your contact information.

Steps 1 through 4 are done during the pre-implementation phase. Steps 4 and 5 are done in the implementation phase.

**Step 1: Identify possible friendship groups.** To collect information on friendship groups, you will conduct a series of observations at the venue. You should have two or three staff members conduct these observations. To identify all potential friendship groups, you should conduct several observations of the venue at various times and days during the week. Each friendship group will have a time when its members like to go to the venue. For example, some may like to go to a bar earlier in the evening, whereas others only show up at the end of the night. A particular theme night or weekly event may attract certain friendship groups.

Staff members should adhere to the following rules when conducting observations:

- ▶ Although it would be ideal to take notes when conducting observations, patrons may be put off by someone observing them. Staff members will need to be subtle about recording observations or simply write them down immediately after leaving the venue.
- ▶ To the greatest extent possible, staff interactions within the target venue should not disrupt the normal flow of activities.
- ▶ Staff members should blend in with the venue crowd. This will entail proper dress, conduct, and nonjudgmental behaviors and attitudes (both verbalized and nonverbalized).
- ▶ Staff members should not use any substances that would alter their ability to make the necessary judgments and evaluations. They are at the venue to work.

Staff members should look for several criteria when observing groups of venue attendees. The following questions can be used to help determine whether the group is a friendship group:

- ▶ Do the members bond?
- ▶ Is this a stable group? Are you seeing the same collection of people hanging out at each observation?
- ▶ Do the members hang out together all night as a group?
- ▶ Do the members interact with each other?
- ▶ Do they talk to each other often?
- ▶ Are they usually doing the same kinds of activities?

If the answer to most of these questions is yes, then you have most likely identified a friendship group. To document the possible friendship groups you identified, collect the same kind of information you gathered when you were identifying potential target social networks. You need enough information to describe and differentiate one friendship group from another. Such information includes the following:

- ▶ **Characteristics.** Age, ethnicity, styles of clothing, educational level, and members of the target population
- ▶ **Behaviors.** What does the group typically like to do when they are at the venue? Are they usually dancing? Playing basketball? Sitting at a table?
- ▶ **Size.** How many people are members of this group?
- ▶ **Logistics.** When do members of this group usually hang out at the venue? What times and days of the week do they come to the venue?
- ▶ **Leaders.** Which people stand out the most in the group? Who seems to be more of a leader? Whom do group members seek out or defer to?
- ▶ **Uniqueness.** What makes this group different from other friendship groups? What is the common element that all members share that is unique to this group?

You can record this information in a community observation guide. A sample has been provided in Appendix B-3.

You also can collect information on friendship groups (and their opinion leaders) from venue staff members and owners. Since they spend a lot of time at the venue, they will have a good feel for the different friendship groups that come to their establishment.

**Step 2: Evaluate the friendship groups.** Once information on a possible friendship group has been collected and organized, *d-up!* staff members will need to discuss and decide if it truly is a distinct friendship group. Once everyone agrees that what you observed is

indeed a distinct friendship group, move to the next step of identifying that group's opinion leaders. If consensus cannot be reached, discuss other possible friendship groups that were observed. Continue until you are satisfied that you have identified all friendship groups that frequent the target venue. Since all venue attendees may not be black MSM, review the descriptions in your community observation guide to verify which groups contain members of your target population.

**Step 3: Identify possible opinion leaders.** You can use several different approaches to identify opinion leaders, including observations and referrals. Remember that you will need to identify and recruit at least 15% of each friendship group to be opinion leaders. As you identify opinion leaders, you will need to track which friendship groups they represent.

**Observations.** While you conduct observations to identify friendship groups, you also can collect information on those groups' possible opinion leaders. Identifying information on the opinion leaders can be collected in your community observation guide. Staff members should follow the same observation rules mentioned previously.

At least 50% of your opinion leaders should be black MSM.

Opinion leaders are respected, credible, trustworthy, listened to, empathetic to friends, and self-confident. They are trusted and well-liked among their groups of friends. They can be either male or female, and not all opinion leaders will necessarily be black MSM. Opinion leaders are the people who are greeted most often, who greet others the most, and who are sought out for advice by their friends. Some can be observed “holding court”—sitting in their favorite spot and being approached by a series of friends for one-on-one conversations. Staff should look for several criteria when identifying opinion leaders. The following questions can be used to help identify opinion leaders.

- ▶ Is this person the center of attention?
- ▶ Is this person a member of a friendship group?
- ▶ Does this person communicate—verbally or nonverbally—with others in the group?
- ▶ Do others appear to listen to this person?
- ▶ Does this person suggest new activities (e.g., getting a drink at the bar, changing locations in the bar, dancing to a particular song)?
- ▶ Do others in the group follow this person's suggestions?
- ▶ Do others in the group get excited when they see this person?
- ▶ Does this person seem to talk to most people in the group?

If the answer to most of these questions is yes, then you have most likely identified an opinion leader.



**Referrals.** An easy way to identify opinion leaders is to simply ask members of the target social network whom they trust and would go to for advice.

Another method for identifying opinion leaders is to ask for nominations from people who are knowledgeable about your target network. These key informants may be venue staff, owners, community leaders, or others who are familiar with the black MSM social network you are targeting. They can nominate people who they think are opinion leaders. You can meet with the informants individually or hold a group nomination meeting. Regardless of how you decide to collect the information, make sure you cover the following points:

- ▶ Explain that because they know the social network, they are in a position to identify the opinion leaders.
- ▶ Ask them to think carefully about the whole social network. Explain the characteristics of opinion leaders:
  - They are trusted and well liked among their groups of friends.
  - They can be either male or female. Not all opinion leaders will necessarily be black MSM.
  - They are the people who are most often greeted, who greet others the most, and who are sought out for advice by their friends.
- ▶ Explain that a person is most likely an opinion leader if the following points describe him/her:
  - He/she is the center of attention.
  - He/she communicates—verbally or nonverbally—with others.
  - Others appear to listen to this person.
  - He/she suggests new activities (e.g., ordering something to eat, dancing to a particular song, starting a pickup game of basketball).
  - Others follow this person’s suggestions.
  - Others get excited when they see this person.
  - He/she seems to talk to most people he/she is with.
- ▶ Mention that no one is a leader everywhere in a social network. Therefore, ask for nominations for leaders from groups having different characteristics and behaviors (e.g., younger patrons, dancers, drinkers). You can use these traits to link nominees to the friendship groups that you identified.
- ▶ Ask the referring person to keep nominations confidential. Do not let a person know that he or she has been nominated as a potential leader. He/she may not make the final cut and may feel hurt for not being recruited.

You can ask key informants to suggest names of people to you during the meeting and collect information on the Nomination Meeting Activity Log (Appendix B-8). You also can ask them to observe and record their nominations on the Opinion Leader Nomination Form (Appendix B-9). You will need to follow up with the key informants to see if they have any questions and to collect the forms. The exact number of opinion leaders you ask them to nominate will depend on the size of your target network. If you have multiple people providing nominations, you can quickly identify potential opinion leaders when their names appear on multiple lists.

Some members of your target social network may not be identified as opinion leaders, yet they may have heard about *d-up!* and are committed to the effort to reduce the spread of HIV among black MSM. Almost no one should be denied the opportunity to help their peers and himself/herself reduce his/her risk for HIV infection. If a person wants to be trained as an opinion leader, it is probably a good idea to go ahead and allow that person to train and serve as an opinion leader. If you believe this person will be disruptive during training or just would be a terrible opinion leader, you could find some other way for the person to be involved with your intervention, such as assisting with setting up an event or helping out at your agency.

Remember that you must be able to link a nominated opinion leader to a friendship group.

**Step 4: Screen possible opinion leaders.** Once nominations, referrals, and volunteers for possible opinion leaders have been received and organized, *d-up!* staff will need to find and observe the possible opinion leaders and apply the selection criteria. The staff will determine whether these persons are indeed members of the target social network and friendship groups. Remember to collect the information necessary to complete your community observation guide. The staff will review all of the identification forms, discuss the information, and determine which persons are truly opinion leaders and in which friendship groups they are an opinion leader. This information is critical for reaching the necessary 15% from each group and preventing over- or under-recruitment from any group.

**Advertising.** You should not use advertising to recruit opinion leaders to prevent self selection of individuals who may not be appropriate to deliver the intervention (e.g., individuals who do not meet the criteria for an opinion leader).

**Step 5: Recruit opinion leaders.** Once consensus has been reached and everyone agrees on who is an opinion leader, you will have a collection of people to approach for recruitment during the implementation phase. Further information about recruiting opinion leaders is discussed in more detail on page 71.

## Designing symbols and devices for starting conversations

When you implement *d-up!*, you will need to use the *d-up!* logo, a symbol, and/or other conversation starters to help opinion leaders initiate risk reduction conversations with their friends and acquaintances. These conversation starters can be in the form of symbols or slogans and can be placed on T-shirts, posters, buttons, dog tags, or other items. They should have an interesting design that raises the curiosity of friends to ask the opinion leader what it means. The primary purpose of the logo or conversation starter is to simply make it easier for opinion leaders to initiate risk reduction conversations.

The purpose of the conversation starters is not to market the intervention or safer sex. Therefore, materials cannot have the *d-up!* logo and the agency's or other logos together. In *d-up!*, risk reduction is promoted actively and personally by opinion leaders, not passively and impersonally by pictures, advertisements, symbols, or stories.

You will need something to serve as a spark to the safer sex endorsement conversations. Appendix A-7 provides samples of the *d-up!* logo and conversation starters that were used in previous projects. It will be up to you to determine if these images and items will work in your community or if you will need to create your own. Note that you do not necessarily have to call your intervention "*d-up!*"; you may want to choose another name to better suit your target population. You will need to conduct strong formative work to develop and test the conversation starters.

### Steps to develop the conversation starters

A good symbol or conversation starter cannot be developed without input from the target social network. Although your staff may like a particular image, item, or slogan, members of your target social network may not. Your symbol or conversation starter should do the following:

1. Spark interest and generate questions
2. Have a positive (not negative) appeal
3. Be something your opinion leaders will be proud of and proud to display or wear
4. Be placed on items your opinion leaders will be glad to display or wear
5. Relate to the safer sex norm or indicate your primary risk reduction message
6. Only promote the *d-up!* intervention, not your agency

When you are choosing or developing a conversation starter, you must consider how much time, money, and resources you have for development. You do not need to enlist the services of a marketing firm or commercial artists. You can, with the help of local volunteers, develop a simple symbol or conversation starter that will be effective in your

target social network. Regardless of what you use, it is essential that you test it with members of your target network first.

Follow the steps below when developing your conversation starter:

1. Assemble a group of staff members and/or community volunteers to develop the conversation starter.
2. Educate the group about the specific focus of your *d-up!* intervention and the characteristics of your target social network, using your community discovery data.
3. Educate the group about the purpose of the conversation starter (i.e., to help spark the risk reduction conversations).
4. Develop ideas, items, and *d-up!* logo placements on items for testing.
5. Test the various ideas and items with members of your target network. A focus group is the best method for testing, but other community discovery methods also work. You need to see if the conversation starter is accepted by your target population and interesting enough to spark conversations. You also need to test the logo materials and conversation starter with your venue owner(s) to make sure they find them acceptable.
6. Refine the conversation starter on the basis of the tests results.
7. Test the refined conversation starter.
8. Refine and finalize the conversation starter.

Your opinion leaders will wear or display the conversation starter after you have delivered Session 3 of the opinion leader training. You also can place *d-up!* logos and other intervention materials in your target venues to help generate risk reduction conversations and to help you recruit additional opinion leaders.

In order to effectively market your intervention, you should not change your intervention logo once you have begun implementing *d-up!*. However, as you implement *d-up!*, you will find that you need to create new or other versions of your conversation starters to maintain interest. Also, if you decide to target new social networks after you have been implementing *d-up!* for a long time, you will need to create a new conversation starter for that network.

Remember that the logo and conversation starter are part of the materials that CDC-funded grantees submit to their program review panel.

## Planning for training

You should spend time planning and preparing your opinion leader trainings. Be sure that you have the necessary resources, space, and staff. You will need to consider and plan how many complete opinion leader trainings (sets of four sessions) to deliver so you can train 15% of each friendship group.

Although the facilitator's guide has complete information on how to conduct each opinion leader training session, you may need to tailor some of the training activities and content so they are relevant for your opinion leader and target social network. Here are some basic steps to follow when preparing and adapting your opinion leader training:

- ▶ Form a group to plan the training.
- ▶ Review all *d-up!* manuals, guides, planning tools, and objectives for the training sessions.
- ▶ Assemble the basic information that you will need to teach your opinion leaders (e.g., safer sex strategies and materials, such as a logo and conversation starter).
- ▶ Use your community discovery data to identify the social and cultural issues influencing the social network's behaviors and work them into the training.
- ▶ Using the facilitator's guide, determine how you will deliver each training session (e.g., select icebreakers and role-play scenarios, decide what network-specific information to provide, determine who will facilitate each session's activities)
- ▶ Prepare handouts for the opinion leaders to use in the training sessions.
- ▶ Test, refine, and finalize your training of the opinion leaders, using the facilitator's guide.
- ▶ Begin the training of opinion leaders in groups of 10 to 12 participants.
- ▶ Monitor the trainings via your evaluation plan and refine them through process evaluation and monitoring.

## Planning successive waves of opinion leaders

When developing your training plans, you need to take into account the number of training waves of opinion leaders you will need to conduct. This number depends on the total number of opinion leaders you need to train. For example, if you have to train 100 opinion leaders, you need to conduct about 10 opinion leader trainings (assuming 10 opinion leaders per training). Ideally, each new wave of opinion leaders will start its first session during the final session (Session 4) of the previous wave, since opinion leaders are encouraged to bring their friends for training. When planning your trainings, be sure to account for holidays, staff vacations, or other events that may impact your ability to hold a training.

Remember that the goal of *d-up!* is to have 15% of the members of each friendship group in a social network serving as opinion leaders and that at least half of the opinion leaders must be black MSM. Use the Opinion Leader Conversation Tracking Summary (Appendix C5) to document progress toward reaching the goal for each friendship group in the target social network. Using the summary as a master map will ensure that no friendship group is over or under represented.

### **Program review panel**

If CDC is funding all or part of your agency's implementation of *d-up!*, your agency must follow the Requirements for Contents of AIDS-Related Written Materials, Pictorials, Audiovisuals, Questionnaires, Survey Instruments, and Educational Sessions in Centers for Disease Control and Prevention (CDC) Assistance Interventions. You must submit the intervention's sessions, content, information collection forms, opinion leader handouts, and any videos you plan to use for approval by a local program review panel (PRP). The PRP's assessment will be guided by the basic principles outlined for CDC-funded agencies and found in 57 Federal Register 26742. If all of your funding for *d-up!* is coming from another source, check with that source for its policy on PRP approvals.

You should first find out what the local PRP's procedures are and work within them. Since *d-up!* contains a lot of material, the PRP may not want to review every page. Your PRP may want an abstract or executive summary of the intervention sessions to accompany the submission of all or part of the materials. If so, copy the section "How Does *d-up!* Work?" from this manual. Attaching this text to a copy of the intervention's research articles (available in Appendix A-1) may be useful for PRP members who are interested in the scientific evidence supporting the intervention.

You should provide the PRP with a list of materials in the order in which they should be reviewed—starting with the marketing materials—so that the members of the PRP understand what *d-up!* is about and have a context for the other materials. Phased submission may be desirable, if allowed by your local PRP. Phased submission means requesting approval of the intervention concept and session content first and later requesting approval of the specific supporting materials, such as intervention logos, you plan to use. Do not use a phased approach if different PRP members may be reviewing the separate submissions.

Emphasize the activities that are core elements of the intervention and the fact that these elements are required in order to obtain results similar to those of the original research. Be prepared to answer questions, provide clarification, or refer PRP members to sections of the package materials for information.

## SUMMARY OF PRE-IMPLEMENTATION

*d-up!*'s pre-implementation phase involves planning for evaluation and implementation, identifying population networks and venues for you to target, and designing resources and activities to be used in the intervention. The remaining phases of your *d-up!* intervention will be guided by your community discovery data. For example, you will build some of this information into your training sessions for the *d-up!* opinion leaders; likewise, the number and types of opinion leaders you recruit will be determined by your community discovery. Think through and plan your discovery work to ensure that your subsequent recruitment, training, and support of opinion leaders and their work go as smoothly as possible and are valid and effective in promoting safer sex (by means of the conversations opinion leaders have with their friends and acquaintances). Your community discovery work is the foundation on which you build and base your intervention activities. If the foundation is weak, your intervention will be more difficult than necessary, and the project may fall apart or be ineffective.





## 6 IMPLEMENTATION

In the pre-implementation section on friendship groups, a five-step process began for identifying friendship groups and their opinion leaders. The last two steps focus on the opinion leaders and are done during the implementation phase:

- ▶ **Step 4.** Screen the person to determine if he or she is a leader or influential person in the friendship group.
- ▶ **Step 5.** After that person's position in the group has been verified, provide that person with information about the project and your contact information.

Once you have conducted your community discovery, you will be ready to implement your intervention and begin recruiting opinion leaders. The implementation phase primarily consists of screening, recruiting, and training opinion leaders who will promote HIV risk reduction through conversations with their friends and acquaintances.

**Step 4: Screen possible opinion leaders.** The screening of possible opinion leaders is described on page 64. Persons may be opinion leaders if they are members of the target social network and friendship groups and meet the selection criteria. Most of your screening is done during the community discovery process in the pre-implementation phase. However, some of your possible opinion leaders will come from later referrals, recommendations, or volunteers. You will need to be sure that these persons are eligible to be opinion leaders. In addition to screening them, you also need to find out to which friendship groups they belong. If a person belongs to a friendship group that already has 15% of its members functioning as opinion leaders, training the person may be un-needed work. You will need to set clear criteria and protocols for screening and selecting appropriate opinion leaders.

You can input information about possible opinion leaders on the Opinion Leader Enrollment Form (Appendix B-10).

**Step 5: Recruit opinion leaders.** Remember that 15% of the members of each friendship group are to be recruited and that those who are recruited are the groups' opinion leaders. This percentage of opinion leaders will ensure that each friendship group reaches the tipping point for behavior change. This percentage also is the number that has been demonstrated as key in ensuring that a norm takes hold in the social network. The strategy is to seed the new safer sex norm in each friendship group in the social network to promote growth or diffusion of the new norm. Careful observation and monitoring will be needed to make sure that every friendship group is adequately seeded over the course of the intervention. When you first start the implementation phase, you may not be able to recruit enough opinion leaders from each friendship group. This is OK because the opinion

leaders you train will begin to identify and recruit their friends to become trained opinion leaders. ***It is recommended that you recruit at least one opinion leader from each of the friendship groups you identified.***

Once you have identified opinion leaders through your community discovery, you can begin contacting each opinion leader. Recruiting is an ongoing process. You will recruit, train, and send out the opinion leaders in groups of 10 to 12 over time. Recruitment will depend largely on the quality of the personal contacts that staff members make with the opinion leaders in your community.

Recruitment is mostly done by project staff. Gatekeepers may help recruitment by providing introductions. However, such introductions, alone, are not a guarantee of success. Staff recruiters will likely have to introduce themselves to potential opinion leaders. Each recruiter will need to develop a personal style to allow him or her to interact with people in a comfortable manner. Recruiters can practice and role-play recruitment to build their confidence and skills. Tell your recruiters that perseverance and a positive approach are important qualities. Inevitably, there will be refusals, no matter how effective and adaptable the recruiters are. They should not let refusals shake their confidence. Staff members also should look professional and be ready with further information about *d-up!* and the roles and expectations of opinion leaders.

A staff member who is likely to be successful in recruiting opinion leaders will have the following characteristics:

- ▶ Likes to talk to people
- ▶ Is comfortable approaching people he or she does not know
- ▶ Can establish rapport with people quickly
- ▶ Is good at reading body language and other social cues
- ▶ Has strong verbal skills and is persuasive
- ▶ Shows enthusiasm
- ▶ Respects others and is nonjudgmental

Ideally, recruiters should be members of the target population. If not, they must be knowledgeable and comfortable with the population. Recruiters should be familiar with *d-up!*, believe that the intervention will work, and not be highly sensitive to refusals. Eventually, as you train opinion leaders, they will be able to identify and help recruit your next wave of opinion leaders.

Timing is also important in recruitment. Recruiters should be observant and approach opinion leaders at appropriate times. The verbal and nonverbal behaviors of those doing the recruiting are also important. The sincerity and body language of a recruiter are likely

to be read by the opinion leaders. Again, good relationships are perhaps the most important determinant of strong recruitment.

**Recruitment protocols.** Recruiters should approach opinion leaders and ask for a few minutes to explain how they can help their friends and the greater black MSM community fight AIDS. If an opinion leader was nominated by someone, it may be helpful for the recruiter to ask the nominator for an introduction to the nominee in order to establish some trust.

When recruiting an opinion leader be sure to do the following:

- ▶ Introduce yourself and tell the opinion leader your name and a brief description of your agency.
- ▶ Explain how the opinion leader was identified or nominated by his or her peers as a trusted person to whom others go for advice.
- ▶ Give a brief description of *d-up!*, how it works, and the role of opinion leaders.
- ▶ Emphasize that the purpose of the intervention is AIDS prevention and that his or her status as an opinion leader makes him or her an ideal role model and educator for friends and acquaintances.
- ▶ Explain how opinion leaders contribute to the community by leading AIDS prevention efforts. Not only will they help prevent disease, but they can possibly save their friends' lives.
- ▶ Explain the roles and expectations of opinion leaders. Tell the opinion leaders that they will have conversations with friends and acquaintances about safer sex. Opinion leaders are not expected to talk to complete strangers.
- ▶ Explain that participating in *d-up!* is strictly voluntary and that opinion leaders can drop out at any point.
- ▶ Give the person a sense of the opinion leader training and who will be there (i.e., other opinion leaders from the black MSM community). Tell the opinion leader where it will be held, how many others will attend the training, potential days and times when the training will be held, and the number and length of the training sessions.
- ▶ Provide information on any incentives you may be offering opinion leaders.

You also can use some of the following statements to sell *d-up!* to an opinion leader:

- ▶ You have an opportunity to make a difference in the fight against AIDS.
- ▶ You can give back to the community.
- ▶ You will work in a supportive environment.
- ▶ You can save the lives of friends and loved ones.

- ▶ You can be an active participant in the fight against AIDS, a disease that has a huge impact on the black MSM community.
- ▶ You will protect the community in which you live.
- ▶ You have the opportunity to make safer sex a norm in your community.
- ▶ You will learn up-to-date information about HIV/AIDS.
- ▶ You can build a supportive network for others with similar concerns.
- ▶ You can learn communication skills, which will facilitate relaying safer sex messages and personal safety negotiations with sexual partners.
- ▶ You will experience a sense of camaraderie and bonding with other opinion leaders.
- ▶ You can solve problems with other people in similar situations.
- ▶ You can exercise control over your life.
- ▶ You will have the opportunity to discuss and learn more about issues that black MSM must deal with and face.

Be sure to ask the opinion leader if he or she has any questions. Once you have addressed any concerns, give the opinion leader a letter explaining the intervention, along with your contact number. A sample letter is provided in Appendix A-8.

If the opinion leader expresses interest in the intervention, gather contact information (e.g., phone number; e-mail; whether you can leave a message and, if so, what type and how discreet). Also find out which days and times work best for the opinion leader to attend trainings. You can use the Opinion Leader Contact Information Form provided in Appendix A-9. When all potential opinion leaders have been contacted regarding participation in *d-up!*, set a date to hold your first training. (**Note:** Depending on the number of opinion leaders you recruited and the availability of staff and training space, you may be able to hold trainings for several waves of opinion leaders during the same time period.) Call and speak with all participating opinion leaders for confirmation. Send a reminder letter and/or e-mail with the date, time, and location of the meeting, requesting attendance. A sample reminder letter is provided in Appendix A-10.

**Retaining opinion leaders.** In order for *d-up!* to succeed, opinion leaders need to attend all four training sessions, have the necessary number of risk reduction conversations, and bring new opinion leaders into the intervention. Use the following strategies as needed to keep opinion leaders involved:

- ▶ Make *d-up!* appealing.
- ▶ Offer incentives.
- ▶ Have clear and reasonable expectations.
- ▶ Follow-up with each opinion leader.
- ▶ Provide ongoing support.
- ▶ Provide feedback.

- ▶ Foster friendships among opinion leaders.
- ▶ Hold reunions.

More details on these strategies are located in the “Maintenance” section of this manual.

**Incentives.** Depending on your agency’s budget and resources, you may want to offer some sort of incentive to opinion leaders for attending training, carrying out risk reduction conversations, and/or recruiting additional opinion leaders. Talking to key informants can help you decide what sort of incentives would work. You may find that helping out their communities is enough of an incentive for some opinion leaders. Possible incentives include the following examples:

- ▶ Money
- ▶ Gift cards
- ▶ Transportation reimbursement
- ▶ Food
- ▶ *d-up!* logo materials (e.g., T-shirts, hats)

## TRAINING OPINION LEADERS

*d-up!* involves training opinion leaders to use their natural leadership skills to influence their friends and acquaintances to protect themselves from HIV. The training seeks to inspire and show opinion leaders the role they play in shaping norms among local black MSM. It also raises the opinion leaders’ awareness of social and cultural factors that influence black MSM and increases their skills and comfort level in carrying out risk reduction conversations. This section provides you with information for planning your opinion leader training, and it summarizes each training session.

The four training sessions for the opinion leaders are meant to prepare and support them in endorsing the risk reduction norm to their friends. *d-up!* staff must clearly understand that the content and structure of the training sessions are intended to build the knowledge, confidence, and comfort level of opinion leaders so they can carry out risk reduction conversations with their friends and acquaintances. They need skills in designing and delivering messages to help them effectively give their endorsements. The training sessions are structured so opinion leaders learn from and motivate each other in role-plays and gain feedback on experiences with actual conversations. Opinion leaders need to interact with one another in the sessions. Multiple sessions also reinforce learning and messages over time. Time between sessions allows opinion leaders to practice their conversations and reflect on those experiences; they refine their approaches in later sessions. The facilitators model endorsement conversations for the opinion leaders so that they see an example of what they are to do in the community. Opinion leaders set goals for conversations, which build their intentions to engage in the conversations.

Further information on opinion leader training is provided in the Facilitator's Guide for Opinion Leader Training.

The opinion leader training sessions are NOT designed to impact the opinion leaders' own sex behavior. The main goal of the opinion leader training is to increase the opinion leaders' knowledge, skills, and confidence to have risk reduction conversations with their friends and acquaintances to support safer sex.

## Resources

You will need the following basic resources for each opinion leader training:

- ▶ Facilitator's Guide for Opinion Leader Training
- ▶ Handouts (found in the facilitator's guide) and pens for opinion leaders
- ▶ Opinion Leader Handbook
- ▶ Newsprint, easel, markers, and masking tape
- ▶ LCD projector, laptop, and screen or overhead projector and screen
- ▶ *d-up!* logos, posters, and other conversation starters
- ▶ VCR or DVD player (if you plan to show a video)
- ▶ Incentives and refreshments

The following forms can be used to monitor and evaluate your opinion leader trainings:

- ▶ Facilitator Fidelity/Process Forms (Appendix C-1)
- ▶ Facilitator Observation Form (Appendix C-2)
- ▶ Opinion Leader Training Session Feedback Form (Appendix C-3)
- ▶ Pretraining Survey for Opinion Leaders (Appendix D-1)
- ▶ Posttraining Survey for Opinion Leaders (Appendix D-2)

The facilitator's guide provides a detailed listing of the materials you will need for each training session.

## Staff

You need two facilitators at each training session. Ideally, at least one of your facilitators should be a black MSM. They both need to have experience working with black MSM and facilitating group-level training sessions. They need to possess the characteristics of an intervention facilitator.

## Length and Frequency of the Training Sessions

Research showed the efficacy of the original *d-up!* design, which conducted four 2-hour training sessions held over 4 weeks. If at all possible, you should keep this same design. It builds in time for opinion leaders to get to know each other, learn more about *d-up!*, and practice their risk reduction conversations. Altering the length or frequency of the individual training sessions or the amount of time needed to finish all four sessions may affect the opinion leaders' success in carrying out their risk reduction conversations. However, you may need to adapt and modify the training schedule to meet the needs of the opinion leaders. Generally, holding a series of sessions over time increases the training group's cohesion, whereas fewer sessions require less of a time commitment from the opinion leaders and may increase the total number of people who attend the entire training.

## Training Summary

Table 10 provides a brief overview of each opinion leader training session's purpose, objectives, and activities.

**Table 10. Opinion Leader Training Summary**

| Session | Purpose  | Objectives  | Activities   |
|---------|--|---|--|
| 1       | <ol style="list-style-type: none"> <li>1. Explain the essential role that opinion leaders play in HIV/AIDS prevention</li> <li>2. Provide opinion leaders with information that will help them understand and appreciate the value of the risk reduction norms, strategies, and behaviors they will endorse</li> <li>3. Introduce the impact that sociocultural factors have on high HIV rates among black men who have sex with men (MSM)*</li> <li>4. Provide basic information on HIV/AIDS*</li> <li>5. Provide basic information on the relationship of HIV infection or transmission risk and sexual and drug use behaviors*</li> </ol> | <ol style="list-style-type: none"> <li>1. List two qualities of opinion leaders</li> <li>2. Define social norm</li> <li>3. Describe the relationship between conversations and social norms within friendship groups</li> <li>4. Describe the role of opinion leaders</li> <li>5. List two steps in the progression of HIV to AIDS</li> <li>6. Categorize risky behaviors as high, low, and no risk</li> <li>7. List three sociocultural factors that contribute to high HIV rates among black MSM</li> </ol> | <ol style="list-style-type: none"> <li>1. Explain the intervention</li> <li>2. Establish the importance of opinion leader involvement in reducing rates of HIV/AIDS transmission*</li> <li>3. Conduct an icebreaker exercise to establish group unity and a desire to continue with training</li> <li>4. Provide an overview of the opinion leader training</li> <li>5. Explain the importance of <i>d-up!</i> and how it works to reduce rates of HIV</li> <li>6. Provide basic information on modes of HIV transmission and HIV disease progression</li> <li>7. Discuss levels of behavioral risk</li> <li>8. Discuss risk reduction strategies</li> <li>9. Provide an overview of HIV testing and treatment*</li> </ol> |



| Session | Purpose   | Objectives  | Activities   |
|---------|---|---|--|
| 2       | <ol style="list-style-type: none"> <li>1. Provide correct information about HIV and condoms as prevention</li> <li>2. Describe the relationships between social norms and behaviors</li> <li>3. Describe the elements of effective risk reduction messages</li> <li>4. Describe how opinion leaders can influence the perception of social norms among their friends and acquaintances</li> </ol>   | <ol style="list-style-type: none"> <li>1. List six misconceptions about HIV/AIDS and describe why they are incorrect</li> <li>2. List four key elements in a risk reduction message</li> <li>3. Discuss the importance of changing social norms that support risky sexual behaviors</li> <li>4. Identify four friends with whom opinion leaders will feel comfortable having a risk reduction conversation</li> </ol>   | <ol style="list-style-type: none"> <li>1. Review key points from Session 1</li> <li>2. Discuss myths and misconceptions about HIV</li> <li>3. Discuss causal transmission of HIV</li> <li>4. Describe the use of social norms to change behavior</li> <li>5. Discuss elements of effective risk reduction messages</li> <li>6. Identify conversation practice opportunities</li> </ol>             |
| 3       | <ol style="list-style-type: none"> <li>1. Provide opinion leaders with the opportunity to observe modeled conversations.</li> <li>2. Provide each opinion leader with an opportunity to practice conversations and get feedback on strengths and weaknesses</li> <li>3. Help opinion leaders plan for extending their conversation practice in the real world</li> <li>4. Show opinion leaders how the <i>d-up!</i> logo can be used as a conversation starter</li> </ol> | <ol style="list-style-type: none"> <li>1. Use the elements of a risk reduction conversation in a role-play</li> <li>2. List two natural openings to begin safer sex conversations</li> <li>3. Name a time when it is better to have a risk reduction conversation</li> <li>4. List the characteristics of a safe place for risk reduction conversations</li> <li>5. Develop a plan to have four conversations, including where, how, and with whom</li> <li>6. Opinion leaders identify two friends to invite to Session 4</li> </ol> | <ol style="list-style-type: none"> <li>1. Review the elements of effective risk reduction conversations</li> <li>2. Discuss getting the message out with risk reduction conversations</li> <li>3. Ask the opinion leaders to plan and commit to having risk reduction conversations</li> <li>4. Discuss the use of <i>d-up!</i> logo materials and how to recruit other opinion leaders</li> </ol> |

| Session | Purpose  | Objectives  | Activities  |
|---------|--|---|---|
| 4       | <ol style="list-style-type: none"> <li>1. Introduce the invited friends to <i>d-up!</i></li> <li>2. Facilitate discussions on opinion leaders' conversation experiences</li> <li>3. Review HIV/AIDS behavioral risk factors</li> <li>4. Review the goals of the intervention and encourage the continuation of risk reduction conversations</li> </ol> | <ol style="list-style-type: none"> <li>1. Describe barriers to conversations and generate solutions</li> <li>2. Ask opinion leaders to commit to having 10 conversations with at least 10 additional friends and acquaintances</li> </ol> | <ol style="list-style-type: none"> <li>1. Introduce and initiate training of newly identified opinion leaders</li> <li>2. Review opinion leaders' risk reduction conversation experience</li> <li>3. Discuss moving forward with conversations</li> <li>4. Revisit basic HIV/AIDS information*</li> <li>5. Revisit levels of behavioral risk</li> <li>6. Discuss ways to maintain momentum</li> </ol> |

\* You may need to update this content with the most current information.

## How to Tailor the Training

Data collected and analyzed during your community discovery are relevant for tailoring the content and delivery of the four opinion leader training sessions. Data collected and decisions made on such things like the social network's behavioral risks are information you will need to provide to your opinion leaders in the training sessions. For example, since you are targeting condom use, your training will provide information linking the current rates of condom use and sexually transmitted diseases to help your opinion leaders understand, buy into, feel comfortable with, and be knowledgeable in endorsing condom use. Using your community discovery data will allow you to tailor your opinion leader trainings so that they prepare opinion leaders to address the specific social and cultural issues affecting their network in case these issues are raised during risk reduction conversations

You should not change *d-up!*'s core elements when adapting your training.



## **7 MAINTENANCE**

Once you have implemented *d-up!* for a period of time, you need to consider matters related to the intervention's longevity, or its ability to be sustained over time. If the intervention lasts for an extended period, it will benefit countless people in your target population who are at risk for HIV infection. One of the strengths of *d-up!* is that it can be maintained successfully. Once 15% of the members of each friendship group in a social network have been trained, your agency can begin the process with another social network of black MSM. This section of the manual discusses matters related to intervention maintenance.

During this phase of the intervention, you need to devote time and resources to maintaining your opinion leader recruitment and training activities and to monitoring your trained opinion leaders and their success in carrying out their risk reduction conversations. Your intervention will only be successful if you recruit enough opinion leaders from each friendship group and they have at least 14 risk reduction conversations with their friends and acquaintances.

### **MONITORING YOUR OPINION LEADERS' ACTIVITIES**

It will be important that you monitor and stay in contact with your opinion leaders after they complete their training. You need to know how successful each opinion leader has been in carrying out his or her risk reduction conversations. You need to be sure to check for updates to opinion leaders' contact information (phone number and e-mail) during the training. You also need to set up a tracking system, such as an electronic database, that you can use to collect and organize the following information:

- ▶ Name of opinion leader
- ▶ Number of risk reduction conversations conducted
- ▶ Last time/date you contacted opinion leader and result of the contact (e.g., left message; opinion leader out of town; opinion leader dropped out; opinion leader reported four conversations)
- ▶ Issues raised—any barriers or challenges reported by the opinion leader

Be sure that you inform your opinion leaders during their last day of training how you would like them to document and report their conversations. Providing them with multiple reporting options (mail, telephone, and e-mail) will help increase the chances of you receiving their information. You also should develop policies and procedures for following up with your opinion leaders. You should follow up with opinion leaders to not only obtain information on their conversations, but also to see how things are going and provide them with support. You should be careful that you do not call opinion leaders too

often to avoid making them feel harassed, which can create negative impressions of your intervention. Checking in every other week may be a suitable approach. You can use the Opinion Leader Conversation Tracking Form (Appendix C-4) and the Opinion Leader Conversation Tracking Summary (Appendix C-5) to monitor your opinion leaders' risk reduction conversations.

## **RETAINING OPINION LEADERS**

During your initial planning, you will need to decide how you will keep opinion leaders from dropping out of training and continuing their role as opinion leaders after the training. Having a plan to monitor and address retention can help ensure that you have enough opinion leaders delivering the required number of messages.

### **Make Your Intervention Appealing**

If *d-up!* is viewed positively by gatekeepers, then opinion leaders will be more likely to want to be identified with the intervention and will join and participate. It is critical that you spend time conducting community discovery and enlisting support to make sure that your intervention is well regarded, appealing, and meaningful to local black MSM and your opinion leaders.

The training sessions can be time consuming for the opinion leaders. However, the sessions make it easier for them to have risk reduction conversations with their friends by giving them expertise and confidence and making them comfortable endorsing safer sex. Gaining expertise and comfort will lower their anxiety and make their communications go more smoothly. Plan carefully, then create and deliver training sessions that are highly relevant, useful, interesting, empowering, and fun. Also, hold the trainings in a space that is private, secure, accessible, comfortable, and centrally located.

Group discussions, feedback, and encouragement from other opinion leaders helps build camaraderie that opinion leaders enjoy. Make sure that everyone has a chance to contribute to discussions, participate in activities, have their ideas heard, and be affirmed by their peers. Opinion leaders also may value having a chance to socialize after training sessions.

### **Offer Incentives**

As previously mentioned, you can offer incentives to your opinion leaders for attending the training sessions as well as for carrying out and reporting their risk reduction conversations. Also, you increase the likelihood that opinion leaders will attend the training if you provide food, child care, and/or transportation, as well as offer the training at a convenient place and time.

## Have Clear and Reasonable Expectations

The only expectation of opinion leaders is that they carry out the required 14 conversations with their friends and acquaintances. They are not peer educators or outreach workers who have to approach strangers. Opinion leaders are not project monitors. They are not responsible for educating others about HIV/AIDS, being social workers, collecting and reporting personal information about their friends, or tracking data for your agency. Their only role is to endorse risk reduction within their friendship group. Do not burden them with additional tasks and responsibilities.

## Provide Ongoing Support

It will be important that you follow up with each opinion leader individually after training to see how they are doing and how their risk reduction conversations are going, to provide advice on overcoming any barriers to engaging in these conversations, and to offer encouragement. You can provide this support through frequent personal contacts (calls or visits) and by holding booster training and/or reunions (discussed below). Finally, you can use the Internet to provide support and information to your opinion leaders. Some agencies that have implemented *d-up!* used social networking Web sites, such as MySpace and Facebook, which provided information about the intervention and its activities. A Web site also can serve as a place where opinion leaders can chat about their experiences and offer each other advice and encouragement. You can create an electronic mailing list or e-mail group, which you can use for communicating intervention activities to your opinion leaders. These interactions also give you an opportunity to reinforce the importance of the opinion leaders' work and role in *d-up!* and HIV prevention. Building rewarding social relationships with, for, and among opinion leaders is key.

If you decide to use a social networking Web site or electronic mailing list, you need to establish policies and procedures to ensure that the site or list is used exclusively for supporting and facilitating your opinion leaders' work. You will need to carefully monitor the Web site or electronic mailing list to make sure it is being used appropriately.

## Provide Feedback

Information regarding the progress and effectiveness of your intervention should be communicated to opinion leaders whenever possible. Report to your opinion leaders any positive results you have seen from *d-up!*, such as improved safer sex norms, positive feedback about *d-up!* from community leaders, and opinion leader recruitment goals being met. Opinion leaders are more likely to continue risk reduction conversations, even beyond the required 14, if they believe that their efforts are making a difference.

## Reunions

Holding reunion events is an important way to support your opinion leaders. You need to plan for and provide regular reunions that have a fun, social focus. Reunions typically are social gatherings for your previously trained opinion leaders. You can hold reunions for specific opinion leader training waves or for all of your *d-up!* opinion leaders. Opinion leaders may bring a date. You may consider occasionally combining an opinion leader reunion with a stakeholder celebration. These events should be a fun way for opinion leaders to get together, get reacquainted, and discuss their experiences having risk reduction conversations. You can hold reunions at your agency, but your opinion leaders may prefer to gather at a place that is not related to HIV prevention, such as a bar or restaurant. Reunions are great opportunities for you to show appreciation to your opinion leaders. You also can use reunions as a way to further educate your opinion leaders about having risk reduction conversations. Specifically, reunions allow you to do the following:

- ▶ Continue to endorse HIV risk reduction.
- ▶ Positively reinforce opinion leaders for continuing to endorse HIV risk reduction.
- ▶ Discuss success stories.
- ▶ Discuss challenges and practice meeting challenges.
- ▶ Continue to build opinion leaders' skills at endorsing HIV risk reduction.
- ▶ Solve barriers to effective conversations.
- ▶ Obtain feedback on how the opinion leader training can be improved.
- ▶ Update conversation starters to reflect the evolving culture of the target population.
- ▶ Make opinion leaders feel valued in endorsing HIV risk reduction.
- ▶ Present opinion leaders with outcome data on the effects of *d-up!*.
- ▶ Maintain a sense of advocacy.
- ▶ Build community and reinforce community service.
- ▶ Facilitate mutual support among opinion leaders.
- ▶ Reduce any isolation opinion leaders may feel with their work as opinion leaders.
- ▶ Provide opinion leaders with socially rewarding, fun, and interesting experiences.
- ▶ Further empower and motivate opinion leaders to endorse the risk reduction norm.

You can hold reunions whenever feasible, but you should hold them at least monthly throughout the course of your intervention. Remember, the reunions do not necessarily have to be big, expensive events. They can be as simple as having opinion leaders meet at a particular bar for happy hour or a barbeque at someone's house. Use the Spot Interview Guide (Appendix C-6) and the Reunion Meeting Activity Log (Appendix C-7) to collect data from your opinion leaders and other reunion attendees and monitor your intervention.



## RECRUITING SUCCESSIVE WAVES OF OPINION LEADERS

Persons who receive risk reduction messages from several influential friends are more likely to change their behavior. To increase the likelihood of this happening, you need to continue to recruit opinion leaders until you have trained at least 15% of the members of each friendship group you identified during your community discovery. You can still use the recruitment techniques you used during pre-implementation of *d-up!*. Your trained opinion leaders also can serve as valuable recruitment resources, since they will be able to identify and recruit additional opinion leaders from their own friendship groups. You need to record which friendship groups new opinion leaders are from so you can keep track of the number of opinion leaders you have recruited from each friendship group. You do not want to waste time over recruiting opinion leaders from a friendship group where you have reached your 15% goal. Keep in mind that it is not enough to just train 15% of each friendship group. In order for *d-up!* to be successful, those trained opinion leaders must have at least 14 risk reduction conversations with their friends and acquaintances. If you find that some opinion leaders are not having enough conversations or have simply dropped out of *d-up!*, you will need to recruit and train additional opinion leaders from the respective friendship groups.

## *d-up!* LOGOS AND CONVERSATION STARTERS

The presence of your *d-up!* logos and conversation starters, such as posters, within your target social venue can generate questions from individuals new to the setting and encourage opinion leaders to continue risk reduction conversations. Check every 3 to 6 months and add new *d-up!* posters, conversation starters, etc., if current materials no longer work and if funding permits. New conversation starters will create new attention and reduce boredom with old materials. Be sure that you test new conversation starters before you place them in public.

## EVOLUTION OF RISK REDUCTION CONVERSATION CONTENT

As your opinion leaders continue risk reduction conversations, it will be helpful for them to incorporate new elements and ways to frame their conversations. Incorporating everyday events into risk reduction conversations keeps the messages current. Topics may include media events from TV, radio, movies, newspapers, magazines, and gay or alternative press; a change in the personal relationship status of the opinion leader or the recipient of the conversation; new medical releases that point to the continued need for HIV prevention measures; and events that impact the local community. Using current topics of conversation will allow the conversational content to stay fresh and relevant. When updating conversations, opinion leaders must continue to advocate safer sex. It is appropriate for you to provide conversation updates and tips at reunions or through other communication channels.

## MONITORING NETWORKS AND NORMS

Be aware of changes within your original targeted social network. Networks may change greatly over time, resulting in changing needs and issues within populations or communities. As people leave and enter social networks, norms also may leave and enter populations or social networks. New social networks may arise since your initial community discovery was done. Do not expect needs and norms to remain the same. As you implement *d-up!* over a long period of time, you will need to use community discovery techniques to see if you are impacting the target norm and if new, possibly more pressing, social or cultural issues have emerged. Ongoing monitoring will help keep you aware of new friendship groups and new venues where your target or other social networks gather.

As you implement *d-up!* and recruit 15% of each friendship group, starting with the existing opinion leaders, you may want consider targeting a new social network. Careful monitoring and organized record keeping can help you assess when you have recruited and trained enough opinion leaders. A sample tracking form can be found in Appendix C-4. If monitoring shows that the target population has been saturated with opinion leaders and that norms and behaviors have changed, it may be time for *d-up!* to take a break for a couple years and resume when younger black MSM become sexually active and start entering or forming social networks.

## MAINTAINING STAFF SUPPORT

Maintaining staff support for *d-up!* over several years involves preventing and managing facilitator burnout, keeping the intervention interesting for facilitators, dealing with staff turnover, and making *d-up!* part of your agency's mission.

Repeating the same four training sessions to numerous waves of opinion leaders may become boring. There are several steps you can take to retain facilitators to help prevent their burnout. The program coordinator should have open and ongoing communication with the facilitators, involve them in intervention planning and evaluation, and tell them about intervention achievements. The program coordinator can hold debriefing meetings after each wave of opinion leader training to discuss what went well and what could be improved. Involving facilitators in decisions about targeting a new social network is another strategy.

When facilitator burnout occurs, program coordinators can reassess and adjust the facilitator's workload. The facilitator may have many duties on other projects besides *d-up!*, or duties to other projects may conflict with *d-up!* responsibilities. Responsibilities within *d-up!* could be rotated for a few months, and the facilitator could do less opinion leader training and more follow-up with gatekeepers and venue owners, for example. The agency may have another staff person swap tasks with the *d-up!* facilitator and allow the

facilitator to take a short break from the intervention. Of course, the other staff person would need to receive *d-up!* training.

Facilitator enthusiasm is important for keeping opinion leaders engaged in *d-up!*, but maintaining enthusiasm for any intervention can be a challenge. Several things can be done to keep *d-up!* fresh and interesting for facilitators. For example, the cofacilitators can switch which activities they lead during the training sessions, or the program coordinator can ask facilitators to write new myths/facts or role-play scenarios that match the target social network's risky behaviors and contexts for those behaviors. New logos and conversation starters can revitalize *d-up!* for facilitators as well as for the target population.

Every HIV prevention agency faces staff turnover, and losing trained staff members in the middle of an intervention can be a problem. Retaining *d-up!* facilitators involves preventing burnout, providing fair supervision, and giving the facilitator opportunities to grow professionally. When a facilitator does decide to leave, he or she should mentor his or her *d-up!* replacement and pass along lessons learned and tips on what works and what to look out for.

Turnover of agency administrators can be an even greater problem for an intervention's continuation. New administrators have their own interests and vision for the agency and may not support existing projects. If an agency takes ownership of *d-up!* and incorporates it into their mission and regular prevention activities, the intervention is more likely to survive a change in administration. Continued funding, efforts to make sure that *d-up!* is not undercut by other activities, and the formal integration of *d-up!* implementation activities into staff members' job duties can lead to the institutionalization of the intervention.

## **MAINTAINING COMMUNITY SUPPORT**

As you implement *d-up!*, you should check in with the stakeholders, gatekeepers, and key informants you spoke with during pre-implementation. Maintaining contact with such people will allow you to get a sense of how *d-up!* is perceived in your community and among your target population. It also will let them know that their thoughts and contributions are important. As you begin to collect data on your intervention, you can report positive findings about *d-up!*. Depending on your resources, you may want to consider holding a meeting or dinner with the gatekeepers and others to announce your successes and get their feedback.

If you are targeting *d-up!* at a particular venue, be sure that you stay in touch and check in with the owner, manager, and staff members to make sure they are pleased with the project and to resolve any issues or concerns they may have.

## HOW TO OBTAIN TECHNICAL ASSISTANCE

The *d-up!* package includes the Technical Assistance (TA) Guide, which contains responses to commonly asked questions and lessons learned from agencies that have implemented the intervention. The TA Guide is your primary source for technical assistance. If you are funded by CDC to implement *d-up!*, your agency will be assigned a capacity building assistance (CBA) provider once your facilitators are trained. The CBA Request Information System, or CRIS, is used to submit CBA requests (<http://www.cdc.gov/cris>). A user ID and password are required to access this CDC-sponsored Web application.

## FUNDING TO SUSTAIN INTERVENTION DELIVERY

To sustain your *d-up!* intervention over the long term, you will need to carefully document the impact and success of your intervention through your monitoring and evaluation activities. You can incorporate your monitoring and evaluation data into future proposals. You need to consistently communicate with and maintain the involvement of gatekeepers and community leaders in order to ensure future support for your intervention. The activities mentioned above also can help you make a case to integrate *d-up!* into your agency's mission and make it one of your standard interventions.

## INTERVENTION QUALITY ASSURANCE PLAN

Quality assurance is the process in which someone familiar with the intervention observes it being delivered and provides feedback and documentation on implementation issues. Quality assurance answers such questions as the following:

- ▶ Were the training session objectives achieved? Why or why not?
- ▶ Did the facilitators practice good group facilitation skills?
- ▶ Were the training sessions conducted with fidelity according to *d-up!*'s core elements?

The responsibility for quality assurance falls mainly to the program coordinator, unless your agency has a quality assurance/quality control monitor or staff person. Regardless of who is responsible, the role requires the periodic observation of actual sessions to provide feedback to the facilitators on the adequacy of their implementation. After each observation, a meeting should be held with the facilitators so they have an opportunity to receive feedback, practice improving challenging areas, or talk of further training or technical assistance needs. To assess the quality of your implementation overall, use the Quality Assurance Assessment (Appendix C-8). Use the Facilitator Fidelity/Process Forms (Appendix C-1) and Facilitator Observation Form (Appendix C-2) to monitor your opinion leader trainings. These tools should be shared with facilitators before the observation to inform them of the areas in which they are held accountable.

The results of the quality assurance reviews should be discussed with the facilitators after each review. If necessary, additional training or technical assistance may be requested. It is very important that the quality assurance process be continuous to ensure high-quality intervention delivery.



## 8 MONITORING AND EVALUATION

### **Please Note**

If you are funded by CDC's DHAP to implement *d-up!*, you need to carry out the program monitoring and evaluation requirements discussed in the program announcement for your funding. Information on data collection and reporting requirements for DHAP's Program Evaluation and Monitoring System (PEMS) is available from your Project Officer in the Prevention Program Branch and from DHAP's Program Evaluation Branch.

You are not required to conduct all of the types of monitoring and evaluation discussed in this document, such as some aspects of formative evaluation. However, you will need to collect process monitoring data for PEMS on clients served and services received. While CDC's HIV prevention grantees are not currently required to conduct outcome monitoring, it is a good idea to write SMART (specific, measurable, appropriate, realistic, time phased) outcome objectives and collect data to monitor your progress in meeting those objectives. These SMART objectives can be based on variables covered by the forms included here.

You may want to revise these forms to collect specific information you need for CDC and other funders. The Program Evaluation Branch in CDC's DHAP is committed to ongoing PEMS training for grantees. Through training and mechanisms for technical assistance, you will learn what you are required to report for PEMS.

Further information about reporting *d-up!* information in PEMS can be found in Appendix E.

### **TYPES OF EVALUATION**

Your agency can conduct the following types of evaluation: formative evaluation, process monitoring, process evaluation, and outcome monitoring. Two key reasons to evaluate the intervention are accountability and program improvement. Accountability can be to the community, staff members, opinion leaders, stakeholders, or funding source. Agencies must consider their accountability to properly implement any intervention. For *d-up!*, your agency could look at whether the funds designated for this intervention were spent on its needs, such as facilitator and program coordinator salaries, training handouts, and conversation starters. Evaluation can help improve the quality of the content and delivery of the intervention by looking at what worked and what did not work. The evaluation plan you create should identify specific objectives of the implementation, such as the number of opinion leaders recruited, the number who attended all training sessions, and the total number of opinion leaders trained. You can then use the gathered information to

help your agency fine-tune its delivery by addressing the areas where the implementation plan encountered problems.

## Formative Evaluation

Formative evaluation is the first type of evaluation that your agency should conduct. Formative evaluation is defined as the process of collecting data that describe the needs of the population and the factors that put members of the population at risk. Formative evaluation is the same as the community discovery for *d-up!* described in Section 5, “Getting Started: Pre-Implementation.” Your formative evaluation objectives, methods, and schedule should be included in your monitoring and evaluation plan.

The following are formative evaluation tools:

- ▶ *d-up!* Cost Estimate Worksheet (Table 3, on page 30)
- ▶ Community Discovery Summary Log (Appendix B-1)
- ▶ Community Demographic and Risk Survey (Appendix B-2)
- ▶ Community Observation Guide (Appendix B-3)
- ▶ Key Informant Interview Guide (Appendix B-4)
- ▶ Focus Group Guide (Appendix B-5)
- ▶ Social Network Identification Worksheet (Appendix B-6)
- ▶ Social Venue/Context Assessment Form (Appendix B-7)
- ▶ Nomination Meeting Activity Log (Appendix B-8)
- ▶ Opinion Leader Nomination Form (Appendix B-9)
- ▶ Opinion Leader Enrollment Form (Appendix B-10)

## Process Monitoring

Process monitoring is the next type of evaluation that your agency can conduct. Process monitoring is defined as the process of collecting data that describe the characteristics of the population served, the services provided, and the resources used to deliver those services.

Process monitoring answers such questions as the following: How many opinion leaders were recruited? How many opinion leaders attended all training sessions? What percentage of each friendship group received opinion leader training?

## Process Evaluation

Process evaluation is the third type of evaluation your agency can conduct. Process evaluation is defined as the process of collecting detailed data about how the intervention was delivered, such as differences between ideal opinion leaders and the actual opinion



leaders trained, as well as the representation of all target friendship groups among the trained opinion leaders. Process evaluation tracks progress toward the 15% goal.

Process evaluation looks at whether the agency maintained fidelity to the intervention's core elements and the key characteristics that the agency identified and adapted. Process evaluation is a quality assurance piece that ensures agencies are delivering *d-up!* and not some unproven variation of the intervention. Some sample questions include the following:

- ▶ Was each core element presented as outlined in the manual?
- ▶ Were all trained opinion leaders members of the targeted social network?
- ▶ Were the practice role-play scenarios used in the opinion leader training appropriate to the targeted social network?

The following are process monitoring and evaluation tools:

- ▶ Opinion Leader Enrollment Form (Appendix B-10)
- ▶ Facilitator Fidelity/Process Forms (Appendix C-1)
- ▶ Facilitator Observation Form (Appendix C-2)
- ▶ Opinion Leader Training Session Feedback Form (Appendix C-3)
- ▶ Opinion Leader Conversation Tracking Form (Appendix C-4)
- ▶ Opinion Leader Conversation Tracking Summary (Appendix C-5)
- ▶ Spot Interview Guide (Appendix C-6)
- ▶ Reunion Meeting Activity Log (Appendix C-7)
- ▶ Quality Assurance Assessment (Appendix C-8)

## Outcome Monitoring

The last type of evaluation your agency can conduct is called outcome monitoring. Outcome monitoring is defined as the process of collecting data about opinion leaders or community outcomes before and after the intervention, such as knowledge, attitudes, skills, or behaviors. Outcome monitoring cannot be conducted until your agency has done the other three types of evaluation and the intervention is being delivered as planned. You can collect two categories of outcome data: outcomes from your opinion leader trainings and overall intervention outcomes. Your opinion leader training outcomes will include changes in opinion leaders' knowledge, skills, attitudes, and intentions to carry out risk reduction conversations, as well their increased awareness of social and cultural issues that affect the behavior of black MSM.

The overall intervention outcomes will include reductions in HIV and the increased use of condoms among black MSM. It will be difficult for most agencies to collect such

information in a reliable, effective, and useful way, particularly for a community-level intervention like *d-up!*. Your agency may have an evaluation expert on staff or you may hire consultants to monitor overall intervention outcomes.

The following are outcome monitoring tools:

- ▶ Pretraining Survey for Opinion Leaders (Appendix D-1)
- ▶ Posttraining Survey for Opinion Leaders (Appendix D-2)

## **DEVELOPING YOUR *d-up!* EVALUATION PLAN**

Before implementing *d-up!*, review the sample evaluation forms and, as needed, tailor the forms to fit your planned implementation. The following questions should be addressed in your evaluation plan:

- ▶ Formative evaluation
  - What social network of black MSM will you target? How many people are in the target network?
  - What venues will you target to recruit opinion leaders?
  - What are the friendship groups in your target network?
  - Who are the opinion leaders in each friendship group?
- ▶ Process monitoring and evaluation
  - What percentage of members from each friendship group were trained as opinion leaders? (The target is 15%.)
  - What percentage of trained opinion leaders were black MSM? (The target is 50%.)
  - What percentage of opinion leaders carried out 14 risk reduction conversations with their friends and acquaintances?
  - How many reunions were held?
- ▶ Outcome monitoring
  - Opinion leader training outcomes
    - After the completion of training, did opinion leaders have the knowledge, skills, confidence, and intention to carry out risk reduction conversations?
    - After the completion of training, did opinion leaders have an increased awareness of how social and cultural issues can affect the risk behaviors of black MSM?
  - Overall outcomes
    - What percentage of network members demonstrated a positive change in attitudes toward safer sex 6 months after the final training wave?
    - What percentage of network members' practiced safer sex consistently for 6 months after the final training wave?

Your evaluation plan should reflect your program objectives, organized by each type of evaluation you plan to conduct (formative evaluation, process monitoring and evaluation, and outcome monitoring). For each objective, you will need to specify the questions you need answered, the data needed to answer the questions, the instruments used to collect the data, and your analysis plan (how you will determine if the objective was achieved). You also can use the information from the monitoring and evaluation section of your implementation plan to specify who will collect the data and when the data will be collected.

Tables 11–13 illustrate how you should develop your evaluation plans using recommended SMART objectives. You will need to tailor these objectives, particularly the underlined references to numbers and time, according to your specific needs.

## Developing SMART Objectives

To achieve your intervention goal, you will need to establish intervention objectives. Intervention objectives should reflect how you will implement intervention activities (known as process objectives) and the anticipated results of these activities (known as outcome objectives).

You will use process objectives to guide and measure the implementation activities of your intervention. Essentially, they will describe what you need to do in order to achieve your outcome objectives. You will need to develop process objectives for each phase of your intervention—pre-implementation, implementation, and maintenance.

You will use outcome objectives to measure the specific outcomes achieved as a result of implementing your *d-up!* activities over time. They will help tell you if your intervention is working.

If you do not take time to write your objectives, you will not have a solid framework to guide the implementation of *d-up!* nor will you be able to effectively monitor your intervention activities and their results. When writing your objectives, you will need to write them using the SMART framework (i.e., specific, measurable, appropriate, realistic, and time based). When developing SMART objectives, you should use the following key considerations to ensure that your objectives are specific, measurable, appropriate, realistic, and time-based:

- ▶ A *specific* objective identifies events or actions that will take place. To assess this, you can ask yourself, “Does the objective clearly specify what will be accomplished?”
- ▶ A *measurable* objective tells how many or how much (how many resources or activities or how much change). To assess this, you can ask yourself, “Can you measure the amount?”

- ▶ An *appropriate* objective shows the relevance of the objective to the overall problem and desired effects of your *d-up!* intervention. To assess this, you can ask yourself, “Does the objective make sense in terms of what the intervention is trying to accomplish?”
- ▶ A *realistic* objective can be achieved with available resources and the plans for implementation. To assess this, you can ask yourself, “Is the objective achievable given available resources and experience?”
- ▶ A *time-based* objective specifies a time when the objective will be achieved. To assess this, you can ask yourself, “Does the objective specify when it will be achieved?”

Below are examples of *d-up!* process and outcome objectives. You will need to modify them and create your own objectives when planning your intervention.

## Sample Process Objectives

### Pre-Implementation

- ▶ During the first *6* months prior to the actual implementation of *d-up!*, intervention staff will conduct *three to five* community observations.
- ▶ During the first *6* months prior to the actual implementation of *d-up!*, intervention staff will use *three or more* community discovery techniques (e.g., key informant interviews, focus groups, observation) to identify a social network of black MSM.
- ▶ During the first *6* months prior to the actual implementation of *d-up!*, intervention staff will determine the estimated population size of the target social network.

### Implementation

- ▶ During the *first* year, program staff will conduct at least *four* opinion leader trainings.
- ▶ During the *first* year, opinion leaders will set goals to engage in *10* risk reduction conversations with friends and acquaintances within the friendship groups of the target social network.

### Maintenance

- ▶ During the *first* year, intervention staff will train and support *five* subsequent waves of opinion leaders in delivering risk reduction messages until the required number of opinion leaders recruited and trained is reached.
- ▶ During the *first* year, intervention staff will hold at least *one* reunion each quarter.

## Monitoring and Evaluation

- ▶ During the *first* year, facilitators will administer and collect surveys before and after *each* wave of opinion leader training.
- ▶ During the *first* program year, the program coordinator will observe and complete the facilitator fidelity forms for 25% of the opinion leader trainings conducted.

## Sample Outcome Objectives

- ▶ After each final opinion leader training session, 80% of the participants will report they are confident or very confident that they can carry out risk reduction conversations with their friends and acquaintances.
- ▶ At the end of the first year, trained opinion leaders will have had a total of 150 risk reduction conversations with friends and acquaintances.
- ▶ By the end of the first year, at least 50% of black MSM in the social network will have had a risk reduction conversation with a trained opinion leader.
- ▶ By the end of the first year, at least 70% of black MSM from the target social network will have positive attitudes toward safer sex.

**Table 11. Formative Evaluation (Community Discovery) Planning Tables**

| FE Objective 1   |  |
|--|--|
| During the <i>fourth</i> month, <i>d-up!</i> staff members will identify and select a specific social network of black MSM to target |  |
| Questions  | How large is the target social network?<br>What are the characteristics of the target social network?<br>What size and type of social network can your agency target?                    |
| Data needed  | Size of social network<br>Number of black MSM in the social network<br>Characteristics of network members (age, race, education level, and risk behaviors)<br>Available agency resources |
| Instruments to use   | Focus Group Guide<br>Community Demographic and Risk Survey<br>Key Informant Interview Guide<br>Community Observation Guide<br>Community Discovery Summary Log                            |
| Analysis   | Compile data on possible target social networks;<br>Complete the <i>d-up!</i> Cost Estimate Worksheet to determine the maximum network size you can target                               |
| Staff responsible  | Program coordinator  |
| Timeframe  | During the first community discovery phase   |

| <b>FE Objective 2</b>  |   |
|--|---|
| During the <i>fifth</i> month, <i>d-up!</i> staff members will select target social venues   |   |
| Questions  | Where do members of the target social network socialize?<br>How can staff members access these venues?  |
| Data needed  | Locations where target social network members socialize<br>Permission from venue owners or gatekeepers  |
| Instrument to use  | Social Venue/Context Assessment Form  |
| Analysis   | Review information from data collection forms to determine which venues most members of your target social network frequent<br>Identify venue owners or gatekeepers who will allow access |
| Staff responsible  | Program coordinator; facilitators   |
| Timeframe  | After you identify a target social network  |
| <b>FE Objective 3</b>  |   |
| <i>Three</i> months before implementation, <i>d-up!</i> staff members will determine the number and size of friendship groups in the target social network |   |
| Questions  | How many friendship groups are in the social network?<br>How many people are in each friendship group?  |
| Data needed  | Number of friendship groups<br>Size of each friendship group  |
| Instruments to use   | Key Informant Interview Guide<br>Community Discovery Summary Log  |
| Analysis   | Review information from data collection forms to determine the number of friendship groups and their size   |
| Staff responsible  | Program coordinator; facilitators   |
| Timeframe  | 3 months before implementation  |
| <b>FE Objective 4</b>  |   |
| <i>One</i> month before implementation, <i>d-up!</i> staff members will identify and screen at least <i>one</i> opinion leader from each friendship group  |   |
| Questions  | How many friendship groups are in the social network?<br>How many opinion leaders were identified and screened from each friendship group?  |
| Data needed  | Number of friendship groups<br>Number of opinion leaders identified and screened from each friendship group   |
| Instruments to use   | Nomination Meeting Activity Log<br>Opinion Leader Nomination Form   |
| Analysis   | Review information from data collection forms to determine the number of friendship groups<br>Determine the number of opinion leaders identified and screened from each friendship group  |

| FE Objective 4 (continued) |   |
|----------------------------|---|
| Staff responsible          | Program coordinator; facilitators   |
| Timeframe                  | At least one opinion leader from each friendship group should be identified 1 month before implementation |

**Table 12. Process Monitoring and Evaluation (PME) Planning Tables**

| PME Objective 1   |  |
|---|--|
| <i>At the end of the first year, 15% of the members of each friendship group will have completed opinion leader training (Note: The size and number of friendship groups will determine how long it will take to train 15% of each group)</i> |  |
| Questions   | How many friendship groups are in the social network?<br>How many people are in each friendship group?<br>How many members of each friendship group completed opinion leader training?       |
| Data needed   | Number of friendship groups<br>Size of friendship groups<br>Number of each friendship group's members who completed opinion leader training  |
| Instruments to use  | Opinion Leader Enrollment Form<br>Opinion Leader Conversation Tracking Summary   |
| Analysis  | Determine the total number of friendship groups<br>For each friendship group, divide the number of members trained as opinion leaders by the total number of that friendship group's members |
| Staff responsible   | Program coordinator; facilitators  |
| Timeframe   | The number and size of the friendship groups should be determined before implementation; data on opinion leaders trained should be collected at each training wave                           |
| PME Objective 2   |  |
| <i>At the end of the first year, black MSM will make up at least 50% of the opinion leaders trained</i>   |  |
| Questions   | How many opinion leaders were trained?<br>How many opinion leaders are black MSM?  |
| Data needed   | Number of opinion leaders trained<br>Number of opinion leaders trained who are black MSM   |
| Instrument to use   | Opinion Leader Enrollment Form   |
| Analysis  | Review opinion leader training forms to determine the total number of opinion leaders trained and determine how many of them are black MSM   |
| Staff responsible   | Program coordinator; facilitators  |
| Timeframe   | At each training wave  |

| <b>PME Objective 3</b>  |   |
|---|---|
| <i>At the end of the first year, at least 80% of the opinion leaders will have each conducted 14 risk reduction conversations</i> |   |
| Questions   | How many opinion leaders were trained?<br>How many opinion leaders conducted 14 risk reduction conversations?   |
| Data needed   | Number of opinion leaders trained<br>Numbers of opinion leaders who conducted 14 risk reduction conversations   |
| Instruments to use  | Opinion Leader Conversation Tracking Form<br>Opinion Leader Conversation Tracking Summary   |
| Analysis  | Review the tracking log to determine the number of opinion leaders who conducted 14 risk reduction conversations<br>Divide that number by the total number of trained opinion leaders |
| Staff responsible   | Facilitators  |
| Timeframe   | Ongoing   |
| <b>PME Objective 4</b>  |   |
| <i>At the end of the first year, at least four reunion sessions will have been held</i>   |   |
| Questions   | How many reunion sessions were held?  |
| Data needed   | Number of reunion sessions held   |
| Instrument to use   | Reunion Meeting Activity Log  |
| Analysis  | Review the reunion logs to determine the number of sessions held during the first year  |
| Staff responsible   | Facilitators  |
| Timeframe   | Reunion logs should be completed after each reunion session, and all logs should be reviewed by the end of the first year   |



**Table 13. Opinion Leader Training Outcomes Monitoring (TOM) Planning Tables**

| <b>TOM Objective 1</b>  |  |
|---|--|
| After each training wave, 75% of opinion leaders will report that they intend to carry out risk reduction conversations   |  |
| Questions   | How many opinion leaders were trained?<br>How many opinion leaders reported that they intended to carry out risk reduction conversations?  |
| Data needed   | Number of opinion leaders trained<br>Number of opinion leaders reporting intentions to carry out risk reduction conversations  |
| Instrument to use   | Posttraining Survey for Opinion Leaders  |
| Analysis  | Divide the number of opinion leaders who intend to carry out risk reduction conversations (as stated on the posttraining surveys) by the total number of opinion leaders in that wave  |
| Staff responsible   | Facilitators   |
| Timeframe   | 1 week after each training wave's fourth session   |
| <b>TOM Objective 2</b>  |  |
| After each training wave, 80% of opinion leaders will report an increased awareness of how social and cultural issues can affect the risk behavior of black MSM |  |
| Questions   | How many opinion leaders were trained?<br>How many opinion leaders reported an increased awareness of how social and cultural issues can affect the risk behavior of black MSM?  |
| Data needed   | Number of opinion leaders trained<br>Numbers of opinion leaders reporting an increased awareness of how social and cultural issues can affect the risk behavior of black MSM   |
| Instrument to use   | Posttraining Survey for Opinion Leaders  |
| Analysis  | Divide the number of opinion leaders who have an increased awareness of how social and cultural issues can affect the risk behavior of black MSM (as stated on the posttraining surveys) by the total number of opinion leaders in that wave |
| Staff responsible   | Facilitators   |
| Timeframe   | 1 week after each training wave's fourth session   |

## **IMPLEMENTING YOUR EVALUATION PLAN**

It is critical to have a plan and system in place to monitor the processes of *d-up!*, collect data, and assess outcomes and intervention effectiveness. The plan you created during the pre-implementation phase provides a framework for your agency to document the intent of your evaluation of *d-up!* and should help ensure that you collect the most relevant and useful data to improve your intervention delivery.

Table 14, arranged by phase of monitoring and evaluation, lists the instruments you can use to collect data for each intervention phase of *d-up!*. The phases specify when each sample instrument should be administered, who should administer each instrument, and who should complete each instrument. Instruments, along with their instructions, are provided as appendices.

## **USING MONITORING AND EVALUATION DATA**

You should have protocols in place for how you will store, manage, and analyze the data you collect from your monitoring and evaluation activities. Take the time to look at your data and see what they tell you: What worked well? What could be improved? What objectives were met? What outcomes were achieved? You can then use the data to improve your intervention and report findings to staff members, community stakeholders, and opinion leaders. Remember that your monitoring and evaluation data are only valuable if they are used.

**Table 14. Data Collection Schedules**

| <b>Instrument</b>                                 | <b>When to Use</b>  | <b>Administered By*</b> | <b>Completed By</b>  |
|---|---|-------------------------|--|
| <b>Formative Evaluation (Community Discovery)</b> |   |                         |  |
| Focus Group Guide                                 | 3–6 months prior to implementation of intervention                        | Intervention staff      | Intervention staff   |
| Community Demographic and Risk Survey             | 6–9 months prior to implementation of intervention                        | Intervention staff      | black MSM who are representative of the target population          |
| Key Informant Interview Guide                     | 3–6 months prior to implementation of intervention                        | Intervention staff      | Intervention staff   |
| Community Observation Guide                       | 6–9 months prior to implementation of intervention                        | Intervention staff      | Intervention staff   |
| <i>d-up!</i> Cost Estimate Worksheet              | 6 months prior to implementation of intervention                          | Program coordinator     | Program coordinator  |
| Community Discovery Summary Log                   | 3–6 months prior to implementation of intervention                        | Intervention staff      | Intervention staff   |
| Social Venue/Context Assessment Form              | 3–6 months prior to implementation of intervention                        | Intervention staff      | Intervention staff   |
| Nomination Meeting Activity Log                   | At the end of the nomination meeting (2–3 months prior to implementation) | Intervention staff      | Intervention staff   |
| Opinion Leader Nomination Form                    | During nomination meeting (2–3 months prior to implementation)            | Intervention staff      | Nomination meeting participants (gatekeepers and key stakeholders) |
| Opinion Leader Enrollment Form                    | 1–2 months prior to start of first wave of opinion leader training        | Intervention staff      | Intervention staff   |
| <b>Process Monitoring and Process Evaluation</b>  |   |                         |  |
| Opinion Leader Enrollment Forms                   | 1 month prior to start of first wave of opinion leader training           | Facilitator             | Intervention staff   |
| Facilitator Fidelity/Process Form                 | At the end of each training workshop session                              | Facilitator             | Facilitator  |

| <b>Instrument</b>   | <b>When to Use</b>  | <b>Administered By*</b> | <b>Completed By</b> |
|---|---|-------------------------|---------------------|
| Facilitator Observation Form  | At least once during every training session cycle   | Program coordinator     | Program coordinator |
| Opinion Leader Training Session Feedback Form   | At the end of each training workshop session  | Facilitator             | Opinion leader      |
| Opinion Leader Conversation Tracking Form   | After all peer encounters (risk reduction conversations) are complete for that day or evening | Opinion leader          | Opinion leader      |
| Opinion Leader Conversation Tracking Summary  | After completing all peer encounters (risk reduction conversations)                           | Intervention staff      | Intervention staff  |
| Reunion Meeting Activity Log  | At least once at the end of a training cycle  | Intervention staff      | Intervention staff  |
| Spot Interview Guide  | During the reunion  | Intervention staff      | Intervention staff  |
| Quality Assurance Assessment  | Quarterly, throughout the implementation phase  | Program coordinator     | Program coordinator |
| <b>Outcomes Monitoring</b>  |   |                         |                     |
| Pretraining Survey for Opinion Leaders  | At the beginning of Session 1 of opinion leader training                                      | Facilitator             | Opinion leader      |
| Posttraining Survey for Opinion Leaders   | At the end of Session 4 of opinion leader training  | Facilitator             | Opinion leader      |
| To collect overall outcome data, you can use many of the same data collection instruments that you used during your community discovery/formative evaluation. Collect outcome data at least 3 months after your final opinion leader training wave. |   |                         |                     |

\*Since each agency will have varying staff available, in some cases it will be up to you to specify which staff member (i.e., program coordinator or facilitator) is responsible for collecting data.