



FACILITATOR'S GUIDE

MARCH 2009

DRAFT

BROTHERS KEEPING BROTHERS SAFE

d-up: DEFEND YOURSELF!

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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INTRODUCTION

Black men who have sex with men (MSM) are disproportionately represented among cases of HIV and AIDS. An array of social and cultural factors, including racism and homophobia, is thought to contribute to risky sex behaviors that expose black MSM to HIV infection (Jones, Wilton, Miller, & Johnson, 2008). As a community-level intervention, *d-up: Defend Yourself!* is designed to change social norms and perceptions of black MSM regarding safer sex practices to reduce their HIV-related risk behaviors. The intervention, which is a cultural adaptation of Popular Opinion Leader (an evidence-based intervention), uses respected, credible, trustworthy, listened to, empathetic to friends, and self-confident opinion leaders to promote condom use and safer sex behavior. Through training, *d-up!* opinion leaders are prepared to incorporate messages that reflect the cultural nuances of black MSM and respond to social and cultural factors that influence risky behaviors to communicate a sense of self worth into their risk reduction conversations.

This guide is designed for use by experienced, trained facilitators to train opinion leaders to become agents of risk behavior change among their friends and acquaintances.

BACKGROUND AND JUSTIFICATION

Black men have the highest overall rates of HIV diagnosis of any population. In 2004, the HIV rate among black men was more than seven times that of white men and almost twice that of black women (Fullilove, 2006). black MSM have been particularly hard hit: From 2001 to 2004, black MSM accounted for 48% of all HIV diagnoses among black men (Centers for Disease Control and Prevention [CDC], 2007), and in a study conducted in five major U.S. cities involving a cross-section of MSM, 46% of black MSM were infected with HIV (CDC, 2005). Personal factors driven by social and cultural norms, economic realities, and structural challenges contribute to the high rates of HIV among black MSM. As infection rates continue to rise, it becomes increasingly important to design and develop evidence-based HIV prevention interventions that reflect the cultural nuances of black MSM and respond to social and cultural factors that increase their vulnerability for HIV infection.

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 a host of behavior scientists (Johnson, Holtgrave, McClellan, Flanders, Hill, & Goodman, 2005; Kelly et al., 1991) has shown that interventions designed to change peer norms

have been effective in reducing the frequency of unprotected insertive anal intercourse, the sex behavior with the highest risk of HIV transmission.

In response to the shortage of evidence-based interventions for black MSM, CDC's Division of HIV/AIDS Prevention (DHAP) embarked on a project to adapt and modify Popular Opinion Leader (POL) for black MSM (Jones, Gray, Whiteside, et al. 2008). POL is a community-level HIV prevention intervention 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 respected, credible, trustworthy, listened to, empathetic to friends, and self-confident. 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. POL has been packaged as one of CDC's effective behavioral interventions and disseminated as part of DHAP's Diffusion of Effective Behavioral Interventions project.

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. Opinion leaders 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; and developing conversation practice scenarios that reflect black MSM. Focus group data also were used to create a logo that resonated in the black MSM community in North Carolina, and the logo was reflected in conversation starters and intervention marketing materials. The adapted intervention—named “*d-up: Defend Yourself!*”—was piloted in three North Carolina cities. Formative data were collected from the three pilots, and analysis found significant reductions in risky sex behaviors and an increase in consistent condom use.

d-up! is not a peer outreach, educational, or condom distribution program.

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INTERVENTION OVERVIEW

The *d-up: Defend Yourself!* intervention is a community-level intervention that attempts to change social norms and perceptions of black MSM to reduce their HIV-related risk behaviors such as inconsistent condom use and to improve their sense of self-worth. *d-up!* is not a peer outreach, educational, or condom distribution intervention. The intervention identifies, recruits, and trains opinion leaders—certain people whose advice is respected and trusted by their peers. These opinion leaders have conversations with their friends and acquaintances to promote risk reduction and safer sex behaviors. Over time, more opinion leaders have more conversations with more people in their groups of friends. Once 15% of the members from each friendship group carry out conversations that endorse safer sex, risk reduction practices will eventually be accepted as a social norm in the social network.

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. In *d-up!*, opinion leaders are recruited and trained to have safer sex endorsement messages with their friends and acquaintances, also known as friendship groups. These messages also are designed to promote positive self-worth in the friendship groups of black MSM. The intervention does not create opinion leaders but instead identifies, trains, and supports existing opinion leaders to modify social norms to promote risk reduction behaviors.

During the community discovery process (a type of formative evaluation to inform planning), social networks of black MSM at risk for HIV are identified, and one of the social networks is selected. Opinion leaders from each friendship group in the targeted social network are identified and recruited. The opinion leaders participate in a four-session training to be prepared as agents of change in their communities. The four sessions (each ranging from 2 to 2½ hours) provide opinion leaders with the following:

- ▶ Skills and motivation to endorse safer sex among their friends and acquaintances
- ▶ Accurate information on HIV transmission and disease progression
- ▶ Examination of sociocultural factors that contribute to high rates of HIV/AIDS among black MSM

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- ▶ Demonstration and practice of the correct and appropriate use of condoms and other barriers
- ▶ Materials to use as conversation starters

During the training, opinion leaders are asked to agree to have 4 safer sex endorsement conversations with their friends and acquaintances. They agree to have at least 10 additional conversations after completing the training, half of whom should be with black MSM. Additionally, opinion leaders are encouraged to identify other opinion leaders in their social network of friends and acquaintances who also can be trained.

The format of the *d-npi* opinion leader training sessions accounts for differences in learning styles and preferences of adults. The opinion leader training includes a mixture of information sharing, review, discussion, role-plays, demonstrations, and group exercises.

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SESSION-BY-SESSION OVERVIEW

The content of the four sessions is outlined below.

SESSION 1

- ▶ The importance of opinion leader involvement in reducing rates of HIV/AIDS transmission
- ▶ Icebreaker exercise to establish group unity and a desire to continue with training
- ▶ Overview of opinion leader training
- ▶ The importance of *pn-dp* and how it works to reduce rates of HIV
- ▶ Basic information on modes of HIV transmission and HIV disease progression
- ▶ Levels of behavioral risk
- ▶ Sociocultural factors that contribute to HIV risk
- ▶ Risk reduction strategies
- ▶ Overview of HIV testing and treatment

SESSION 2

- ▶ Key points from Session 1
- ▶ Myths and misconceptions about HIV
- ▶ Use of social norms to change behavior
- ▶ Elements of effective risk reduction messages
- ▶ Identification of conversation practice opportunities

SESSION 3

- ▶ Elements of effective risk reduction messages
- ▶ Risk reduction conversations
- ▶ Use of *pn-dp* logo materials and the recruitment of others

SESSION 4

- ▶ Introduction and initiation of training of newly identified opinion leaders
- ▶ Review of the risk reduction conversation experience
- ▶ How to move forward with conversations
- ▶ Basic HIV/AIDS information

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- ▶ Levels of behavioral risk
- ▶ Maintaining the momentum

GUIDELINES FOR FACILITATORS

To help you effectively deliver the *d-up!* training sessions to opinion leaders, this section provides tips for facilitation. Although the content of the training is important, your facilitation skills are equally important. In addition, your enthusiasm and the way you relate to the opinion leaders in the training will be critical to their success.

QUALITIES OF EFFECTIVE FACILITATORS

Before the training, you should review the following characteristics of effective facilitators:

- ▶ As facilitators conduct a training, they
 - provide a supportive learning environment,
 - value what opinion leaders bring to the group,
 - handle sensitive issues and conflicts,
 - are nonjudgmental,
 - know the influence of their own attitudes and practices.
- ▶ Skilled facilitators are good communicators who
 - encourage discussion,
 - observe and listen,
 - are approachable,
 - speak clearly,
 - use words that are easily understood by the opinion leaders.
- ▶ Facilitators display warmth as they
 - establish relationships with group members,
 - speak well of everyone,
 - like and trust group members rather than fear them,
 - build trust with opinion leaders.
- ▶ Well-organized facilitators
 - review the training materials and practice facilitating to help prepare for training delivery,
 - clearly outline objectives and goals,
 - categorize information efficiently so they can retrieve it in response to questions,
 - acknowledge what they do not know (i.e., the facilitator is not always the expert),

- use time well,
- have a working knowledge of multimedia devices (e.g., overhead projector, LCD projector, laptop computer),
- prepare in advance.
- ▶ Facilitators are enthusiastic about
 - *d-n-j*,
 - people,
 - the process.
- ▶ Facilitators have the ability to conduct role-plays, which will
 - model risk reduction conversations,
 - allow opinion leaders to practice conducting risk reduction conversations.

IMPORTANT POINTS FOR FACILITATORS TO REMEMBER

Throughout the training sessions, you should remember to

- ▶ acknowledge and respect diverse personalities,
- ▶ build on the existing skills, experiences, and knowledge of the opinion leaders rather than assume that they are coming from a position of inadequacy,
- ▶ focus on opinion leaders' strengths rather than their weaknesses,
- ▶ not act as the expert, but act as a guide and facilitate the learning process in a professional manner,
- ▶ help the group move along, provide information, and help opinion leaders learn specific skills,
- ▶ establish and maintain contact with opinion leaders before and after the training,
- ▶ follow session activities as outlined in the facilitator's guide and help opinion leaders stay as focused as possible on the topics and activities described in each session,
- ▶ provide a lot of encouragement to the opinion leaders,
- ▶ model the skills being taught (e.g., starting conversations, correcting misinformation),
- ▶ establish ground rules to guide opinion leader interactions and maintain a safe environment,
- ▶ relax and have fun!

HOW TO KEEP THE OPINION LEADERS MOVING THROUGH THE TRAINING

You will need to pace yourself as you move from section to section in each training session. Next to each section's heading, the facilitator's guide provides the length of time needed for that section. However, these time guidelines are estimates, and the exact time for each section will vary from group to group. You should use the time estimates to help the group complete each section within the specified time period.

Any group setting will include some opinion leaders who need prompting and some who tend to monopolize the discussions. Topics covered in this training include social and cultural issues that contribute to heightened vulnerability for HIV infections of black MSM. Many of these issues will resonate with opinion leaders, and some may have personal experiences to share. Additionally, for some of the opinion leaders, there may be few other forums where these issues are discussed openly. It is not unusual for some opinion leaders to want to spend additional time discussing these issues, their concerns, and experiences. Group discussion on these issues will help opinion leaders to prepare to respond when similar issues are raised in conversations. Additionally, focused discussions are important to the training. However, when discussions become overly long, they can interfere with the time needed to cover all of the material for a particular session.

You can use several strategies to restrict a group discussion and cover all of the materials for a session. At the first session, you should establish appropriate expectations and, while discussing the ground rules, emphasize the importance of reviewing all of the materials for each session.

- ▶ Explain the importance of group discussion and the need to sometimes limit discussion in order to get through all of the materials.
- ▶ Explain the concept of the "Parking Lot" (see explanation below) and how it will be used throughout the sessions. This explanation during the first session establishes an expectation that sometimes discussions may have to be stopped.

Use the following strategies to stop discussions so the opinion leaders can get through the materials for each session:

- ▶ Tell the opinion leaders that it is time to move on to the next topic. Start by acknowledging the positive aspects of the discussion (e.g., "This is a great discussion," "Those are some great points"), and then inform opinion leaders that in order to get through all of the materials,

talks need to move forward (e.g., "We have some additional points to cover and we need to move on"). When generating ground rules for each training group, include "start and end on time" as one of the ground rules. Refer to this item on the posted ground rules to support the need to proceed.

▶ Place the item on the Parking Lot—a sheet of newsprint that is labeled "Parking Lot" and attached to the wall. Have sticky notes and pens available for opinion leaders to use. When limiting discussions, ask opinion leaders if they want to put the topic/issue on the Parking Lot. At the end of the session, refer opinion leaders to the topics and issues listed on the Parking Lot, and determine whether opinion leaders desire further discussion of the topics or issues listed.

▶ Impose a 1-minute rule to reduce discussion time (or to limit the domination of discussions by one or two opinion leaders). When the 1-minute rule is in effect, each opinion leader is limited to 1 minute to make his point or express his view. If there are problems with opinion leaders adhering to the time limitation, the facilitator can ask for a volunteer timekeeper to keep track of the time and signal when the person's minute is up.

▶ If one opinion leader is continually dominating the discussion by interrupting others in the group, impose a rule of one comment per person. When this rule is in effect, no person can comment again until all members of the group have had the opportunity to comment.

Addressing Personal Problems

Sometimes an opinion leader may try to use the group to discuss personal problems, and this type of discussion could start to dominate the group. Make sure that the session does not become a personal therapy group by using the following approaches:

- ▶ Clarify expectations during the first session by talking about what the training "is not."
- ▶ Use the Parking Lot. Opinion leaders can write their issues or questions on sticky notes and place them on the posted newsprint page.
- ▶ Tell opinion leaders that they can speak with facilitators during breaks or at the end of the session regarding where they can get additional information or assistance with their personal concerns. When appropriate, provide a list of resources where they can get information or assistance.

In some instances, you may be able to answer some of the questions raised by opinion leaders; however, be careful not to step outside of your area of

In most cases, when one opinion leader's personal issues come up, the other opinion leaders want to move on. If the Parking Lot is being used, direct the opinion leader to it or simply say something like, "That seems like something that is really important to you. I think it's a good idea if you and I talk about that during the break."

Managing Role-Plays and Small Group Activities

When opinion leaders are discussing an issue in small groups or participating in role-plays, watch what is going on and try to understand it. Try to form an overall picture of the session and the activities as they progress. When setting up groups, avoid placing the same people together all of the time.

Role-Plays

Role-playing is an effective method that allows opinion leaders to practice their conversation skills. Opinion leaders apply the information and techniques learned during the sessions to actual situations they may have with their friends and acquaintances. Essentially, role-plays provide a way for opinion leaders to practice talking with their friends and acquaintances about safer sex.

To effectively use these activities, you should model role-plays—especially risk reduction conversations practice—before asking *d-up!* opinion leaders to practice. This helps make them feel more comfortable before they try role-playing in the session.

As you work through each session, be attentive to group interaction, especially since many people are uncomfortable with role-playing. Even if the opinion leaders are having difficulties with the role-plays, keep the message positive. Focus on what they do well and offer suggestions for improvement only after praising them for role-play points done well. You also can rely on group feedback. During interactions, you should make mental notes of who may need additional support. Have a plan for following up with these individuals between sessions (e.g., phone call, e-mail).

Once opinion leaders start role-playing, you will need to provide meaningful and constructive, yet tactful, guidance:

- ▶ Provide meaningful and useful recommendations that will help them improve their skills.

After each role-play has been conducted, you should do the following:

- ▶ Bring the group back together.
- ▶ Ask for examples of how the opinion leaders were able to use the communication skills presented during the session.
- ▶ Compliment opinion leaders for applying elements of effective conversations.
- ▶ Discuss what worked and what did not.

Small Group Activities

Small groups also will be conducted in the sessions. These activities give opinion leaders a greater sense of responsibility in the learning process. They also encourage individuals to share and discuss personal information. Most people find it difficult to speak in front of a group of strangers. Small groups can help opinion leaders feel more comfortable:

- ▶ They create an atmosphere in which opinion leaders can learn from one another in a more intimate setting (versus a large group session).
- ▶ They help reinforce independence from the facilitator.
- ▶ They strengthen opinion leaders' confidence to understand and use the new skills they are learning.

In general, when forming small groups, you may find it useful to move opinion leaders around so that all opinion leaders have an opportunity to interact, work with, and form relationships with different opinion leaders. You can use several strategies to achieve a mix of opinion leaders, including the following:

- ▶ Counting off and grouping according to like numbers
- ▶ Pulling colored chips from a basket and grouping by color
- ▶ Grouping according to shirt color or alphabetically by the first letter in each opinion leader's first name or the name of the street they live on

Introduce the tasks to be completed in the small group, and clearly explain the following:

- ▶ Instructions for the small group activity
- ▶ Processes (e.g., task details)
- ▶ Topics to be discussed

- ▶ Questions that should be answered
- ▶ Objectives
- ▶ How much time they have

Opinion leaders may tune out if they do not understand the value of the activity or how it is to be performed. Also, if they know how much time is available for the task, they can adjust the depth of their discussion and work before they need to rejoin the larger group.

Ensure that every opinion leader understands the small group activity. You can do this in two ways:

- ▶ Before dividing the larger group into smaller groups, ask if anyone has any questions and clarify issues as necessary.
- ▶ If one or two opinion leaders are having a particularly difficult time understanding the activity, pull them aside for further instruction while the other group members break into smaller groups and begin the activity.

Once small groups begin, you should circulate among the groups to clarify any questions and keep them on task:

- ▶ If group members are not on task, gently bring them back to the topic they should be discussing.
- ▶ As necessary, answer questions and provide constructive feedback to help opinion leaders understand and perform the activities.

You also need to make sure that a few opinion leaders are not dominating the discussion. The following tips will help you in doing so:

- ▶ Circulate among the groups and observe who is participating and who is not. In every group, there will be individuals who dominate the discussion and those who say little or nothing. Sometimes individuals do not speak up because they feel intimidated by stronger personalities in the group.

- ▶ Try to encourage participation by asking for the opinions of those who are not participating (e.g., “What do you think?” “Do you agree?”).
- ▶ Be sensitive to opinion leaders who seem uncomfortable and make a mental note to check with them during a break or after the session. Speak with these opinion leaders privately to identify the source of their discomfort and work with them to find a way to ease their discomfort (if feasible).

After the small groups convene, bring everyone together so all groups can summarize their discussions and share experiences with the exercises. Opinion leaders often learn from hearing what was discussed in other groups.

Making sure that small group activities are implemented as intended is important. It is equally important for you to know when to end an activity—either to take a break or move to another topic. Keep in mind that the time allocations for each of the sections are estimates. You should assess each group and make adjustments accordingly. For instance, if an activity is planned for 30 minutes, but opinion leaders appear to be disengaged and off topic in 15 minutes, either try to refocus them or move to the next topic or activity.

FACILITATION

Ideally, two facilitators should lead each *d-up!* opinion leader training session. They should share responsibilities equally for conducting the sessions, setting up the room, and preparing the materials needed for each training session. You and the other facilitator should divide agreed-on responsibilities before each session (e.g., who is going to lead which sections, who will record responses).

Each session should be followed by a debriefing, so facilitators can discuss the following:

- ▶ What worked
- ▶ What did not work
- ▶ Concerns that were raised during the session to be addressed later
- ▶ Strategies to improve facilitation in the next session

MANAGING THE FOURTH SESSION (WHEN NEW OPINION LEADERS ATTEND)

At the end of Session 3, you will ask opinion leaders who have been attending the training (the “hosts”) to invite two friends or acquaintances to Session 4. These invitees should be persons who the hosts think would make good opinion leaders. Consequently, Session 4 includes both those who have gone through most of the training and those who have yet to start. It will be important for you to make everyone feel welcomed and encourage interaction between the two groups. Begin the session with introductions and encourage the hosts to describe how their friends show the qualities of opinion leaders. They should give examples of the friend being respected, credible, trustworthy, listened to, empathetic to friends,

and self-confident. Using the hosts to explain the role of opinion leaders will reinforce their understanding of their roles and give the new opinion leaders a sense of connectedness.

Remember that Session 4 is also Session 1 for the new opinion leaders. You will need to ensure there is at least one facilitator to deliver Session 1 and another to deliver Session 4. You will also need two staff members or volunteers, one to assist each facilitator. In addition, you will need to make sure that all of the materials and equipment needed for both sessions will be available. Also, before the session, you will need to plan how the logistics will be managed. The following questions will help you in doing so:

- ▶ What room will be used for the new opinion leaders?
- ▶ Who will facilitate Session 1 for the new opinion leaders?
- ▶ Who will facilitate Session 4?
- ▶ Who will assist the facilitators of Session 1 and Session 4?

Make sure that the new opinion leaders know they will be separated from their friends after the introductions and that both groups know when each group will complete the session. Because Session 1 is longer than Session 4, plan ahead to manage this time difference, especially if members of the two groups shared transportation.

PREPARING FOR AND HAVING RISK REDUCTION CONVERSATIONS

Importance of Practice

The ultimate goal of the *d-up!* opinion leader training is to prepare opinion leaders to have conversations promoting the benefits of safer sex practices with their friends and acquaintances. Although the training will provide opportunities for practice, it is important that you encourage opinion leaders to practice with friends and others outside of training. During the training, observe the practice sessions, watching for any challenges that opinion leaders may have in initiating or having conversations.

Follow-Up

At the end of Session 2, opinion leaders are asked to identify four friends and acquaintances with whom they will practice having risk reduction conversations between Session 3 and Session 4. Follow up with opinion leaders during Session 3 to make sure they identified friends and acquaintances with whom they will practice having a risk reduction conversation after the session. To make sure that opinion leaders will be able to hold risk reduction conversations, you should to the following:

- ▶ Talk with opinion leaders individually to identify challenges and generate

solutions.

- ▶ Identify opinion leaders who may be in need of more intensive follow-up, such as an encouraging telephone call between sessions.
- ▶ Keep your comments positive and solution focused.

OPINION LEADER RETENTION

For opinion leaders to really learn how to engage in conversations that will both encourage behavior change and establish safer sex practices as a community norm, they will need to attend all four training sessions. The following bullets list things that you can do before and during *d-npi* training to encourage the completion of all four sessions.

- ▶ Make sure that the right people are recruited and registered. In addition to being credible, trustworthy, respected, and listened to individuals who are recruited as opinion leaders also should meet the following criteria:
 - They are committed to learning what they can do to reduce HIV infections among their friends and families.
 - They are concerned for the well-being of their friends and acquaintances.
 - They believe that the intervention could potentially benefit their community.
- ▶ Establish and maintain relationships and contact.
 - Collect contact information from opinion leaders when they are recruited.
 - Establish a mechanism to collect and manage contact information.
 - Make regular contact with opinion leaders before the training and between sessions.
 - Maintain contact after the training has been completed.
- ▶ Be organized and prepared. Sessions must be well organized and easy to follow so that opinion leaders understand what they are doing and learning. This will help them to actively participate in the sessions in advance and have the room and materials ready when opinion leaders arrive.
 - ▶ Maintain contact and provide support after the training. Expect that opinion leaders will need support to successfully engage in conversations after completing the training.
 - Contact opinion leaders regularly to discuss challenges and possible solutions to having risk reduction conversations.
 - Interact with opinion leaders in casual settings.

- ▶ Deliver the sessions as designed. If the training is delivered exactly as planned, then meaningful content and session activity will ensure retention.
- Opinion leaders need to feel that they are truly gaining useful skills.
- Opinion leaders need to be reinforced in a positive and productive manner.
- Opinion leaders should be able to relate to you.
- Your delivery must be culturally appropriate.
- ▶ Make it easy for people to attend.
 - Create an atmosphere that makes people want to come back.
 - Consider light snacks or water for people who may come directly from work.
 - Know about community events and activities and schedule sessions around them.

When Opinion Leaders Miss a Session

Opinion leaders may miss sessions for a variety of reasons (e.g., work responsibilities, lack of transportation, discomfort, lack of interest). When opinion leaders miss a session, and have not been in contact prior to the session or immediately after the session, you should contact opinion leaders on the day after the missed session. Keep the following points in mind:

- ▶ Let opinion leaders know that they were missed and casually find out why they missed the session. If opinion leaders plan to return, give them an overview of what was covered and share any home assignments (if applicable) so they will come to the next session prepared.
- ▶ If the opinion leaders' reason was something unavoidable (e.g., emergency, illness), show concern and make sure they plan to attend the next session.
- ▶ If the reason was some sort of hardship (e.g., lack of transportation), determine if this was a one-time event or if it will interfere with the opinion leader's participation. If transportation is a problem and will prevent the opinion leader from participating, if feasible and appropriate, offer vouchers or referrals (and any other assistance your agency can provide) or suggest that another opinion leader may be willing to carpool (secure this information and permission to share in advance).
- ▶ If comfort is an issue, talk with the opinion leaders to better understand the source of their discomfort. As appropriate, strategize with them to determine what they and you can do to increase the level of comfort. Reassure them that it is normal for people to have feelings of discomfort. Share the benefits of continued participation to encourage their return.

Lost Opinion Leaders

Some opinion leaders will choose to not return, or their circumstances will not allow them to return. Thank them for their participation and provide them with information on future opportunities to take part in the *dn-pj* training.

NORMS-CHANGING MAINTENANCE

Establishing community norms that encourage safer sex practices depends on opinion leaders conducting conversations that encourage safer sex practices, as well as identifying new opinion leaders who are part of a social network. In addition to providing ongoing, individualized support to opinion leaders after training, you should provide opportunities for opinion leaders to maintain contact with each other and to provide support for each other. Coordinating and hosting social events provides opportunities for opinion leaders to interact and gain support from facilitators and other opinion leaders.

- ▶ Solicit input from opinion leaders to inform planning.
- During the last session, facilitate small group activities to brainstorm ways to maintain the momentum after training.
- Use information to plan and schedule social events and activities.
- During the social events, informally discuss conversation successes and challenges. Encourage opinion leaders to provide recommendations to redress some of the challenges.

HOW TO USE THIS GUIDE

SESSION AIDS AND MATERIALS AND PREPARATION PAGES

The first page of each session's facilitation content describes the purpose of the session, the session objectives, and the key messages. The purpose presents what should be accomplished by the facilitator for that session. The session objectives describe what opinion leaders should be able to do by the end of the session. Key messages are the ideas that are communicated to opinion leaders through information sharing, discussion, and activities.

The materials, supplies, and equipment section includes a list of the items that will be needed for the successful facilitation of the session. The preparation section lists the tasks that you should complete prior to each session. For example, preparing newsprint pages before the session starts will allow you to make the most efficient use of training time.

SESSION OUTLINES

This guide includes an outline of each session, with talking points and instructions to help facilitators cover the topics in each session. You should facilitate the sessions in the sequence indicated in the guide. However, the guide should not be treated as a script. You should bring your experiences and knowledge into each session and emphasize topics on the basis of the needs of the opinion leaders and the characteristics of the community they represent.

Each session outline lists the approximate amount of time it will take to facilitate sections within each session. This information is provided to help you plan each session. These times are estimates; the actual times will vary with the number of opinion leaders and the intensity of the discussion.

ICONS

Icons are used throughout this guide as visual aids to help you discern what to do throughout each session. The meaning of each icon is shown on page 23.

SLIDES

Slides convey highlights of the content covered in each session, providing a visual summary of key points for the OIs. You should review the slides and other materials before each session. The slides can be copied to transparency sheets for use with an overhead projector if an LCD projector is not available. Facilitators should read from the Guide, not the slides, during training.

The session content in this guide contains information that appears on the PowerPoint slides used in each session. This information is provided so you will know the contents of each slide, which will help guide facilitation.

ACTIVITY INSTRUCTIONS

In addition to the instructions in the session content, the guide includes instructions for each of the activities (activity sheets). The instructions include such items as time estimates, a materials list, the purpose of the activity, and any worksheets or materials needed to facilitate the activity.

OPINION LEADER TRAINING AIDS

The training aids provide instructions and materials (e.g., prepared newsprint pages) for facilitating discussions or providing explanations during the sessions.

ADDITIONAL MATERIALS

The guide provides facilitator fact sheets (Appendix A), which you may find useful:

- ▶ HIV/AIDS Rates and Sexually Transmitted Diseases
- ▶ HIV Among Men Who Have Sex With Men
- ▶ CDC fact sheets on various sexually transmitted diseases

This guide also includes the following to increase your knowledge in areas related to the opinion leader training and to provide you with additional tools (Appendix B):

- ▶ Male Latex Condoms
- ▶ Notice to Readers: CDC Statement on Study Results of Product Containing Nonoxonyl-9
- ▶ Nonoxonyl-9 Spermicide Contraception Use—United States, 1999
- ▶ The ABCs of Smart Behavior
- ▶ Contents of AIDS-Related Written Materials, Pictorials, Audiovisuals, Questionnaires, Survey Instruments, and Education Sessions in Centers for Disease Control and Prevention (CDC) Assistance Programs

GUIDELINES FOR FACILITATORS

ICONS USED IN THIS GUIDE



Something
you say



Script



Group
activity



Record
information
on newsprint



Use prepared
newsprint
pages



Group
discussion



Role-play

SESSION 1

SESSION 1: WHY DO WE NEED TO DO THIS?

PURPOSE OF THE SESSION

1. Explain the essential role that opinion leaders play in HIV/AIDS prevention.
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.
3. Introduce the impact that sociocultural factors have on high HIV rates among black men who have sex with men (MSM).
4. Provide basic information on HIV/AIDS.
5. Provide basic information on the relationship of HIV infection or transmission risk and sex and drug use behaviors.

SESSION OBJECTIVES

By the end of the session, opinion leaders will be able to do the following:

1. List two qualities of opinion leaders.
2. Define social norm.
3. Describe the relationship between conversations and social norms within friendship groups.
4. Describe the role of opinion leaders.
5. List two steps in the progression of HIV to AIDS.
6. Categorize risky sex behaviors as high, low, and no risk.
7. List three sociocultural factors that contribute to high HIV rates among black MSM.

KEY MESSAGES

1. *d-up: Defend Yourself!* relies on opinion leaders to change social norms that contribute to the spread of HIV and AIDS.
2. Opinion leaders add credibility to information and behaviors, and they can reinforce positive health behaviors.
3. HIV risk reduction strategies can be communicated to reduce HIV risk.

SESSION 1

MATERIALS, SUPPLIES, AND EQUIPMENT FOR SESSION 1

<ul style="list-style-type: none"> • Business cards • Session 1 slides • Blank index cards • Three poster-size thermometers (red, yellow, and blue) • Behavior risk index cards (preprinted with names/descriptions of sex behaviors) • Training aids • HIV 101 Handouts • Levels of Behavioral Risk • 10 Steps for Putting Good Intentions Into Practice • Local Testing Information • HIV Treatment Information • Evaluation forms • Pre- and Postests • Session feedback form 	<ul style="list-style-type: none"> • LCD projector and laptop computer (or overhead projector) • Extension cords • Power surge protector • Projection screen (or bare wall) • Newsprint • Instructions for HIV 101 prepared newsprint pages • Risk reduction scenarios • Prepared newsprint • Parking Lot • Easel • Sticky notes • Markers • Masking tape • Pens/pencils for opinion leaders • List of opinion leaders • Prepared name tags
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PREPARATION

- ▶ Arrange seating that will facilitate easy conversation between facilitators and opinion leaders and among opinion leaders, such as a semicircle, a U-shaped table, or around a single table. Opinion leaders should be able to see each other and the facilitators.
- ▶ Set up the LCD or overhead projector with appropriate slides or transparencies.
- ▶ Place the newsprint on the easel so that it is visible but does not block anything.
- ▶ Prepare newsprint pages:
 - Write “Parking Lot” in the center of a page, and affix it to a wall on the side or back of the room.
 - Prepare three sheets for HIV 101 (see the corresponding training aid for instructions).
- ▶ Place sticky pads so that they are accessible to opinion leaders.

← WELCOME (10 MINUTES)

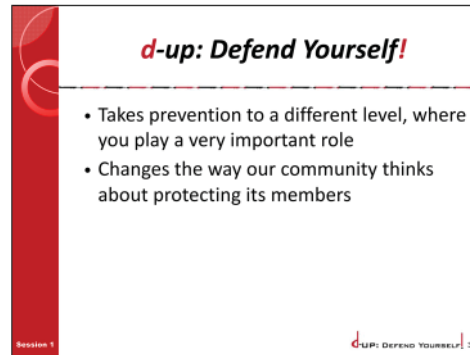


- ▶ Welcome the opinion leaders following the guidelines below or the script that follows the guidelines.
- ▶ Thank opinion leaders for coming to the first session and for their willingness to be trained as opinion leaders (Slides 1 and 2).

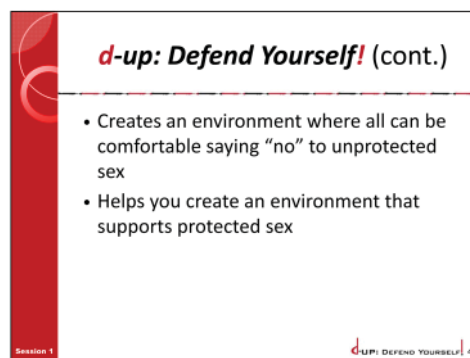


- ▶ Introduce yourself and your cofacilitator, and provide the following information:
 - The agency that you work for
 - A brief description of your agency and the services it provides
 - A brief description of *d-up!*, including its goals and objectives
- ▶ Explain the importance of opinion leaders' involvement in stopping the spread of HIV/AIDS. Be sure to make each of the points below. The script included below the bulleted points provides guidance on how to present the information. However, you should present the information naturally using your own words. Do not read the script to the opinion leaders.
 - The African American community has been hit hard by HIV and AIDS.
 - Many different interventions have been implemented, including those that promote safer sex.
 - The number of AIDS cases has declined, but the number of HIV infections continues to increase. (NOTE: If necessary, clarify this point with the following statement: People continue to get infected with HIV, but medical advances have slowed the progression of HIV to AIDS.)
 - HIV prevention can be taken to a different level (beyond individual focus) change, and opinion leaders can play a very important role (Slide 3).

SESSION 1



- This intervention attempts to change the way in which the community as a whole—not one person at a time—thinks about protecting its members from getting infected with HIV or transmitting HIV to others.
- This intervention is about creating an environment where individuals feel comfortable saying “no” to unprotected sex because they know their friends want them to *d-up: Defend Yourself!* (Slide 4).



- *d-up!* provides a way for opinion leaders to help create an environment that supports protected sex.
- *d-up!* also teaches opinion leaders how to protect themselves from HIV.



Script: As you are well aware, HIV and AIDS have hit the African American community very hard. For many years now, we’ve tried to stop the spread of this disease by counseling people to have safer sex, so they will be at less risk of getting HIV. This has worked to a certain extent. While the overall number of AIDS cases has dropped, the number of people infected with HIV has risen dramatically among African Americans. However, we know that we can also take HIV prevention to a different level. It’s a radical change that YOU can play a very important part in.

d-up: Defend Yourself! is an HIV prevention intervention that addresses the problem of HIV on a community-wide level. With your help, this intervention can change the community as a whole—not only how one person at a time feels about protecting himself or herself from HIV. It's about creating an environment in which individuals feel comfortable saying “no” to unprotected sex, because they know their friends want them to “d-up!: Defend Yourself!”

This training not only teaches you how to protect yourself from HIV, which you probably already know, but it also provides a way for you to help create an environment that supports protected sex. You may even save the lives of some of your friends.



Activity—Icebreaker: Truth or Fiction? (25 minutes)

Facilitate an icebreaker to allow opinion leaders to introduce themselves and share information about themselves, using the process below:

- ▶ Give each opinion leader a blank index card and a pen/pencil.
- ▶ Instruct opinion leaders to write one true statement and one false statement about themselves on the index card.
- ▶ Explain to opinion leaders that each will introduce himself or herself to other opinion leaders and then read the two statements. Tell the group that everyone else must guess which statement is true (truth) or false (fiction).
- ▶ Ask for a volunteer to start the process. After the two statements have been read, ask other opinion leaders to guess which statement is truth and which statement is fiction.
- ▶ After the opinion leaders have identified truth and false statements, ask the person who read the statements to confirm.
- ▶ Continue this process until all opinion leaders have introduced themselves and read their statements.
- ▶ Process the activity by asking the following questions:
 - How did you decide which statement was truth or fiction?
 - What did you base this on?
 - How often were you surprised?
- ▶ Wrap up this activity by noting how often individuals leap to conclusions about others on the basis of how they look or talk. State that you can really get to know another person only by asking questions and listening to the person.

SESSION 1

OPINION LEADER TRAINING OVERVIEW (15 MINUTES)

General Information About the Training

Provide opinion leaders with basic information about the training:



- ▶ Explain that there are four training sessions of approximately 2 to 2½ hours each week.
- ▶ Tell opinion leaders where training sessions will be held and what time they will start.
- ▶ Emphasize the importance of attending each session.
- ▶ Provide contact information so they can notify you when they know they will miss a session.
- ▶ Explain the process you will use when opinion leaders miss a session.
- ▶ If you are using incentives, describe the incentives and explain when and under what circumstances they will be provided.

Housekeeping

Describe housekeeping processes:

- ▶ The location of restrooms
- ▶ Scheduled breaks and length of breaks
- ▶ Sign-in procedures

Expectations

Explain the expectations of the opinion leaders (Slide 5) (refer opinion leaders to page 4 in the Opinion Leader Handbook).

Expectations of Opinion Leaders

- Attend all four 2- to 2½-hour training sessions
- Have conversations with people you know and are part of your circle of friends and acquaintances
- Continue the conversations after the training
- Invite 2 friends to the last session
- Keep in touch after the training

Session 1 dUPI: DEFEND YOURSELF 5

- ▶ During the 4 weeks of training, opinion leaders will conduct four conversations about safer sex practices.
 - Point out that opinion leaders are expected to have conversations with people they know and are part of their circle of friends and acquaintances.

- The conversations that opinion leaders have during the training are intended to help them to begin to feel comfortable having conversations.
 - After completing the training, opinion leaders should have at least 10 more conversations with their friends and acquaintances (a total of 14).
 - At least half of the conversations should be held with black MSM.
 - Point out that the group will talk more during this session about why these conversations are so important to HIV/AIDS prevention.
- ▶ For the fourth and last session, everyone should invite two friends who they believe would make good opinion leaders and are willing to participate in opinion leader training.

Ask opinion leaders if this information is consistent with their expectations and if they have any questions. If so, answer their questions, and address their concerns.

GROUND RULES AND PARKING LOT (15 MINUTES)

Materials	
<ul style="list-style-type: none">• Newsprint• Easel• Sticky notes• Markers	<ul style="list-style-type: none">• Masking tape• Slides 6–8• Prepared newsprint—“Parking Lot”



Facilitate a discussion of the ground rules.

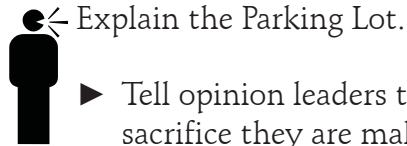
- ▶ Explain to opinion leaders that whenever a group of people come together for discussion, learning, and sharing, ground rules are important so that everyone has an opportunity to participate and feel comfortable while doing so.



- Ask opinion leaders to suggest ground rules. List rules on the newsprint.
- If not mentioned, add the following ground rules, along with others, as appropriate:
 - The sessions will start and stop on time.
 - Everyone has a right to speak.
 - We should respect our differences.
 - All questions are welcome.
 - Personal information stays in the room.

NOTE:

SESSION 1



← Explain the Parking Lot.



- ▶ Tell opinion leaders that in order to be respectful of their time and the sacrifice they are making to participate, the group will need to stay on task so that all of the materials can be covered and the session ends on time.
- ▶ Note that issues may come up that are interesting but are not part of the topic being discussed— these issues will be placed in the Parking Lot. (Refer opinion leaders to the prepared newspaper page, labeled “Parking Lot.”)
- ▶ Explain that you will ask the opinion leaders to write their concerns or questions on the sticky notes and to place them on the Parking Lot. Tell them that they may place items on the Parking Lot at any point during the session.
- ▶ At the end of the session, read the items placed on the Parking Lot and try to address as many of them as possible. In some instances, you may need to get additional information to address the issue; in these cases, you will provide the answer at the following session.

Review the training agenda (Slides 6–8).

Over the Next 4 Weeks

- We will discuss the following:
 - What *d-up!* is and how it works
 - Some of the factors that contribute to high rates of HIV in our communities
 - Risk reduction strategies
 - Myths and misconceptions about HIV
 - Use of social norms to change behavior

Session 1 DEFEND YOURSELF! 6

Over the Next 4 Weeks (cont.)

- We will discuss the following (cont.):
 - How to conduct risk reduction conversations
 - Elements of risk reduction messages
- We will do the following:
 - Practice risk reduction conversations
 - Plan future conversations
 - Use *d-up!* logo materials

Session 1 DEFEND YOURSELF! 7

Session 1 Topics

- Understanding *d-up!* and how it works
- Factors that contribute to HIV risk
- Basic information on HIV and progression to AIDS
- Levels of behavioral risk
- Risk reduction strategies

Session 1 DEFEND YOURSELF! 8

WHY *d-up!* IS IMPORTANT AND HOW IT WORKS (30 MINUTES)

Materials

- | | |
|--|---|
| <ul style="list-style-type: none"> • Newsprint • Markers | <ul style="list-style-type: none"> • Slides 9–26 |
|--|---|



Introduce and facilitate a discussion of the importance of the *d-up!* intervention (refer opinion leaders to page 5 in the Opinion Leader Handbook).

► Describe the high rates of HIV. (See the fact sheets, Appendix A, for information.)



- Prompt a discussion of the reasons for high HIV rates among black MSM.
 - Ask opinion leaders why they believe the rates are so high.
 - List the reasons on newsprint.

► Transition to a discussion on sociocultural factors that contribute to high rates of HIV among black MSM, incorporating the reasons given by opinion leaders and those listed.

- Use the information below to either prompt the discussion or clarify responses as needed. These talking points and Slides 9–12 are examples only. You should encourage opinion leaders to generate discussion from their own experiences.

NOTE:

Discrimination—Black MSM may experience multiple forms of discrimination, including homophobia, family rejection, and racism.

► Homophobia and family rejection

- MSM who have experienced homophobia also experience varying levels of stress and distress and are more likely to report engaging in risky sex behaviors.
- Negative messages about same-gender sex behaviors heard in faith institutions impact how black MSM see themselves because of the strong association that many black people have with their spiritual institutions.

Factors That Contribute to Risk

- Homophobia and family rejection
 - Homophobia creates varying levels of stress and distress, as well as an increase in reported risky sex behaviors
 - Negative messages about same-gender sexual behaviors are heard in worship services
 - Family member rejection is seen as loss of expected assurance, support, and protection

Session 1


d-UP! DEFEND YOURSELF! 9

SESSION 1

- When family members express disapproval (either openly or through covert behaviors) of same-gender behaviors, black MSM feel more vulnerable and unprotected. The rejection is seen as a loss of expected assurance, support, and protection.
 - Bisexual men who perceive their same-gender relationships as less legitimate than their heterosexual relationships often experience internalized homophobia and the stress of their secret same-gender activities.
- ▶ Racism
- Experiences with racial discrimination can create stress among black MSM.

Factors That Contribute to Risk (cont.)

- Homophobia and family rejection (cont.)
 - Bisexual men who believe their same-gender relationships are not as legitimate as heterosexual activities often experience internalized homophobia and stress
- Racism
 - Experiences with racial discrimination can create stress


Session 1  DEFEND YOURSELF | 10

Social conditions and circumstances—Social conditions and circumstances, such as incarceration and poverty, contribute to increased rates of HIV among black MSM.

- ▶ Incarceration
- Black MSM who have experienced family or community rejection are more likely to be incarcerated.
 - Men who have been incarcerated are more likely to report engaging in unprotected insertive and receptive anal sex.
- ▶ Poverty
- Men with limited access to financial resources may engage in survival sex and may be more likely to take sexual risks to meet basic needs of food and shelter.


Factors That Contribute to Risk (cont.)

- Incarceration
 - Black men who have sex with men (MSM) who have experienced family or community rejection are more likely to be incarcerated
 - Men who have been incarcerated more likely to report engaging in unprotected insertive and receptive anal sex

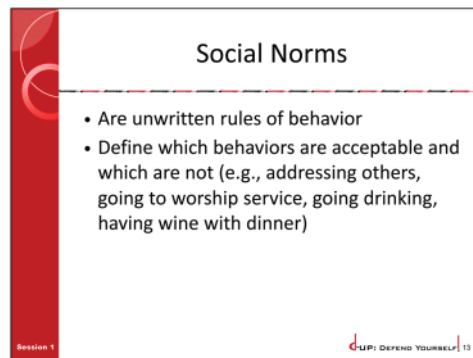
Session 1  DEFEND YOURSELF | 11

Factors That Contribute to Risk (cont.)

- Poverty
 - Men with limited financial resources may engage in survival sex
 - They also may be more likely to take sexual risks to meet basic needs of food and shelter

Session 1  DEFEND YOURSELF | 12

- ▶ Introduce and discuss the use of social norms in the *d-up!* intervention.
 - Tell opinion leaders that the group just looked at how the experiences of black MSM contribute to high rates of HIV. Ask them to think more specifically about how these issues would affect a decision to engage in risky sex practices.
 - Ask leading questions (or use information from the previous discussion) to encourage the identification of social acceptance of risky sex practices.
 - When someone mentions that it is the norm or it is what everyone else expects others to do (or similar responses), record the response on newsprint.
 - Point out that these responses identify social norms.
 - Ask for volunteers to explain “social norms.”
 - After a few responses, clarify the discussion with the following points (Slide 13):
 - Social norms are unwritten rules of behavior that exist in every community or group.
 - Social norms shared by members of a community or group define which behaviors are accepted and which are not.
 - Solicit examples of social norms (e.g., addressing others, going to worship services, going drinking, having wine with dinner).



Use the following talking points to explain how *d-up!* uses social norms to encourage safer sex behaviors:

- ▶ Social norms can be changed within groups of people who are friends and acquaintances if people in that group who are perceived as being respected, credible, trustworthy, listened to, empathetic to friends, and self-confident support a different norm.

SESSION 1

- ▶ For *d-up!*, if these opinion leaders communicate to others that using condoms consistently as a safer sex strategy is a desirable norm, over time their friends and acquaintances will begin to change how they think about safer sex (Slide 14).

Changing Social Norms

- Credible, trustworthy people within a group of friends and acquaintances support a different norm
- Opinion leaders communicate that using condoms consistently is a desirable norm
 - Friends and acquaintances begin to change how they think about safer sex

Session 1 d-UP! DEFEND YOURSELF | 14

- ▶ A couple of those friends and acquaintances also will become trained opinion leaders and will talk with other friends and acquaintances about the benefits of safer sex practices (Slide 15).

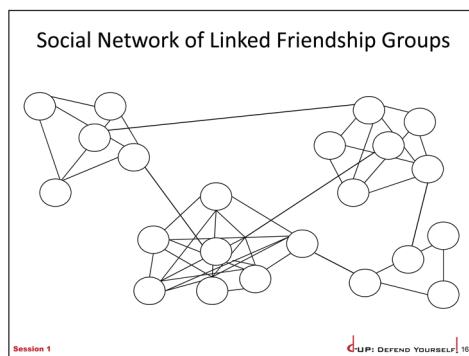
Changing Social Norms (cont.)

- Friends of opinion leaders talk to other friends about the benefits of safer sex
- The idea spreads over time
- More members of a group of friends and acquaintances adopt safer sex behaviors (e.g., use condom consistently)
- Safer sex becomes the new norm or trend

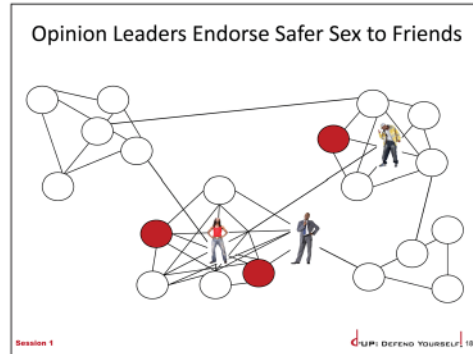
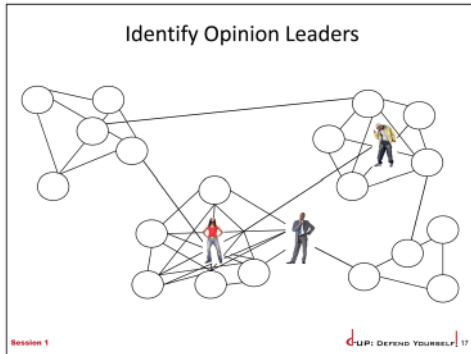
Session 1 d-UP! DEFEND YOURSELF | 15



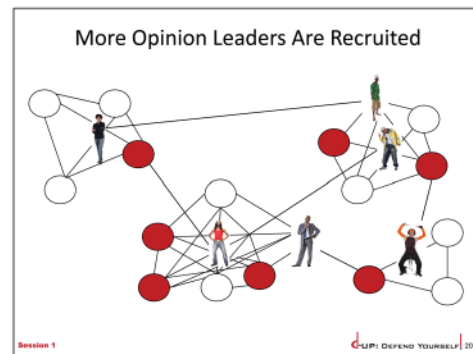
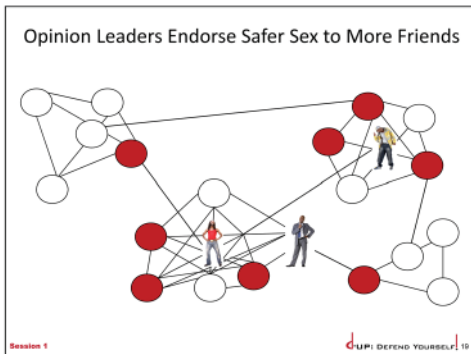
- ▶ Tell opinion leaders that the next set of slides will illustrate *d-up!*'s diffusion process within and between friendship groups (Slides 16-21)
 - Slide 16 - Here we see a social network that is comprised of 4 clusters or friendship groups.



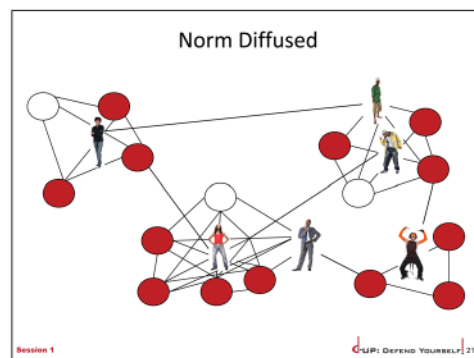
- Slide 17 – Next, we identify, recruit, and train opinion leaders like you from their friendship groups.
- Slide 18 – After opinion leaders are trained, they will go out and talk their friends about how they value themselves as black MSM and using condoms during anal sex.



- Slide 19 – Opinion leaders will talk to more friends. Opinion leaders are asked to carry out at least 10 risk reduction conversations after their training.
- Slide 20 – We also recruit more opinion leaders. Our goal is to train 15% of members from each friendship group in the network.



- Slide 21 – Eventually as more opinion leaders are trained and more risk reduction conversations are held, the norm that it is good to use condoms during anal sex will be diffused.



SESSION 1

- ▶ As safer sex practices become the social norm, when friends and their friends are confronted with decisions to use a condom or not, they are more likely to think that safer sex is a better decision and one that is supported by their friends.
- ▶ Using social networks to change social norms is called diffusion of innovation.



Facilitate a discussion on how preparation for bias can be used to encourage safer sex practices.

- ▶ Refer opinion leaders to the previous discussion on racism as a factor that contributes to high rates of HIV among black MSM (Slide 22).

Factors That Contribute to Risk

- Racism
 - Experience with racial discrimination can create stress
 - Race-related socialization and preparation for bias can lead to more positive outcomes

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- ▶ Using Slides 23 and 24 and the talking points below, explain how preparation for bias can encourage and support safer sex practice:

Preparing for Bias

- Men who have received guidance on how to respond to and cope with racial and other forms of discrimination have better outcomes
- Individuals prepared for bias may be more determined to succeed
- Individuals may seek to disprove negative views that others have about them

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Preparing for Bias (cont.)

- Men who have been prepared for bias that may affect sexual risk may be more likely to associate with peers who endorse safer sex norms
- Including messages to help cope with bias and discrimination can help promote positive self-worth among Black MSM
 - Increased belief they are worthy of protecting
 - Enhanced self-acceptance

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- The experiences of racism are stressful, but men who receive guidance from their parents or someone important in their lives on how to respond and cope with racial discrimination tend to have better health and economic outcomes than those who do not receive this guidance.
- Individuals who are prepared for bias may be more determined to succeed and disprove negative views that others may have about them

- Men who have been prepared for bias that may impact sexual risk may associate with peers who have norms that support safer sex practices.
- ▶ Tell opinion leaders that including messages to help cope with homophobia, family and community rejection, racism, and other social circumstances helps promote self-validation and positive self-worth among friends and acquaintances. These messages also help the opinion leader's friends and acquaintances see themselves as being worthy of protecting and enhances their self-acceptance.
- ▶ Point out that as previously discussed; these messages are diffused throughout a group of friends and acquaintances over time.

Describe opinion leaders, by stating the following to the group:

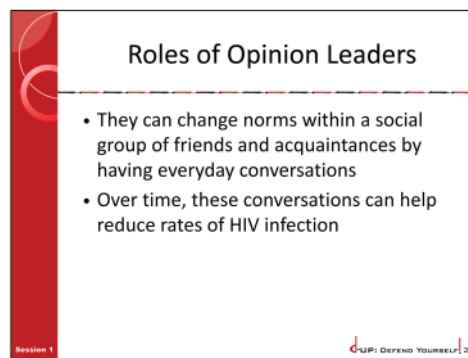
- ▶ Opinion leaders are people like you (Slide 25):
 - Respected
 - Credible
 - Trustworthy
 - Listened to
 - Empathetic to friends
 - Self-confident



Slide 25: Characteristics of Opinion Leaders

- Respected
- Credible
- Trustworthy
- Listened to
- Empathetic to friends
- Self-confident

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Slide 26: Roles of Opinion Leaders

- They can change norms within a social group of friends and acquaintances by having everyday conversations
- Over time, these conversations can help reduce rates of HIV infection

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- ▶ As opinion leaders, you play an important role in setting social norms in your community (Slide 26).
- ▶ You have an opportunity to reduce rates of HIV just by having everyday conversations with your friends and acquaintances.
- ▶ Segue to a discussion on HIV basics by telling opinion leaders that in order to be seen as credible by their friends and acquaintances, it is important that they are equipped with accurate information on HIV so they can dispel misconceptions and answer questions as they arise; therefore the next section will review basic information on HIV and AIDS.

SESSION 1

THE BASICS: HIV/AIDS 101 (15 MINUTES)

Materials

- Prepared newsprint
 - HIV 101
- Newsprint
- Markers
- Masking tape
- Slides 27–33
- Training Aid 1: HIV 101



Share basic HIV/AIDS information.

NOTE:



- ▶ Using the prepared HIV newsprint page (set up using Training Aid 1, Session 1), facilitate a discussion, asking opinion leaders what each of the letters stands for.
 - Clarify discussion points and write responses below each letter (Slide 27).

H
Human
I
Immundeficiency
V
Virus

- H—Human
 - ◆ Transmittal of the virus from human to human
- I—Immunodeficiency
 - ◆ An inadequacy of the body's immune system to fight infection
- V—Virus

- ◆ A living organism that is too small to be seen without a microscope

Understanding HIV

- **H — HUMAN**
 - Transmittal of the virus is transmitted from human to human
- **I — IMMUNODEFICIENCY**
 - An inadequacy of the body's immune system to fight infection
- **V — VIRUS**
 - A living organism that is too small to be seen without a microscope

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- Refer to the second prepared newsprint page (continuum) and Slide 28.

HIV's Progression to AIDS

- HIV infection progresses to an AIDS diagnosis in stages
- Progression is marked by changes in the immune system
- How rapidly progression occurs depends on many factors, including:
 - Overall health
 - Other medical conditions
 - Response to treatment

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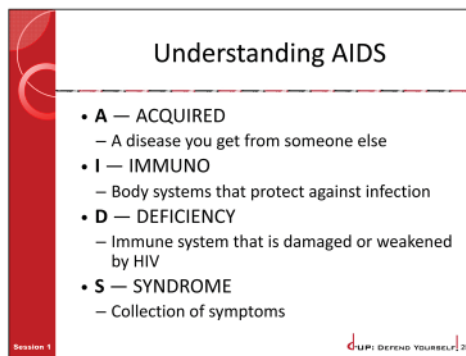
- Explain to opinion leaders that HIV infection progresses to an AIDS diagnosis in stages.
- This progression is marked by changes in an infected person's immune system.
- How rapidly a person progresses from an initial HIV infection to an AIDS diagnosis depends on a lot of individual factors, including a person's overall health, other medical conditions, and response to treatment.

SESSION 1

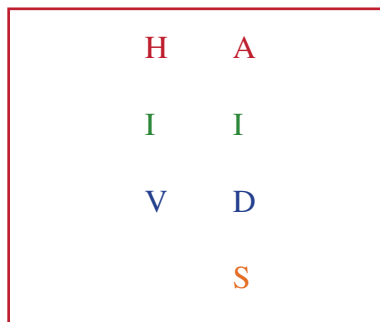


► Show the third prepared newsprint page, HIV/AIDS, and ask opinion leaders what each of the letters stands for.

- Clarify discussion points and write responses below each letter (Slide 29).
 - A—Acquired
 - ◆ A disease you get from someone else
 - I—Immuno
 - ◆ Body systems that protect against infection
 - D—Deficiency
 - ◆ Immune system that is damaged or weakened by HIV
 - S—Syndrome
 - ◆ Collection of symptoms



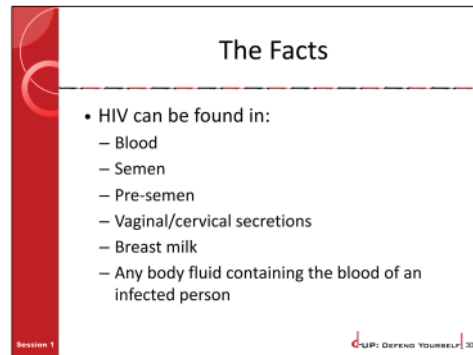
- State that AIDS happens when HIV weakens a person's body to the point where it cannot fight off other diseases.



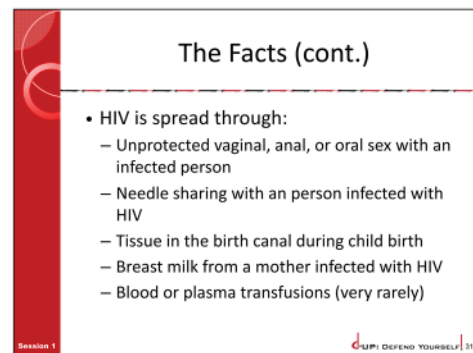
► Transition to a discussion on HIV transmission by referring to the second newsprint page (continuum) and stating that the progression to AIDS starts with an HIV infection—a person is exposed to HIV and the virus enters the body.



- Review HIV transmission by using the following talking points:
 - HIV is transmitted from one person to another through bodily fluids (Slide 30):
 - ◆ Blood
 - ◆ Semen
 - ◆ Presemen
 - ◆ Vaginal/cervical secretions
 - ◆ Breast milk
 - ◆ Any body fluid containing the blood of an infected person



- HIV is spread through the following (Slide 31):
 - ◆ Unprotected vaginal, anal, or oral sex with a person infected with HIV
 - ◆ Needle sharing with a person infected with HIV
 - ◆ Tissue in the birth canal during child birth
 - ◆ Breast milk of a mother infected with HIV
 - ◆ Blood or plasma transfusions (very rarely)




SESSION 1

- There are bodily fluids through which HIV is not transmitted (Slides 32 and 33):
 - ◆ Sweat
 - ◆ Tears
 - ◆ Bloodless:
 - ▲ Nasal discharge
 - ▲ Saliva
 - ▲ Feces
 - ▲ Vomit
 - ▲ Urine
- HIV is NOT transmitted by the following items:
 - ◆ Air
 - ◆ Food
 - ◆ Water
 - ◆ Animals
 - ◆ Insects
 - ◆ Donating blood


The Facts (cont.)

- Fluids through which HIV is NOT transmitted:
 - Sweat
 - Tears
 - Bloodless:
 - Nasal discharge
 - Saliva
 - Feces
 - Vomit
 - Urine

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The Facts (cont.)

- HIV is not transmitted by:
 - Air
 - Food
 - Water
 - Animals
 - Insects
 - Donating blood

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- ▶ Using Slide 34 and the following talking points, summarize the difference between HIV and AIDS and the progression to an AIDS diagnosis:

Difference Between HIV and AIDS

- Having HIV infection means having the virus
- HIV attacks the body's immune system by invading and taking over CD4 cells
- HIV treatments can slow the HIV attack on the immune system
- HIV treatment can decrease a person's susceptibility to serious opportunistic infections
- AIDS is the condition that occurs over time after being infected with HIV

- HIV
 - Having HIV infection means having the virus.
 - HIV attacks the body's immune system by invading and taking over the CD4 cells.
 - HIV treatments can slow the HIV attack on the immune system.
 - HIV treatment can decrease a person's susceptibility to serious opportunistic infections.
- AIDS
 - AIDS is the condition that occurs over time after being infected with HIV.

- ▶ End this section by using Slides 35 and 36 and the talking points below:

Points to Remember

- A person with HIV can have no symptoms and not know they have been infected
- It is important for people living with HIV or AIDS to protect and strengthen their immune system

- A person who has HIV can have no symptoms and not even know they have been infected.
- It is important for people living with HIV or AIDS to protect and strengthen their immune system.
- People living with HIV or AIDS are vulnerable to other infections. These other infections, like sexually transmitted diseases, weaken their immune systems further.
- Today, people living with HIV or AIDS can live longer and healthier lives, especially if they take good care of their overall health.

Points to Remember (cont.)

- People living with HIV or AIDS are vulnerable to other infections
 - These infections weaken the immune system more
- Today, people living with HIV or AIDS can live longer and healthier lives if they take good care of their overall health

- ▶ Tell opinion leaders that this basic information on HIV, how it is transmitted, and how HIV progresses to AIDS can be used in the conversations they will have with their friends and acquaintances.
- ▶ Segue to the next topic by stating the following to the opinion leaders: Now that we have discussed how HIV is transmitted and how HIV progresses to AIDS, let us take a look at behaviors that may put you and your friends at risk for getting the virus.

SESSION 1

UNDERSTANDING LEVELS OF BEHAVIORAL RISK (15 MINUTES)

Materials

- Three poster-size thermometers (red, yellow, and blue)
- Behavior risk index cards (preprinted with names/descriptions of sex behaviors)
- Masking tape
- Handout: Levels of Behavioral Risk



Facilitate a brief discussion to introduce behavioral risk by presenting the following scenario:

- ▶ One of your friends chooses to have sex without using a condom. During sex, he decides to “pull out” before he comes. How much risk is he taking?
 - After a few responses, tell opinion leaders that deciding how much risk to take is a decision that each person has to make with his sex partners.
 - As opinion leaders, you will use “*d-up!*” and the catch phrase, “***Defend Yourself!***” to empower you and your friends to protect yourselves against HIV.



Activity—High, Low, and No Risk (10 minutes)

Facilitate this activity and discussion to help opinion leaders understand levels of risk.

- ▶ Post a red, yellow, and blue thermometer on the wall.
- ▶ Distribute preprinted index cards conveying a sex behavior, giving one card to each opinion leader.
- ▶ Explain the following colors to opinion leaders:
 - The **RED** thermometer indicates the highest level of risk.
 - The **YELLOW** thermometer indicates a minimal level of risk.
 - The **BLUE** thermometer indicates no risk.
- ▶ After opinion leaders have placed the behaviors under the thermometers, discuss the behaviors and why they fall into each risk level. Correct or clarify as needed.
- ▶ Distribute the handout (Levels of Behavioral Risk) or refer opinion leaders to page 15 in the Opinion Leader Handbook.
- ▶ Facilitate a discussion on other risk behaviors and how they should be characterized.

- ▶ Link the discussion on levels of risk to the previous discussion on sociocultural factors that contribute to high rates of HIV.
 - Direct opinion leaders' attention to the behaviors listed under the red thermometer.
 - Ask opinion leaders how the sociocultural factors previously discussed are related to risky sex behaviors.
 - Record their responses on newsprint.
- ▶ Thank opinion leaders for their contributions to the discussion.
- ▶ Tell opinion leaders the following: As we begin to talk more about having conversations with your friends and acquaintances, we also will talk about being prepared with responses when some of these issues come up in conversations.



RISK REDUCTION STRATEGIES (15 MINUTES)

Materials

- Slides 37–40
- Newsprint
- Markers
- Copies of the risk reduction scenarios for each opinion leader
- Training Aid 2: Risk Reduction Discussion Scenarios
- Handout: 10 Steps for Putting Good Intentions Into Practice



Start a discussion on strategies to reduce the risk of either getting infected with HIV or transmitting HIV to others.

- ▶ Refer opinion leaders to the previous discussion on levels of risk.
- ▶ Facilitate brainstorming on ways to avoid activities that might increase the risk of HIV infection.




- ▶ Record responses on newsprint.
- ▶ Use Slides 37–40 to clarify or provide information not already listed:
 - Abstinence is the only sure way.
 - Defend yourself and assume that everyone is HIV-positive—practice safer sex.
 - Know your partners' sexual history.
 - Reduce your number of sex partners.
 - Always use latex or polyurethane condoms, not natural membrane (lambskin) condoms.
 - Use only water-based lubricants.
 - Do not use lubricants containing spermicide.

SESSION 1

- Avoid using alcohol or other drugs that may impair your judgment and immune system.
- Do not share sex toys.
- Do not share needles for any purpose.
- Avoid behaviors that might result in contact with blood, semen, or vaginal secretions.
- Educate your partners.
- Have types of sex that stay outside of the body.


Risk Reduction Strategies

- Abstinence only sure way
- Defend yourself
 - Assume everyone is HIV-positive
 - Practice safer sex (e.g., use condoms consistently)
- Know your partners' sexual history
- Reduce your number of sex partners

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Risk Reduction Strategies (cont.)

- Use latex or polyurethane condoms—always
- Use only water-based lubricants
- Do not use lubricants containing spermicide
- Avoid the use of alcohol or other drugs that may impair judgment
- Do not share sex toys

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Risk Reduction Strategies (cont.)


- Do not share needles for any purpose
- Avoid behaviors that may result in contact with:
 - Blood
 - Semen
 - Vaginal secretions

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Risk Reduction Strategies (cont.)

- Educate your partners
- Have types of sex that stay outside the body

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 Facilitate a discussion on risk reduction strategies.

- ▶ Distribute risk reduction scenarios (Training Aid 2, Session 1).
 - Ask volunteers to read a scenario.
 - Discuss responses.
- ▶ Distribute the handout or refer them to page 19 of the Opinion Leader Handbook (10 Steps for Putting Good Intentions Into Practice).
 - Review the steps with opinion leaders and answer any question they may have.

HIV TESTING OVERVIEW (5 MINUTES)

Materials

- Slides 41–43
- Handout: Local Testing Information



Use Slide 38 and the following talking points to briefly explain HIV testing processes:

- ▶ Different methods are used to test for HIV.
 - HIV testing is done by examining blood, oral mucus, or urine for HIV antibodies.
 - There are basically four types of HIV tests:
 - Standard blood test
 - Oral test (mucus between the lower cheek and gum)
 - Urine test
 - Rapid test (blood)
- ▶ A person can have a negative antibody test and still be infected with HIV (Slides 39 and 43).
 - It takes time for antibodies to develop, so a test taken immediately after exposure to HIV may be negative, even though infection has occurred.
 - The period between the time that HIV enters the body and the time that it takes for the body to produce antibodies is the most infectious period. In other words, an infected person is more likely to transmit the virus to someone else during this period (before they even know they are infected) than at any other stage of HIV disease.
 - These facts are why *d-up!* is so critical for your friends and acquaintances.

HIV Testing

- Basically four types of HIV tests:
 - Standard blood test
 - Oral test (mucus between lower cheek and gum)
 - Urine test
 - Rapid test (blood)

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About Negative HIV Tests

- A person can have a negative HIV test and still be infected
 - It takes time for antibodies to develop
 - A test taken immediately after exposure may be negative, though infection has occurred

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About Negative HIV Tests (cont.)

- The period between the time of infection and development of antibodies is the most infectious period
 - More likely to transmit virus to someone else at this time

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- ▶ Provide opinion leaders with the handout of local testing or refer them to pages 21–26 of the Opinion Leader Handbook (Handout 3, Session 1) sites and any information needed to get tested.

HIV TREATMENT OVERVIEW (5 MINUTES)

Materials

- Slide 44
- Handout: HIV Treatment Information



Provide HIV treatment information.

- ▶ Briefly review HIV treatment using Slide 41 and the talking points below:
 - HIV is a living organism; once it enters the body it remains. Despite treatments, there is no cure.
 - There are treatments that will slow the progression to AIDS, allowing people to be healthy longer.
- ▶ Distribute the handout on HIV treatment or refer them to pages 27–30 of the Opinion Leader Handbook (Handout 4, Session 1) for opinion leaders wanting additional information.

HIV Treatment

- There is no cure for HIV
 - HIV is a living organism
 - Once it enters the body, it remains
 - Despite treatments, there is **NO CURE**
- Treatments slow the progression to AIDS, allowing people to be healthy longer

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WRAP-UP AND PREVIEW OF SESSION 2 (5 MINUTES)

Materials

- Slides 45–47
- Session feedback forms




Wrap up the session.

- ▶ Solicit and answer questions that opinion leaders have about materials covered in the session.
- ▶ Review the major points covered (Slides 42–43).
 - Opinion leaders have an opportunity to do the following:
 - Protect themselves
 - Take charge of reducing HIV infection among their friends and acquaintances, and in their community


Key Points to Remember From Session 1

- As opinion leaders, you have the opportunity to:
 - Protect yourselves
 - Take charge of reducing HIV infection among your friends and acquaintances
 - Use your influence to establish safer sex as the norm
 - Save the lives of your friends and acquaintances

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Key Points to Remember From Session 1 (cont.)

- HIV is a serious problem, and we can do something about it
- HIV is transmitted through five bodily fluids
- Adopting safer sex behaviors adds credibility to the messages you deliver

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- Use the influence they have among their friends and acquaintances to promote positive self-worth and establish safer sex as the normal way to behave
- Save the lives of some of their friends and acquaintances
- HIV is a serious problem among black MSM, and opinion leaders can do something about it
- HIV is transmitted through five bodily fluids: blood, semen, pre-semen, vaginal fluids, and breast milk.
- When opinion leaders adopt safer sex behavior, credibility is added to the messages they deliver, and the positive message in their conversations is reinforced.

Preview Session 2.

- ▶ Use Slide 47 to review the topics to be covered in Session 2.
 - Myths and misconceptions about HIV and infected persons
 - How social norms can be used to change behaviors
 - Strategies that make it easier for opinion leaders to talk to friends about HIV and AIDS

Preview of Session 2

- Myths and misconceptions about HIV and infected persons
- How social norms can be used to change behaviors
- Strategies for making it easier for you to talk to other about HIV and AIDS

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Distribute and collect session feedback forms.

SESSION 2: CHANGING NORMS THROUGH COMMUNICATION

PURPOSE OF THE SESSION

1. Provide correct information about HIV and condoms as prevention.
2. Describe the relationships between social norms and behaviors.
3. Describe the elements of effective risk reduction messages.
4. Describe how opinion leaders can influence the perception of social norms among their friends and acquaintances.

SESSION OBJECTIVES

By the end of the session, opinion leaders will be able to do the following:

1. List six misconceptions about HIV/AIDS and describe why they are incorrect.
2. List four key elements in a risk reduction message.
3. Discuss the importance of changing social norms that support risky sex behaviors.
4. Use a model to demonstrate correct condom use.
5. Identify four friends with whom they will feel comfortable having a risk reduction conversation.

KEY MESSAGES

1. People believe many misconceptions about HIV/AIDS. This information can be corrected by opinion leaders.
2. Opinion leaders can change social norms by promoting and endorsing risk reduction in their conversations.
3. Changing risk behavior requires changing social norms.

SESSION 2

MATERIALS, SUPPLIES, AND EQUIPMENT FOR SESSION 2

<ul style="list-style-type: none"> • LCD projector and laptop computer (or overhead projector) • Extension cords • Projection screen (or bare wall) • Newsprint • Easel • Markers • Masking tape • Pens/pencils (enough for opinion leaders) • Note cards • Session feedback forms • Sticky notes 	<ul style="list-style-type: none"> • Ground rules and Parking Lot from Session 1 • Session 2 slides • Session 2 activity instructions and materials • Four sets of Rebound activity cards (well shuffled) • Rebound answer key • Air Balls worksheets • Handouts • Common Myths • Elements of an Effective Risk Reduction Message • Fact Sheets
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PREPARATION

- ▶ Arrange seating.
- ▶ Set up LCD or overhead projector with the appropriate slides or transparencies.
- ▶ Place easel so that it is visible and does not block anything.
- ▶ Shuffle Rebound activity cards.
- ▶ Affix ground rules and Parking Lot to walls.

WELCOME (10 MINUTES)



Welcome opinion leaders to Session 2 of the training (Slides 1 and 2).



Respond to items on the Parking Lot, and remove items as they are addressed.

SESSION 1 REVIEW (15 MINUTES)

Materials

- Four sets of Rebound activity cards (well shuffled)
- Answer key

Review the concepts covered in Session 1.

Activity—Rebound (5 minutes)



Facilitate an activity to review and reinforce the concepts covered in Session 1.

- ▶ Divide the opinion leaders into four teams, and instruct each team to give itself a name.
- ▶ Give opinion leaders the following instructions:
 - Each team will receive a set of cards:
 - Red (or gray) cards with the name of something (a concept) discussed in Session 1
 - White cards that describe those concepts
 - As a team, match the red (or gray) cards with the white cards.
 - The first team with all accurate matches will be declared the rebound champion.

SESSION 2

- ▶ Give each team a set of cards
- ▶ Allow the teams 10 minutes to complete the activity. When a team announces that it has completed the activity, use the answer key to check its matches for accuracy. If all matches are correct, declare that team the rebound champion. If not, announce that the rebound challenge continues.
- ▶ When a champion has been declared or the time has expired, invite teams to provide the correct match to each item on the answer key.
- ▶ Generate a brief discussion on each concept.
- ▶ Thank opinion leaders for their efforts and participation.

SESSION 2 OVERVIEW (5 MINUTES)

- Slide 3



Briefly review the topics that will be discussed in Session 2.

- ▶ Using Slide 3, tell opinion leaders that this session will discuss the following items:
 - Myths and misconceptions
 - Use of social norms to change behaviors
 - Elements of an effective risk reduction message

What We Will Talk About Today

- Myths and misconceptions
- Use of social norms to change behaviors
- Elements of effective risk reduction messages

Session 2 DEFEND YOURSELF! 3

MYTHS AND MISCONCEPTIONS (20 MINUTES)

Materials

- Air Balls worksheets
- Handout: Common Myths
- Fact sheets



Review and discuss common myths and misconceptions about HIV.

- ▶ Explain the importance of opinion leaders having accurate information.
 - Peer or community HIV education is not the role of opinion leaders, but they need to know basic facts.
 - Tell the group members that as opinion leaders, they will have conversations with their friends and acquaintances.

- Because opinion leaders are trusted members of their network of friends and acquaintances, people will assume that the information provided by them is accurate.
- Giving correct information in response to myths about condoms and condom use helps change the social norm.
- Conversations with friends and family provide opinion leaders with an opportunity to correct misconceptions about HIV as they arise or give information if asked.

Activity—Air Balls (15 minutes)



Facilitate an activity, followed by a discussion, to encourage opinion leaders to generate known myths and misconceptions about HIV.

- ▶ Divide opinion leaders into pairs.
- ▶ Distribute a worksheet (Opinion Leader Handbook, page 31) to each pair, and give the group the following instructions:
 - As a two-person team, write down what you have heard about how HIV is transmitted, how to prevent transmission, using condoms, or HIV among black MSM (especially those things heard in the black community). List as many things as you can think of.
 - As you generate your list, tell each other where you heard the information.
- ▶ Allow pairs 5 minutes to generate their lists.
- ▶ Ask each pair to read one item from the list.
 - Write the item on newsprint.
 - Ask the large group if the information is a myth or fact.
 - As appropriate, correct the information.
- ▶ Continue with the next pair, reporting unique myths and facts only.
- ▶ Continue until all items have been corrected.
- ▶ Distribute the handout or refer them to pages 33–34 of the Opinion Leader Handbook (Common Myths, Handout 1, Session 2).
 - Ask volunteers to read a myth that is not listed on the newsprint.
 - Discuss why each myth is not true.
 - Distribute fact sheets (Appendix A).
- ▶ Solicit and answer questions.
- ▶ Thank opinion leaders for their discussions.



SESSION 2

CASUAL TRANSMISSION OF HIV (15 MINUTES)

Materials

- Slides 4–9



Share information and discuss misconceptions about the casual transmission of HIV.

- ▶ Transition to a discussion on the casual transmission of HIV, using the talking points below:
 - In the previous discussion, we talked about some of the myths about HIV that you may run into as an opinion leader.
 - Some of these myths focused on information on how HIV is transmitted.
 - As an opinion leader, it is equally important that you have a good understanding of how HIV is NOT transmitted.
 - We are going to look at misunderstandings about how HIV is transmitted, as related to the following (Slide 4):
 - The environment
 - Kissing
 - Biting
 - Saliva, tears, and sweat
 - Insects
- ▶ Ask opinion leaders how many of them have heard that HIV is just in the air and that you can get infected by being in the same room with someone or drinking from the same glass.
 - After any opinion leader responds, ask, Why is this NOT true?
 - Clarify as needed, using the talking points below (Slide 5):
 - ◆ Remember that HIV is a living organism and does not survive well outside of the body.
 - ◆ HIV needs human cells to reproduce and cannot reproduce outside of the body.

Casual Transmission of HIV

- Misunderstandings about HIV transmission through:
 - The environment
 - Kissing
 - Biting
 - Saliva, tears, and sweat
 - Insects

Session 2 DUPI: DEFEND YOURSELF 4

Casual Transmission of HIV (cont.)

- HIV is a living organism
- HIV does not survive well outside of the body
- HIV needs human cells to reproduce
- HIV cannot reproduce outside of the body

Session 2 DUPI: DEFEND YOURSELF 5

- HIV is not transmitted (Slide 6) through the following means:

- Sharing kitchen or bath facilities
- Coughing or sneezing
- Sharing a bed
- Using the same swimming pool
- Being bitten by mosquitoes or other bugs

Casual Transmission of HIV (cont.)

- HIV is not transmitted by:
 - Sharing kitchen or bath facilities
 - Coughing or sneezing
 - Sharing a bed
 - Using the same swimming pool
 - Being bitten by mosquitoes or other bugs

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- Discuss the following points related to kissing (Slide 7):

- HIV is not transmitted through closed-mouth kissing.
- Open-mouth kissing with an infected person may carry risk because of the potential contact with blood. However, the risk is very low.

Casual Transmission of HIV (cont.)

- Kissing
 - HIV is not transmitted through closed-mouth kissing
 - Open-mouth kissing may carry risk if infected blood is present
 - The risk is very low

SESSION 2 d-UP! DEFEND YOURSELF | 7

- Discuss the following points related to biting (Slide 8):

- Biting is NOT a common way of transmitting HIV.
- There have been a few reports of HIV being transmitted by a bite when there was severe trauma, extensive tissue tearing and damage, and the presence of blood.
- There are a number of reports of biting that did not result in HIV infection.

Casual Transmission of HIV (cont.)

- Biting
 - In a few instances, HIV has been transmitted by a bite when there was:
 - Severe trauma
 - Extensive tissue tearing and damage
 - The presence of infected blood
 - There are many reports of biting that did not result in HIV transmission

SESSION 2 d-UP! DEFEND YOURSELF | 8

- Discuss the following points related to saliva, tears, sweat, and insects (Slide 9)

- HIV is not transmitted in a person's saliva, tears, or their sweat.
- HIV is not transmitted by insects, such as mosquitoes.

Casual Transmission of HIV (cont.)

- Saliva, tears, sweat, and insects
 - HIV is not transmitted in saliva, tears, or sweat
 - HIV is not transmitted by insects, such as mosquitoes

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SESSION 2

- ▶ Close out this section of the session
 - Tell opinion leaders the following: We have spent time making sure you are prepared with accurate information. Now we are going to begin looking at your roles in changing sexual norms among your friends and acquaintances.

USE OF SOCIAL NORMS TO CHANGE BEHAVIOR (25 MINUTES)

Materials

- Slides 10–14



Discuss the importance of preparation when attempting to encourage the acceptance of social norms that support safer sex practices (refer opinion leaders to pages 37–38 of the Opinion Leader Handbook).

- ▶ Explain to opinion leaders that the information discussed in this session is designed to prepare them to be effective opinion leaders.
- ▶ Tell them to take the information they are receiving and begin to think about ways they can respond to their friends and family when having risk reduction conversations with them.

Discuss social norms and the role of opinion leaders in redefining norms around risky sex behaviors.

- ▶ Facilitate a discussion on the role that social norms play in reducing HIV infections, using Slide 10 and the talking points below:
 - Ask opinion leaders, “Which activity do MSM participate in that is the most risky?”
 - Once someone responds with “unprotected anal sex,” state that even though men know it is risky, they still do it. Then ask, How can we convince black MSM to stop having unprotected anal sex?
 - Using the newspaper page with the responses recorded during Session 1, refer opinion leaders to the discussion during Session 1 on the cultural and social factors that contribute to the high rates of HIV among black MSM.



- Ask opinion leaders how some of the factors may influence a decision to engage in risky sex acts.
- Record responses on newspaper and facilitate a brief discussion of the responses.

- If not mentioned add the following (Slide 10):

- ◆ Low perception of personal risk
- ◆ Limited or low perception of self-worth
- ◆ Survival needs
- ◆ Safer behaviors, like condom use, not seen as a social norm
- ◆ Perceptions that partner will react negatively; fear of rejection

Why Engage in Risky Sex Behaviors?

- Low perception of personal risk
- Limited or low perception of self-worth
- Survival needs
- Safer behaviors, like condom use, not seen as a social norm (do think peers are being safe)

Session 2 d-UP! DEFEND YOURSELF! 10

- Lead a discussion on the need to establish social norms that support consistent condom use and other safer sexual practices, using information given by opinion leaders and the talking points below:

- We know from research that when black MSM believe their peers support condom use, they are less likely to have unprotected anal sex.
- A survey (Jones, Gray, Whiteside, et al., 2008) of men who no longer engaged in unprotected anal intercourse believed the following (Slides 11 and 12):

- ◆ Their friends were safe, used condoms, or engaged in outercourse.
- ◆ Safer sex was well accepted.
- ◆ Their friends thought it was odd not to be safe all of the time.

Establishing Social Norms

- When black MSM believe peers support condom use, they are less likely to have unprotected sex
- Men who discontinued unprotected sex believed their friends were safe, used condoms, or engaged in outercourse

Session 2 d-UP! DEFEND YOURSELF! 11

- This survey also discovered the following:

- ◆ Men who did not engage in unprotected anal sex felt they were at little risk. This is a correct perception.
- ◆ Men who did engage in risky activities, such as unprotected anal sex or fluid exchange during oral sex, underestimated their level of risk.

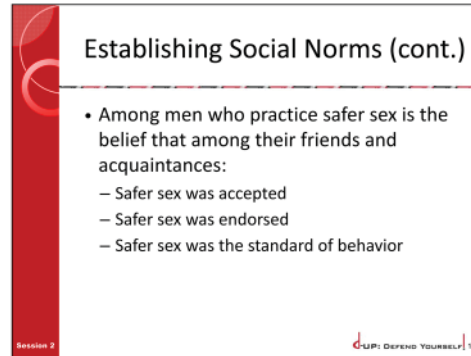
Establishing Social Norms (cont.)

- Men who discontinued unprotected sex believed:
 - Safer sex was well accepted
 - Their friends thought it was odd not to be safe all of the time

Session 2 d-UP! DEFEND YOURSELF! 12


SESSION 2

- ◆ The most important factor among men practicing safer sex was their belief that safer sex was accepted, endorsed, and the standard behavior among their network of friends and acquaintances (Slide 13).

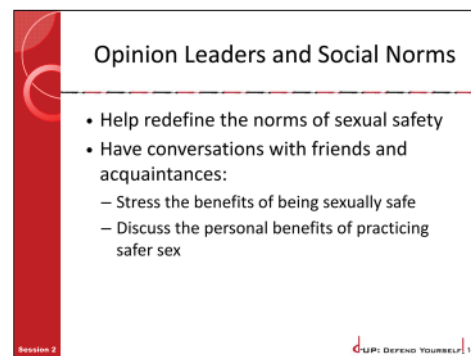


Establishing Social Norms (cont.)

- Among men who practice safer sex is the belief that among their friends and acquaintances:
 - Safer sex was accepted
 - Safer sex was endorsed
 - Safer sex was the standard of behavior


Session 2  D-UP! DEFEND YOURSELF! 13

- ▶ Facilitate a discussion on the role of opinion leaders in establishing social norms that support safer sex practices
 - Ask opinion leaders, “What does this say about your role as an opinion leader?”
 - After a few responses, point out that opinion leaders can help redefine the norms of sexual safety through their network of friends and acquaintances (Slide 14).



Opinion Leaders and Social Norms

- Help redefine the norms of sexual safety
- Have conversations with friends and acquaintances:
 - Stress the benefits of being sexually safe
 - Discuss the personal benefits of practicing safer sex

Session 2  D-UP! DEFEND YOURSELF! 14

- Tell opinion leaders that they can accomplish this by having conversations with their friends and acquaintances. During these conversations, opinion leaders should do the following (Slide 14):
 - Stress the benefits of being sexually safe with all of their own sex partners
 - Discuss the benefits that they have found from practicing safer sex

- Tell opinion leaders that not only will they be protecting their friends and acquaintances when they have these conversations, these conversations will help them maintain their own safety by reinforcing a desire to stay sexually safe.

ELEMENTS OF AN EFFECTIVE RISK REDUCTION MESSAGE (45 MINUTES)

Materials
<ul style="list-style-type: none"> • Handout: Elements of an Effective Risk Reduction Message • Slide 15 • Newsprint • Markers • Masking tape

Describe risk reduction conversations.

- ▶ Remind the group members that as opinion leaders, they will have risk reduction conversations with their friends and acquaintances.
- ▶ The conversations are not scripted and should be part of the normal interactions they have with friends and acquaintances.
- ▶ Before having conversations, opinion leaders should think about what they are going to say and make it part of their everyday conversation.
- ▶ Encourage opinion leaders to use the information and the discussion over the next 4 weeks in helping them to think about what should be included in their conversations.
- ▶ Tell opinion leaders that this part of the training is going to look at the elements or characteristics of good risk reduction messages.

Describe key elements of a risk reduction message.


- ▶ Distribute the handout or refer them to pages 39–40 of the Opinion Leader Handbook (Elements of an Effective Risk Reduction Message, Handout 2, Session 2).
- ▶ Using Slide 15 and the following talking points, describe and discuss each element.
 - Emphasize that AIDS is a serious problem that can be stopped.
 - Help your friends and acquaintances understand that they can use their relationships to help keep each other safe.
 - ◆ “AIDS is serious, but we have the power to stop it.”

SESSION 2

- Keep the message positive.
 - People tune out fearful messages
 - Instead of using fear, stress the benefits of making changes to reduce or eliminate risk.
 - ◆ Example: “You can have peace of mind by knowing you are protecting yourself and reducing your risk.”
 - Be explicit in communicating what safety means.
 - Give specific safer sex messages.
 - ◆ Example: “I always use a rubber if I screw.”
 - Give helpful hints to change to safer sex behavior.
 - Provide practical advice on how to implement behavior change.
 - ◆ Example: “Always have condoms and lube, available and within reach.”
 - Do not preach—instead, use “I examples” statements to make your point.
 - Talk about your own experiences and provide examples that your friends and acquaintances can relate to. Even if you are not consistently practicing safer sex, talk about your intentions to do so.
 - Examples:
 - ◆ “I love him, and that means we always use condoms.”
 - ◆ “I’ve been drinking less, so I can remember to use condoms.”
 - ◆ “In the past I’ve been in similar situations, but now I say no when my partner does not want to use a condom.”
 - Talk in a “safe space,” when you are not pressed for time.
 - Hold the conversation in a “safe space,” a place where both of you feel comfortable talking about risk reduction.
 - Delay the conversation if there are too many distractions.
 - Remember that a “safe space” is anywhere that feels safe to you and your friend:
 - ◆ A space where you will not be overheard
 - ◆ A space where you and your friend are comfortable
- Provide opinion leaders with additional guidelines when conducting conversations, such as the examples below:
- Make sure you keep your conversations positive and supportive by

Key Elements in a Risk Reduction Message

- Emphasize that AIDS is a serious problem that can be stopped
- Keep the message positive
- Be explicit in communicating what safety means.
- Give helpful hints to change to safer sexual behavior
- Do not preach—Instead, use “I examples” statements to make your point
- Talk in a “safe space,” when you are not pressed for time

Session 2  DUPI: DEFEND YOURSELF 15

focusing on the benefits of safer sex. If the person raises any of the social issues we have discussed, include a message of understanding, acceptance, value, and hope.

- Do not condemn your friends and acquaintances for unsafe sexual practices because you do not want them to avoid talking to you about the risks they have taken.
- Start thinking about how you would approach one of your friends and talk to him about risk reduction:
 - Remember, you want to highlight the positive effects of staying safe.
 - Include that positive message in your way of saying things.

Activity—You Can Do What With a Condom? (15 minutes)

Introduce the activity by telling opinion leaders that part of what they will need to do is to be in a position to show their friends how to correctly use condoms and other barrier methods.



▶ Facilitate a discussion on the reasons why black MSM may choose not to use condoms and possible responses.

- Ask opinion leaders to stand and give one reason for not using a condom (either one of their own or one they have heard).
- As they give their reasons, ask opinion leaders to stand along one wall.
- Write each response on newsprint.
- After all opinion leaders are standing along the wall, ask if there are reasons that are not listed. Add new responses to the list.
- Tell opinion leaders that they are now imprisoned on the no-condom wall and the only way to be released from their imprisonment is to share ways to make condom use exciting, easy, and desirable.
- Tell opinion leaders that each response has to be different, and ask for a volunteer to go first.
- As each opinion leader responds, write the response on newsprint and declare that person freed from the wall and may move to the parole area.
- Once the number of items on the reasons to use condoms equals or exceeds the number of reasons for not using a condom, declare everyone “free.”
- Generate a brief discussion on how these responses can be used to endorse the benefits of safer sex.

NOTE:



SESSION 2

- ▶ Thank opinion leaders for their efforts.
- ▶ Ask for and answer questions.

IDENTIFICATION OF CONVERSATION PRACTICE OPPORTUNITIES (5 MINUTES)

Encourage opinion leaders to identify practice opportunities.

- ▶ Explain the conversation practice opportunities.
 - Tell opinion leaders to think of four men with whom they would feel comfortable having a risk reduction conversation, some of whom might be good opinion leaders.
 - Explain that they will practice having conversations with the friends they identify at the end of Session 3.

WRAP-UP AND PREVIEW OF SESSION 3 (5 MINUTES)

Materials

- Slides 16–19
- Session Feedback Forms

Wrap up Session 2.



- ▶ Ask opinion leaders if they have any questions about anything covered in the session.
- ▶ Ask four or five opinion leaders to share one take-home message.
- ▶ Review the main points covered (Slides 16 and 17):
 - People believe many myths about HIV and AIDS. Opinion leaders can correct this misinformation and tell others about the reality of HIV and AIDS.
 - Many men put themselves at risk because the social norms of their community do not support safer sex.

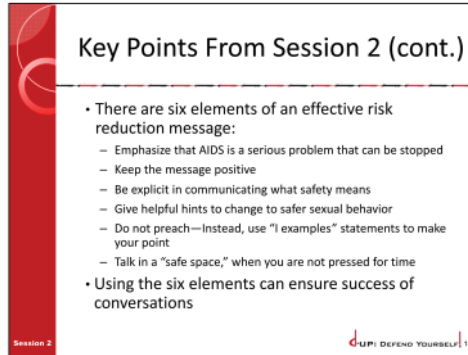
Key Points From Session 2

- People believe many myths about HIV and AIDS
- As opinion leaders, you can correct misinformation
- As opinion leaders, you can tell others about the reality of HIV and AIDS

Key Points From Session 2 (cont.)


- Many men put themselves at risk because the social norms do not support safer sex
- Opinion leaders can change social norms by having risk reduction conversations with their friends and acquaintances


- Opinion leaders can change social norms by having risk reduction conversations with their friends and acquaintances.
 - There are six elements of an effective risk reduction message (Slide 18).
 - When opinion leaders use the six elements, they can ensure the success of their risk reduction conversations.
- ▶ Preview the topics to be covered in Session 3 (Slide 19):
- Demonstrating and practicing effective risk reduction conversations
 - Developing a plan to have risk reduction conversations
- ▶ Distribute and collect session feedback forms.



Key Points From Session 2 (cont.)


- There are six elements of an effective risk reduction message:
 - Emphasize that AIDS is a serious problem that can be stopped
 - Keep the message positive
 - Be explicit in communicating what safety means
 - Give helpful hints to change to safer sexual behavior
 - Do not preach—Instead, use “I examples” statements to make your point
 - Talk in a “safe space,” when you are not pressed for time
- Using the six elements can ensure success of conversations

Session 2  18



Preview of Session 3

- Demonstrating and practicing risk reduction conversations
- Developing a plan to have risk reduction conversations

Session 2  19

SESSION 3: PRACTICING RISK REDUCTION CONVERSATIONS

PURPOSE OF THE SESSION

1. Provide opinion leaders with the opportunity to observe modeled conversations.
2. Provide each opinion leader with an opportunity to practice conversations and get feedback on strengths and weaknesses.
3. Help opinion leaders plan for extending their conversation practice in the real world.
4. Show opinion leaders how the *d-up!* logo can be used as a conversation starter.

SESSION OBJECTIVES

- By the end of the session, opinion leaders will be able to do the following:
1. Use the elements of an effective risk reduction message in a role-play.
 2. List two natural openings to begin safer sex conversations.
 3. Name a time when it is better to have a risk reduction conversation.
 4. List the characteristics of a safe place for risk reduction conversations.
 5. Develop a plan to have four conversations, including where, how, and with whom.
 6. Identify two friends to invite to Session 4.

KEY MESSAGES

1. There are six important elements to an effective risk reduction message.
2. Opinion leaders teach others that being safe is the right thing to do, that it can be done, and that it is the socially acceptable thing to do.
3. By having these conversations, opinion leaders help make safer sex the social norm.
4. The process of changing norms can happen when enough admired and trusted people endorse safety with their friends and acquaintances. Through these discussions, norms and accepted standards of behavior will change.

SESSION 3

MATERIALS, SUPPLIES, AND EQUIPMENT FOR SESSION 3

<ul style="list-style-type: none"> • LCD projector and laptop computer (or overhead projector) • Extension cords • Projection screen (or bare wall) • Newsprint • Easel • Markers • Masking tape • Pens/pencils for opinion leaders • Note cards • Sticky notes • Session feedback form 	<ul style="list-style-type: none"> • Session 3 slides • Agendas • Handout • Elements of an Effective Risk Reduction Message • Training aids • Guidance on Tailoring and Adapting Demonstration and Practice Scenarios • Demonstration Scenarios • Practice Scenarios • Risk Reduction Conversation • Practice: Suggestions for Facilitators • Conversational Contact Form • <i>d-up!</i> logo materials
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PREPARATION

- ▶ Arrange seating.
- ▶ Set up the LCD or overhead projector with appropriate slides or transparencies.
- ▶ Place the easel so that it is visible and does not block anything.
- ▶ Cut practice scenarios into strips to distribute to opinion leaders.
- ▶ Review demonstration and practice scenarios (Training Aids 2-3, Session 3):

■ If you determine that opinion leaders will not relate to the demonstration and practice scenarios provided, you should adapt them or create new scenarios that will be a better fit (see the Training Aid 1, Session 3 for more guidance on tailoring and adapting demonstration and practice scenarios).

INTRODUCTION AND REVIEW (10 MINUTES)

Materials

- Slides 1–6
- Newsprint
- Markers

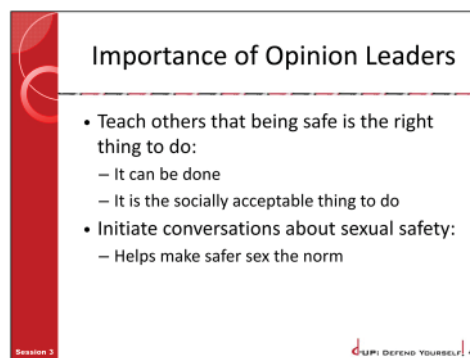


Welcome the opinion leaders back to the training (Slides 1 and 2).



- ▶ Address items in the Parking Lot from Session 2.
- ▶ Review the agenda for Session 3 (Slide 3).
- ▶ Emphasize the importance of opinion leaders in HIV prevention, using the talking points below (Slides 4 and 5):

- As opinion leaders, you teach others that being safe is the right thing to do, that it can be done, and that it is the socially acceptable thing to do.
- As a *d-up!* opinion leader, you will initiate conversations about sexual safety.
- When you have these conversations, you are helping to make safer sex the social norm.
- The process of changing norms can happen when trusted and influential people endorse healthful roles with others by discussing safety. Through these discussions, norms and accepted standards of behavior will change.



SESSION 3

- ▶ Review elements of an effective risk reduction message.

- Ask the opinion leaders to list the six elements of an effective message.
- Record the responses on newsprint.
- Clarify as needed, using Slide 6:
 - Emphasize that AIDS is a serious problem that can be stopped.
 - Keep the message positive.
 - Be explicit in communicating what safety means.
 - Give helpful hints to change to safer sex behavior.
 - Do not preach—instead, use “I examples” statements to make your point.
 - Talk in a “safe space,” when you are not pressed for time.




Importance of Opinion Leaders (cont.)

- Changing norms can happen when:
 - Trusted and influential people endorse healthful roles by discussing safety
- Through these discussions, norms and accepted standards of behavior will change

Session 3  5

Elements of Effective Risk Reduction Messages—A Review

- Emphasize that **AIDS is a serious problem that can be stopped**
- Keep the **message positive**
- **Be explicit** in communicating what safety means
- Give **helpful hints** to change to safer sexual behavior
- **Do not preach**—Instead use “I examples” statements to make your point
- **Talk in a “safe space,”** when you are not pressed for time

Session 3  6

- ▶ Ask for and answer any questions about the elements of an effective risk reduction message.

GET THE MESSAGE OUT: RISK REDUCTION CONVERSATIONS (90 MINUTES)

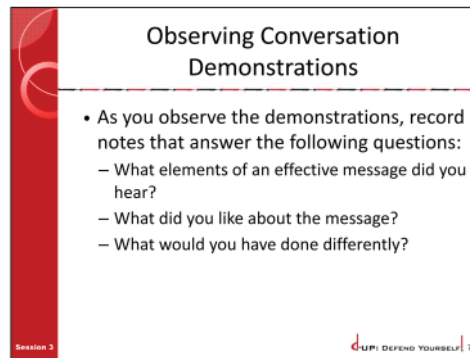
Materials

- Handout—Elements of an Effective Risk Reduction Message
- Slides 7–11
- Training aids
 - Demonstration Scenarios
 - Practice Scenarios (precut strips)
 - Risk Reduction Conversation Practice: Suggestions for Facilitators
- Newsprint
- Markers

Model how to conduct risk reduction conversations.



- ▶ Set up the risk reduction facilitator demonstrations.
 - Introduce this section of the training by telling opinion leaders that they have had an opportunity to talk about the following items:
 - The importance of having risk reduction conversations
 - How opinion leaders can change social norms
 - The elements of effective risk reduction messages
 - Tell them that now it is time to practice having conversations.
 - Distribute the handout (Elements of an Effective Risk Reduction Message).
 - Tell opinion leaders that you are going to demonstrate risk reduction conversations.
 - Instruct opinion leaders to observe and listen to the conversations carefully and to use the conversation demonstration handout or refer opinion leaders to page 43 of the Opinion Leader Handbook) to record responses to the following questions (Slide 7):
 - What elements of an effective conversation did you hear?
 - What did you like about the message?
 - What would you have done differently?



- ▶ Demonstrate conducting risk reduction conversations.
 - Use Demonstration Scenario 1 and Demonstration Scenario 2 (Training Aid 2, Session 3).
 - One facilitator plays the role of the opinion leader and the other a friend or acquaintance. As an alternative, ask an opinion leader to volunteer to be the friend in the role-play.
 - Read the scenario description before each demonstration. The sample responses in each scenario are intended to provide guidance. Use your own words when having a risk reduction conversation (response on the scenario).
 - Use the three questions above (Slide 7) to facilitate a discussion after each demonstration.
 - Record major points and observations made by opinion leaders on newsprint.



- ▶ Solicit and answer questions.

SESSION 3



Ask opinion leaders to practice risk reduction conversations.

► Explain the purpose of the practice using the talking points below. (Slide 8):

- Practice provides you with an opportunity to begin to feel comfortable initiating risk reduction conversations in a safe environment.
- When you practice in a safe environment like this one, you have the opportunity to get feedback from facilitators and your peers to make your conversations more effective.
- There are a lot of different right ways to conduct risk reduction conversations (Slide 9).
- Everybody has a different style and should play to their strengths.
- Use your own words.
- Some of you may be nervous—that is OK.

Why Practice?

- Opportunity to begin to feel comfortable initiating conversations
- Opportunity to get feedback from peers to make conversations more effective
- Opportunity to find your strength in a safe space

Session 3 DUP! DEFEND YOURSELF!



Explain the process by stating the following:

- You will be divided into groups of three, and each group will receive a scenario.
- Your task will be to think about how you would initiate and conduct a risk reduction conversation.
- Discuss the conversation that you would have in this scenario as a group.
- After this discussion, you will receive individual scenarios to practice.

When Practicing, Remember . . .

- There are a lot of different right ways to conduct a risk reduction conversation
- Everyone has a different style
- Play to your strengths
- Use your own words
- It is OK to be nervous

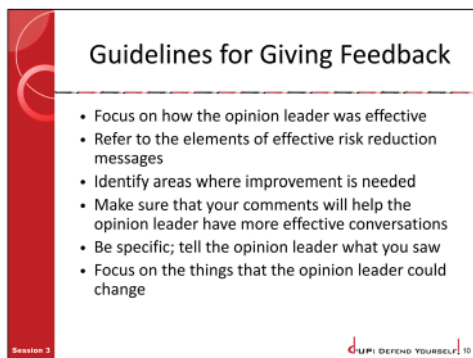
Session 3 DUP! DEFEND YOURSELF!



Initiate role-play:


- Divide opinion leaders into groups of three, and direct them to sit in small circles.
- Distribute Practice Scenario 1 (Training Aid 3, Session 3) to all opinion leaders.

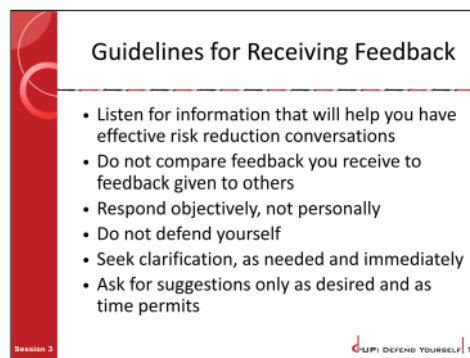
- ▶ Give opinion leaders the following instructions:
 - Everyone should take 5 minutes to read the scenario and think about their conversation.
 - If you prefer, you can write down your ideas.
 - As a group, discuss possible conversations.
 - Two members of the group should role-play the scenario.
- ▶ Allow groups 10 minutes to discuss and role-play the scenario.
- ▶ Distribute scenarios to each member of the group, giving each opinion leader (in the same group) a different scenario.
- ▶ Give opinion leaders the following instructions:
 - This time, one person will assume the role of opinion leader, and another person will assume the role of friend.
 - Each conversation should last at least 30 seconds.
 - The third person will be an observer. At the end of the conversation practice, the observer should give the opinion leader feedback on how he or she incorporated the elements of effective risk reduction messages, with recommendations to improve the conversation.
 - Solicit feedback from other group members after each conversation.
 - Provide positive, constructive feedback. Make note of opinion leaders having difficulty and who may need additional support.
 - Continue until all opinion leaders have practiced having a conversation.
 - Remind opinion leaders to make sure they include the elements of an effective message. (Show and read Slides 10 and 11.)



Guidelines for Giving Feedback


- Focus on how the opinion leader was effective
- Refer to the elements of effective risk reduction messages
- Identify areas where improvement is needed
- Make sure that your comments will help the opinion leader have more effective conversations
- Be specific; tell the opinion leader what you saw
- Focus on the things that the opinion leader could change

Session 3  DUP! DEFEND YOURSELF! 10



Guidelines for Receiving Feedback

- Listen for information that will help you have effective risk reduction conversations
- Do not compare feedback you receive to feedback given to others
- Respond objectively, not personally
- Do not defend yourself
- Seek clarification, as needed and immediately
- Ask for suggestions only as desired and as time permits

Session 3  DUP! DEFEND YOURSELF! 11

- ▶ Circulate around the room, observing conversation practice and providing support and correction as needed. Keep recommendations constructive. (See the guidelines for providing feedback in the training aid Risk Reduction Conversation Practice: Suggestions for Facilitators: Training Aid 4, Session 3.)

SESSION 3

- ▶ Reconvene the group and debrief the activity.
- ▶ Assure opinion leaders that as they have more conversations, the conversations will become easier.



Facilitate a role-play with the large group.

- ▶ Tell the opinion leaders that you need three volunteers to role-play a risk reduction conversation with the large group.
- ▶ After three opinion leaders have volunteered, tell the opinion leaders that you now need three more people to volunteer to be the friend in the role-play.
- ▶ After the next three have volunteered, tell the opinion leaders that you would like them to create and role-play a scenario. The scenarios should be based on observations or experiences they have had in the community. Invite others to help them create the three scenarios.
- ▶ Allow 10 minutes to create the scenarios.
- ▶ After each scenario, facilitate a discussion by asking the large group to provide constructive feedback.



Facilitate a discussion of the experience.

- ▶ Ask opinion leaders to share their experience initiating a conversation by asking them the following questions:
 - What made it easy?
 - What made it challenging?
- ▶ Thank opinion leaders for the energy and effort they devoted to the practice.

PLANNING RISK REDUCTION CONVERSATIONS (20 MINUTES)

Materials

- Conversation contact forms
- Slides 12 and 13
- Newsprint
- Markers

Plan risk reduction conversations.



- ▶ Introduce the section of the training, using the talking points below:
 - Today you have had an opportunity to practice with other opinion leaders.

- Between now and the next session, you should practice with your friends and acquaintances.
 - Remember, at the end of the last session, we asked you to think of four friends with whom you would feel comfortable having a risk reduction conversation.
 - Now, we are going to plan how, when, and where you will actually do that.
- ▶ Distribute the conversation contact form (Handout 1) or refer them to page 53 in the Opinion Leader Handbook and give opinion leaders the following instructions:
- Over the next week, you will have at least four conversations.
 - If you cannot think of a particular friend, think about someone who would benefit from a risk reduction conversation.
 - Because we are trying to reduce HIV rates among black MSM, make sure that at least two people whom you talk to are black MSM.
- ▶ Review the use of the form by stating the following:
- Write your name on the top line—only your first name.
 - After each conversation, indicate where you had the conversation; the age, race, and gender of the friend you talked to; and a summary of that conversation. In the gender column, write the birth gender and not gender identity.
 - Return this form when you return for Session 4. (If using incentives, announce the incentive for returning the form.)

Activity—Planning Conversations (15 minutes)

- ▶ Divide the opinion leaders into groups of four.
- ▶ Give opinion leaders the following instructions:
- In your groups, discuss answers to the questions below (Slide 12):
 - How are you going to have the four conversations?
 - Where are you going to have the four conversations?
 - With whom are you going to have the four conversations?



Planning Conversations

- How are you going to have the four conversations?
- Where are you going to have the four conversations?
- With whom are you going to have the four conversations?

Session 3 d-UP! DEFEND YOURSELF! 12

SESSION 3

- ▶ Give opinion leaders pointers on planning and conducting risk reduction conversations.

- As you are planning your conversations, remember the following (Slide 13):

- There are natural openings to begin safer sex conversations:
 - ◆ When discussing any current events, any new articles, and media events (such as TV or radio shows or movies about HIV/AIDS)
 - ◆ When discussing relationships
 - ◆ When discussing *d-up!*
- Some times are better than others to have conversations:
 - ◆ When there is time for peers to ask questions about how to effectively protect themselves and other while having sex
 - ◆ When friends are sober—delay conversations for a time when your friend can appreciate the importance of the conversation
- Some places are better than others to have conversations:
 - ◆ In a safe place and out of earshot of others
 - ◆ More importantly, in a place where your friend will feel comfortable

**Planning Conversations:
Points to Remember**

- There are natural openings to begin safer sex conversations
- Some times are better than others to have conversations
- Some places are better than others to have conversations

Session 3 d-UP! DEFEND YOURSELF 13

- ▶ Allow groups 5–10 minutes to discuss plans.

- ▶ Reconvene the group.



- ▶ Ask groups to share their responses to how, when, and with whom they will have conversations over the next week.

- ▶ Record responses on newsprint.



- ▶ Give feedback and recommendations as needed, keeping your focus positive.

MAKING IT REAL—USING *d-up!* LOGO MATERIALS AND RECRUITING OTHERS (10 MINUTES)

Materials

- *d-up!* logo materials
- Slides 14–16



Distribute *d-up!* logo materials and explain how to use them.

► Present the *d-up: Defend Yourself!* logo, and use the following talking points to explain its connection and importance to the intervention (Slides 14 and 15):

- The materials are conversation starters.
- When others see the logo, it provides you with an opportunity to start a risk reduction conversation as you explain what it means.
- Think about *d-up!* as the defense on a basketball team. It is the responsibility of the defenders, the guard, the forward, and the center to keep the other team (HIV) from scoring.
- *d-up!* encourages safer sex norms in your group of friends and acquaintances (social network) to keep HIV out of your network and community.

d-up! Logo Materials

- Conversations starters
 - Provide opportunities to start a conversation as you explain what it means
- Think about *d-up!* as defense on a basketball team
 - The defensive players keep the other team (HIV infection) from scoring
 - Individual players work for the benefit of the entire team

d-UP! DEFEND YOURSELF! 14

d-up! Logo Materials (cont.)

- *d-up!* encourages safer sex norms in a group of friends and acquaintances (social network) to keep HIV out of their network and community

d-UP! DEFEND YOURSELF! 15

► Encourage opinion leaders to wear the dog tags, t-shirts, caps, etc., and to use those items to start risk reduction conversations.

► Encourage opinion leaders to bring two friends to Session 4 (Slide 16).

- Remind opinion leaders of the discussion on how the intervention works discussed in Session 1:
 - Opinion leaders change norms around risky sex behaviors by talking to their friends and acquaintances.
 - The more people endorse safer sex practices, the more likely others are to adopt those practices.

Bring Two Friends to Session 4

- Opinion leaders change norms by talking to their friends and acquaintances
- The more people endorse safer sex practices, the more likely others are to adopt those practices
- Invite two friends to be trained as opinion leaders

d-UP! DEFEND YOURSELF! 16

- Remind the opinion leaders that of the four people with whom they will have safer sex conversations, two of those people should be invited to Session 4 so that they also can be trained as opinion leaders.

► Solicit and answer questions.

SESSION 3

WRAP-UP AND PREVIEW OF SESSION 4 (5 MINUTES)

Materials

- Slides 17–19
- Session feedback forms



Review the main points covered in Session 3, using the talking points below (Slides 17 and 18).

- ▶ Remember to use the elements of an effective message when having risk reduction conversations.
- ▶ Having conversations with four friends will start the process of establishing social norms that support safer sex practices.
- ▶ The more conversations you have, the easier it will be to have conversations.
- ▶ The materials with the *d-up!* logo can be used to start conversations.
- ▶ Bringing two friends to the next session will help the process of establishing social norms that support safer sex practices.
- ▶ Use the conversation handout form (Handout 1, Session 3 or refer opinion leaders to page 55 in the Opinion Leader Handbook) to track your conversations.

Key Points From Session 3

- Using the elements of effective risk reduction messages will make your conversations more effective
- Having conversations with four friends will start the process of establishing social norms that support safer sex practices
- The more conversations you have, the easier it becomes

Key Points From Session 3 (cont.)

- Think ahead about what you should include in your conversation
- Materials with the *d-up!* logo can be used to start conversations
- Bringing two friends to Session 4 will help the process of establishing safer sex norms
- Track your conversations

Distribute and collect session feedback forms.

Preview the agenda for Session 4 (Slide 19):

- ▶ Discuss the successes and challenges of risk reduction conversations.
- ▶ Revisit HIV/AIDS basics.
- ▶ Revisit levels of behavioral risk (Handout 1, Session 1).
- ▶ Discuss strategies for being successful as an opinion leader.

Preview of Session 4

- Discuss the successes and challenges of risk reduction conversations
- Revisit HIV/AIDS basics
- Revisit levels of behavioral risk
- Discuss strategies for being successful as an opinion leader

SESSION 4: CONTINUING RISK REDUCTION CONVERSATIONS AND INSPIRING MAINTENANCE

PURPOSE OF THE SESSION

1. Introduce the invited friends to *d-dp*.
2. Facilitate discussions on the conversation experiences.
3. Review HIV/AIDS behavioral risk factors.
4. Review the goals of the intervention and encourage the continuation of risk reduction conversations.
5. Share information that can be included in conversations.

SESSION OBJECTIVES

- By the end of the session, opinion leaders will be able to do the following:
1. Describe barriers to conversations and generate solutions.
 2. Commit to having 10 conversations with at least 10 additional friends and acquaintances (half of the conversations should be with black MSM).

KEY MESSAGES

1. Opinion leaders can have a big impact on the health of their community.
2. It is important that opinion leaders use their influence to encourage others to be sexually safe.

SESSION 4

MATERIALS, SUPPLIES, AND EQUIPMENT FOR SESSION 4 (ROOM 1)

For Room 2, see list from Session 1.

- | | |
|--|--|
| <ul style="list-style-type: none">• LCD projector and laptop computer (or overhead projector)• Projection screen (or bare wall)• Newsprint• Easel• Markers• Masking tape• Pens/pencils for opinion leaders• Note cards• Extension cords• Evaluation forms<ul style="list-style-type: none">▪ Posttests▪ Session feedback form• Self-addressed stamped envelopes | <ul style="list-style-type: none">• Expanded conversation contact form• Session 4 slides• Prepared newsprint<ul style="list-style-type: none">▪ Challenges/solutions▪ High risk▪ Low risk▪ No risk▪ HIV remix questions• Training aid: Behavioral Risk Cards• Small box or basket• <i>d-up!</i> logo materials• Certificates of completion (if using)• Refreshments |
|--|--|

PREPARATION

- ▶ Arrange seating.
- ▶ Set up the LCD or overhead projector in both rooms with appropriate slides or transparencies.
- ▶ Place the easel so that it is visible and does not block anything.
- ▶ Prepare a newsprint page:
 - Draw a line down the middle of the page to create two columns.
 - Write “Challenges” at the top of the column on the left.
 - Write “Solutions” at the top of the column on the right.
- ▶ Prepare three newsprint pages, labeled “High risk,” “Low risk,” and “No risk.”
- ▶ Place question-and-answer cards in a box or basket that it is easily accessible. Cards are included in the opinion leader training aid for this session.



WELCOME AND INTRODUCTION (10 MINUTES)

Materials

- Newsprint
- Markers
- Masking tape
- Slides 1–4

Welcome returning and new opinion leaders (Slides 1 and 2). Post list of opinion leader qualities: respected, credible, trustworthy, listened to, empathetic to friends, and self-confident.



- ▶ Facilitate the welcome and introductions.
 - Welcome returning opinion leaders to Session 4.
 - Thank new opinion leaders for agreeing to become opinion leaders.
 - Ask each returning opinion leader to introduce the persons he/she invited to the training and to give examples of how the persons show the qualities of a good opinion leader.
 - On one sheet of newsprint, write the new opinion leader's name.
 - On a second sheet of newsprint, write the person's qualities.
 - As each person is introduced, encourage everyone to say "welcome."
 - After all invited opinion leaders have been introduced; thank the hosts for taking a step toward changing social norms by identifying new opinion leaders.
 - Assure them that having more opinion leaders will make it easier for all to reach the goal of make safe sex the new trend in the community.



SESSION 4



- ▶ Provide a brief introduction to the role of opinion leaders in reducing HIV rates in the community.
 - Refer to the list of qualities on the second sheet of newsprint.
 - Explain to new opinion leaders that their friends invited them to become opinion leaders because of the leadership qualities they have exhibited and the way they are perceived in the community.
 - Ask for a volunteer to explain the role of opinion leaders.
 - Clarify the response as needed by telling new opinion leaders that *d-up!* depends on people like them to use their influence to help others understand the benefits of safer sex practices. Tell new opinion leaders that this concept will be discussed later in the session.
- ▶ Provide a brief overview of the day's schedule (Slide 3).
 - Point out that this session is the first of four that new opinion leaders will participate in to prepare them to change social norms.
 - Explain that the new opinion leaders will go to a different room and start Session 1, and the returning opinion leaders will remain in the room for their final session.
 - Give both groups an estimate of when the two groups will complete their sessions.
- ▶ Have the new opinion leaders' facilitator(s) escort them to their session.
- ▶ Review the Session 4 agenda (Slide 4).

What We Will Do Today

- New opinion leaders will:
 - Participate in the first of four sessions to prepare you to become opinion leaders
 - Understand *d-up!* and how it works
 - Discover how opinion leaders can make a difference in rates of HIV among their friends and acquaintances
- Existing opinion leaders will:
 - Complete the last session of training
 - Commit to having risk reduction conversations
 - Explore ways to maintain the momentum

Session 4 d-UP! DEFEND YOURSELF 3

What We Will Talk About Today

- Experiences conducting risk reduction conversations
- Information that can be included in conversations
- HIV/AIDS basics
- Ways to maintain the momentum

Session 4 d-UP! DEFEND YOURSELF 4

REVIEW THE RISK REDUCTION CONVERSATION EXPERIENCE (30 MINUTES)

Materials

- Slides 5 and 6
- Newsprint
- Markers
- Prepared newsprint—Challenges and Solutions



Discuss the opinion leaders' experiences conducting risk reduction conversations.

- ▶ Review the elements of effective risk reduction messages (Slide 5).
- ▶ Ask opinion leaders to raise their hands if they held conversations with friends over the past week.
 - Acknowledge their efforts for stepping out and taking a risk.
 - Collect conversation contact forms.
- ▶ Facilitate a discussion on conversations by asking opinion leaders to share success stories. Use the questions below (refer opinion leaders to page 57 of the Opinion Leader Handbook) as a guide to facilitate opinion leaders' descriptions of their experiences (Slide 6):

- When and where did these conversations take place?
- What is your relationship with the person with whom you had a conversation?
- What did you talk about?
- How comfortable were you?
- What do you think made the encounter successful for you?
- How did the friends you talked to respond to your message?

Elements of Effective Risk Reduction Messages—A Review

- Emphasize that **AIDS is a serious problem that can be stopped**
- Keep the **message positive**
- **Be explicit** in communicating what safety means
- Give **helpful hints** to change to safer sexual behavior
- **Do not preach**—Instead, use “I examples” statements to make your point
- **Talk in a “safe space,”** when you are not pressed for time

Share Your Success Stories

- When and where?
- Relationship?
- What did you talk about?
- How comfortable were you?
- What made it successful?
- How did your friends respond?

SESSION 4

- ▶ Record major points of the opinion leaders' reports of successes and place a checkmark next to those that correspond to the elements of effective risk reduction messages.
- ▶ Facilitate a discussion on the use of *d-up!* logo materials.
 - Ask opinion leaders if they wore (or used) the conversation starters.
 - Ask if the conversation starters triggered any opportunities to talk.
- ▶ Facilitate a discussion on challenges by asking opinion leaders to share the challenges they experienced.



- On the prepared newsprint page, record the challenges in the Challenge column.
- As challenges are reported, ask opinion leaders how they responded to the challenge. As appropriate, write the solution in the Solutions column.
- Encourage opinion leaders to generate additional solutions to the identified challenges.
- Offer positive feedback and support for all efforts.

MOVING FORWARD WITH CONVERSATIONS (25 MINUTES)

Materials

- Slides 7–12



Share information that can be included in conversations.

- ▶ Give opinion leaders pointers on what could be included in their conversations.
 - Use Slides 7–9 and the following talking points to review information that can be included in conversations:
 - HIV/AIDS is a personal concern among the black men in our community.
 - Behavioral changes can be made to successfully reduce or eliminate the risk of contracting HIV.
 - Behavior changes to reduce or eliminate risk benefit both sex partners.
 - Safer sex is the new trend, and you (the opinion leader) are doing it or attempting to do it.
 - Safer sex is made easier by following these steps:
 - ◆ Decide in advance what you will or will not do.
 - ◆ Concentrate on safer sex fantasies and practices.
 - ◆ Talk about being safe with any partner before engaging in any sexual activity.
 - ◆ Be assertive with yourself and the person(s), if things turn into a risky direction.
 - ◆ Keep condoms around at all times.

Conversation Messages

- HIV/AIDS is a personal concern
- Behavioral changes can be made to reduce or eliminate risk
- Risk reduction changes benefit both sex partners
- Safer sex is the new trend
- You have adopted safer sex practices (or are trying to)

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**Conversation Messages:
Making Safer Sex Easier**

- Decide in advance what you will or will not do
- Concentrate on safer sex fantasies and practices
- Talk about safer sex with partners in advance
- Be assertive if things get risky

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**Conversation Messages:
Making Safer Sex Easier (cont.)**

- Keep condoms around at all times
- Avoid using substances before sex
- Use yourself as a positive example

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SESSION 4

- ◆ Avoid drinking, smoking, or using any other substances before engaging in sex.
- ◆ Use yourself (and your actions, as well as your words) as a positive example.


NOTE:

Use the following only if needed:

- ▶ If opinion leaders are discouraged or are facing challenges, encourage them by using Slides 10–12 and the following talking points:


Don't Let Discouragement Pull You In

- Even confident people can feel shy and awkward sometimes
- HIV/AIDS is not an easy subject to talk about, even when the message is positive
- Experience will make conversations easier

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Don't Let Discouragement Pull You In (cont.)


- Over time, you will feel more comfortable
- As you have these conversations, you assist your friends and acquaintances to stay safe
- You are not responsible for what they do—you can only deliver a message

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- Even confident people can feel shy and awkward sometimes.
- HIV/AIDS is not an easy subject to talk about, even when the message is positive and can benefit those around you, as well as their sex lives.
- As you gain experience and confidence, conversations will become easier and you will feel more comfortable.

Don't Let Discouragement Pull You In (cont.)

- You have not failed if some of your friends and acquaintances do not receive or act on your message
- Over time, some will change their behavior because of the new social norm you helped to establish

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- By having these conversations with others about safe sex in the way in which you have been taught, you will be able to assist your friends and acquaintances in staying safe.
- You cannot take responsibility for the actions of others—you can only try to get the message to them. If someone does not receive or act on your message, it does not mean you have failed. This may change their mind when more of their friends start endorsing safer sex.

REVISIT HIV/AIDS 101 (15 MINUTES)

Materials

- Prepared newsprint
- Newsprint
- Markers for three groups
- Masking tape

 Review modes of HIV transmission.

Activity—HIV Remix (15 minutes)

Facilitate activity to review modes of HIV transmission



▶ Post a prepared newsprint page with five questions



- How is the virus transmitted?
- How is the virus NOT transmitted?
- What are the names of the five bodily fluids that transmit HIV and the names of the bodily fluids that do not transmit HIV?
- What does “HIV” stand for?
- What does “AIDS” stand for?

▶ Ask opinion leaders to count off by threes.

▶ Divide opinion leaders into three groups by their number (ones, twos, and threes).



▶ Ask each group to identify a recorder and a reporter.

▶ Give each group a sheet of newsprint and a marker.

▶ Ask each group to answer the questions listed on the prepared newsprint.

▶ Allow 10 minutes for them to complete the activity.

▶ Starting with the first question, ask the reporter of the first group to report the group’s answer. Ask other groups to elaborate or correct as needed. Continue to the next group and question until all questions have been answered.

▶ Ask for a volunteer to explain why it is important for opinion leaders to have accurate information on how HIV is transmitted.

- Clarify the response as needed, emphasizing opinion leaders’ roles as agents of change.

▶ Answers can be found in Session 1, pages 40–45.

SESSION 4

REVISIT THE LEVELS OF BEHAVIORAL RISK (30 MINUTES)

Materials

- Prepared newsprint
- Markers
- Masking tape
- Slide 13
- Behavior risk question cards
- Small box or basket



Identify risk behaviors and the level of infection risk.

- ▶ Facilitate brainstorming to identify risk behaviors and the level of infection risk.
 - Post three newsprint pages labeled “high risk,” “low risk,” and “no risk.”
 - Ask opinion leaders to name sexual risk behaviors and identify them as high, low, or no risk.
 - Record responses on the appropriate newsprint page (do not correct incorrect information during the exercise).
 - After responses have been recorded and there are no new responses, ask opinion leaders to identify and correct any risk behaviors that should be placed in another risk level.
- ▶ Clarify the responses as needed (Slide 13).





▶ Facilitate a discussion of behavioral risk factors (Training Aid 1, Session 4):

- Place behavior risk question cards in a basket or box.
- Ask a volunteer to take one card out of the basket or box and read it to the group.
- Ask opinion leaders to answer the questions.
- Correct or clarify responses as needed.



▶ Ask opinion leaders for other questions that may come up in conversations and discuss possible answers.

▶ Facilitate a discussion on messages to integrate into conversations when sociocultural issues arise. As appropriate, refer to the content of some of the conversations that occurred during the Session 3 risk reduction conversation role-plays. The bullet points below are examples only, and you should use the information that emerges from the discussion with opinion leaders:

- For family rejection, share messages that convey the following:
 - The friendship group is like a family.
 - It is not unusual for people to drift away from their birth family for lots of different reasons; they most often form strong friendships, and those friends become family.
- For negative messages from faith institutions, state that the behavior of people should not be confused with the essence of their beliefs and affirm their feelings and encourage them to take care of themselves.

Questions and Responses

- What is the single most risky behavior for black MSM to engage in?
 - Anal sex without a condom.
 - The risk of HIV transmission is greater for unprotected anal sex than for any other type of sex. Your risks multiply the more people you do it with and the more often you do it. The high rates of HIV in the black community, particularly among black MSM, increase the risk even more.
- If someone is going to have sex, condoms significantly reduce risk if they are used every time and if they are what?
 - Latex and used with a water-based lubricant (e.g., K-Y Jelly, Foreplay).
 - Used as soon as sexual activity begins (i.e., it is not safe sex if you start with no condom and then put one on halfway through).
- What are the safest sexual activities?
 - Body rubbing to orgasm.
 - Outercourse; mutual stimulation; massage; cuddling; hugging; kissing; and using toys (dildos) not shared with a partner.
 - Frottage (body rubbing to orgasm).
 - Oral sex (with no contact with the penis head).
- Can you tell whether someone is HIV-positive by his or her appearance?
 - No! You cannot tell whether a person is infected with HIV by his or her appearance, and that person may not know himself or herself. At least one in five MSM is HIV-positive. Make informed decisions about the risks that you are willing to take.
- Is it ever too late to change behaviors (or too late to regain safety if lapsed)?
 - It is never too late to start being safe. If you are HIV-negative, you can remain negative.
 - If you are HIV-positive, you can prevent reinfection with a strain that may be more difficult for your medication to deal with. You can prevent infection with another sexually transmitted disease that would do more damage to your immune system. Safety should be your ultimate long-term goal.

MAINTAINING THE MOMENTUM (15 MINUTES)

Materials

- Newsprint
- Markers
- Masking tape
- Slide 14

Plan mechanisms for opinion leaders to stay connected and provide each other with support.



▶ Facilitate the planning process.

- Ask opinion leaders to form a circle.
- Explain the importance of opinion leaders reconnecting about once a month and providing support for each other. Explain that regularly scheduled contact provides the following (Slide 14):
 - A way for opinion leaders to share their successes and challenges
 - A way for them to share strategies with each other
 - A way to stay abreast of new information about HIV as it becomes available
- Facilitate brainstorming to identify activities and schedules.
 - Write recommendations on newsprint.
 - Prioritize ideas.
 - Generate a plan with schedules.



SESSION 4

CLOSING AND TRAINING REVIEW (30 MINUTES)

Materials

- Slides 15 and 16
- Session feedback forms
- Posttest forms
- Expanded conversation contact forms
- Self-addressed stamped envelopes
- *d-up!* logo materials
- Certificates of completion (if using)
- Refreshments



Summarize the *d-up!* opinion leader training experience.

▶ Provide opinion leaders with acknowledgment and encouragement (Slide 15).

- Acknowledge the opinion leaders, and thank them for all of their hard work.
- Encourage opinion leaders to continue to have risk reduction conversations with their friends and acquaintances.
- Encourage the use of *d-up!* logo materials as conversation starters.

▶ Address any concerns they have or have encountered while having conversations.

▶ Distribute and collect session feedback forms.

▶ Distribute and collect posttest forms.

▶ Distribute expanded conversation contact forms (Handout 1, Session 4 or refer opinion leaders to page 61 in the Opinion Leaders Handbook) and self-addressed stamped envelopes to return the completed forms.

▶ Distribute additional *d-up!* logo materials as needed.

▶ Distribute your contact information and encourage opinion leaders to exchange contact information.

▶ Distribute certificates of completion (if using).

▶ Use the script below or your own words to close the session (Slide 16).

Thank You, Thank You!

- You volunteered to use your leadership to promote the trend and benefits of safer sex
- You will have an impact on the health of this community
- You should have had 4 conversations last week
- If you each have 10 more conversations over the next two weeks—imagine the impact!

Session 4 *d-UP!* DEFEND YOURSELF! 15

And Again, Thank You!

d-UP!
DEFEND YOURSELF!

Session 4 *d-UP!* DEFEND YOURSELF! 16



Script: You are here because you volunteered to use your leadership skills to promote the trend and benefits of being safe to friends, acquaintances, and other members of the community. By using the techniques we have discussed in this training, you will have a very big impact on the health of the community.

You will probably even save a few lives. If just one conversation you have with a friend leads that person to change his behavior from high risk to always safe, you have saved a life.

Each of you has already helped to reset the norms through conversations. If each of you had four conversations, that equals [number] conversations. We need you to continue to commit to having these conversations, and this time to have 10 conversations over the next 2 weeks. Keep wearing your *d-up!* logos to help get the conversations started.

NOTE:

If each of you had four conversations last week and you each have 10 this week, you will have had a total of [number] conversations (14 conversations x [number] people) in a 3-week period.

The friends that you have brought here today can double that number of conversations. That many conversations can have a tremendous impact on the community. Your friends will be joining you in your gathering places and having the same conversations in the weeks to come. In this way, the message of safer sex can have a ripple effect in the community, touching more and more lives, until safer sex is the acknowledged and accepted trend among the black community.

AIDS is an enormous threat, especially for black MSM. People deal with a threat in many ways—they can deny it, be frightened of it, or they can take constructive, active, and informed steps to deal with the threat. It is important to use what we know to protect ourselves, but it is also important that we use our influence to encourage others to be sexually safe as well.

INFORMAL SOCIAL

- ▶ Serve refreshments and encourage opinion leaders to exchange contact information as they wait for their friends to complete Session 1.
- ▶ Review your contact information with the opinion leaders to ensure that the information is still accurate.