

This document is designed to walk you through planning and implementing HIV prevention intervention. These tools originate from the *Steps to Success in Community-Based HIV/AIDS Prevention. How to Plan and Put Into Action Strategies for Behavior Change, Module 2 — Planning and Implementing Interventions* curriculum sponsored by the CDC/ASPH Institute for HIV Prevention Leadership. If you would like more information about the Institute, please visit www.ihpl.org.

Step 1. Establish the need for a new HIV/AIDS prevention intervention using the HIV epidemiologic profile and other data.

Directions: Write a brief report of the population that is most at risk for HIV and /or AIDS in your community or service area. To do this, complete each of the following tables . If necessary, adjust the tables to fit the data you have. Use the most recent data you can and try to obtain both HIV and AIDS data. Change the headings and dates on each table to reflect the type of data you have and the year(s) it covers.

Action 1:

Determine who is at risk of HIV/AIDS in your community.

Table 1: National, State, and Service Area HIV and Prevalence Rates, _____ to _____ (Dates)

Locale	People Living with HIV Infection		People Living With AIDS	
	No. of Cases	Rate per 100,000 People	No. of Cases	Rate per 100,000 People
U.S.				
State				
Your Service Area				

1. How do the prevalence rates of your state and service area compare to the nation for persons living with HIV and/or AIDS?

Table 2: National, State, and Service Area HIV and AIDS Incidence by Year of Diagnosis

Locale	New Cases of HIV				New Cases of AIDS			
	Year	Year	Year	% Change	Year	Year	Year	% Change
U.S.								
State								
Service Area								

2. For the three years indicated in Table 2, how does your service area compare to trends in new cases of HIV and/or AIDS?

Complete Tables 2 and 3 below to compare HIV and/or AIDS trends in your state and service area/ county by race/ethnicity and gender.

Table 3. * _____ Incidence by Race/Ethnicity and Gender for Years _____ and _____ (Statewide)

Race/Ethnicity	Male					Female				
	Year		Year		Percent Changes	Year		Year		Percent Changes
	Cases	%	Cases	%		Cases	%	Cases	%	
White/Non-Hispanic										
African-America										
Hispanic										
Asian/Pacific Islander										
American Indian/Alaskan										
Unknown										
Total										

* Fill in HIV or AIDS

- What information does Table 3 provide related to differences in HIV or AIDS incidence by race/ ethnicity and gender in your state?

Table 4. Service Area _____ Incidence by Race/Ethnicity for Years _____ and _____ (Statewide)

Race/Ethnicity	Male					Female				
	Year		Year		Percent Changes	Year		Year		Percent Changes
	Cases	%	Cases	%		Cases	%	Cases	%	
White/Non-Hispanic										
African-America										
Hispanic										
Asian/Pacific Islander										
American Indian/Alaskan										
Unknown										
Total										

* Fill in HIV or AIDS

4. What information does Table 4 provide with respect to trends in your service area by race/ethnicity and gender? How do these data compare to those at the state level (Table 3). Use data in providing your answers.

Obtain data on the new cases of HIV and/or AIDS in your service area by age group and gender for the most recent year and fill in the table below. (If service area data are not available use state data.) Adjust the age groups provided to match how the data are reported in your state and/or service area. If possible, copy this table and compare HIV and AIDS incidence by age group and gender for the previous year.

Table 5: Service Area or State _____ (HIV or AIDS) Incidence by Age and Gender for the Year _____

Age of Diagnosis	Male		Female		Total	
	No.	%	No.	%	No.	%
< 13						
13–19						
20–29						
30–39						
40–49						
50–59						
60–69						
70–79						
80+						

5. What age group(s) and gender account for the highest incidence of HIV or AIDS in your service area? Is this similar to previous years?
6. Based on information you have summarized in the tables above, answer the following questions using your data.
- A. In your state which population(s) appear to be most at risk for HIV and/or AIDS by: (Use data with each response)
- Gender (Table 3):
 - Race/Ethnicity (Table 3):

B. In your service area which population(s) appear to be most at risk for HIV or AIDS by:

- Gender (Table 4):
- Race/ethnicity (Table 4):
- Age group (Table 4):

7. Compare the population characteristics from question 6B above to the population demographics of your service area by completing Table 6.

Table 6: Demographic Information for Service Area, Year _____

Race/Ethnicity in Service Area	Population	Percent of Population	Percent of HIV or AIDS
White/Non-Hispanic			
African-American			
Hispanic			
Asian/Pacific islander			
Alaskan Native/American Indian			
Other			
Total			
Gender			
Males			
Females			
Age Group			
<13 years			
13–19 years			
20–29 years			
30–39 years			
40–49 years			
50–59 years			
60–69 years			
70–79 years			
80+			

8. What do the data in Table 6 tell you about a population(s) in your service area that is disproportionately affected by HIV and/or AIDS?

Obtain data on HIV and/or AIDS incidence by exposure category for the gender and race/ethnicity of the population that appears to be most at risk in your service area based on the information you have in Tables 4 through 6. (Adjust exposure categories to match those reported in your area.)

Table 7: Service Area HIV or AIDS Incidence for _____ (race/ethnicity) by Category of Exposure and Gender for the Year _____.

Exposure Category	Male		Female		Total	
	No.	%	No.	%	No.	%
Men who have sex with men (MSM)						
Injecting drug use (IDU)						
MSM and IDU						
Heterosexual contact						
Transfusion						
Risk not reported/Other						
Total						

- Based on the data in Table 7, for the population selected by race/ethnicity, which exposure category accounts for the highest percent of new cases in men? In women? What do these findings suggest about risk-taking behaviors?
- Is there other information you need to confirm your suspicions about risk-taking behaviors in the population(s) you have identified as being at risk for HIV or AIDS in your service area? What other data would be helpful, and what will it tell you about the population of interest? (e.g, incidence of sexually transmitted diseases in the population of interest, findings from behavioral surveys, substance abuse data, etc). Summarize your findings based on other data.

Action 2:

Identify a priority population in need of HIV prevention.

- Based on the information obtained in Action 1 above, identify a priority population in need of HIV prevention in your service area. Provide a brief rationale for why you chose this population. Use data to support your rationale.

Action 3:

Determine the capacity of your organization to serve the priority population.

1. Make a list of the potential challenges your organization could have in serving the priority population you have identified. (e.g, agency mission, staffing, cultural competency).
2. Make a list of the assets or advantages your agency has in providing HIV / AIDS prevention services to the priority population.
3. Determine if your organization has the capacity to serve this population or if you should recommend another agency.

Step 2: Develop a detailed plan to guide the implementation of an appropriate intervention.

Action 1:

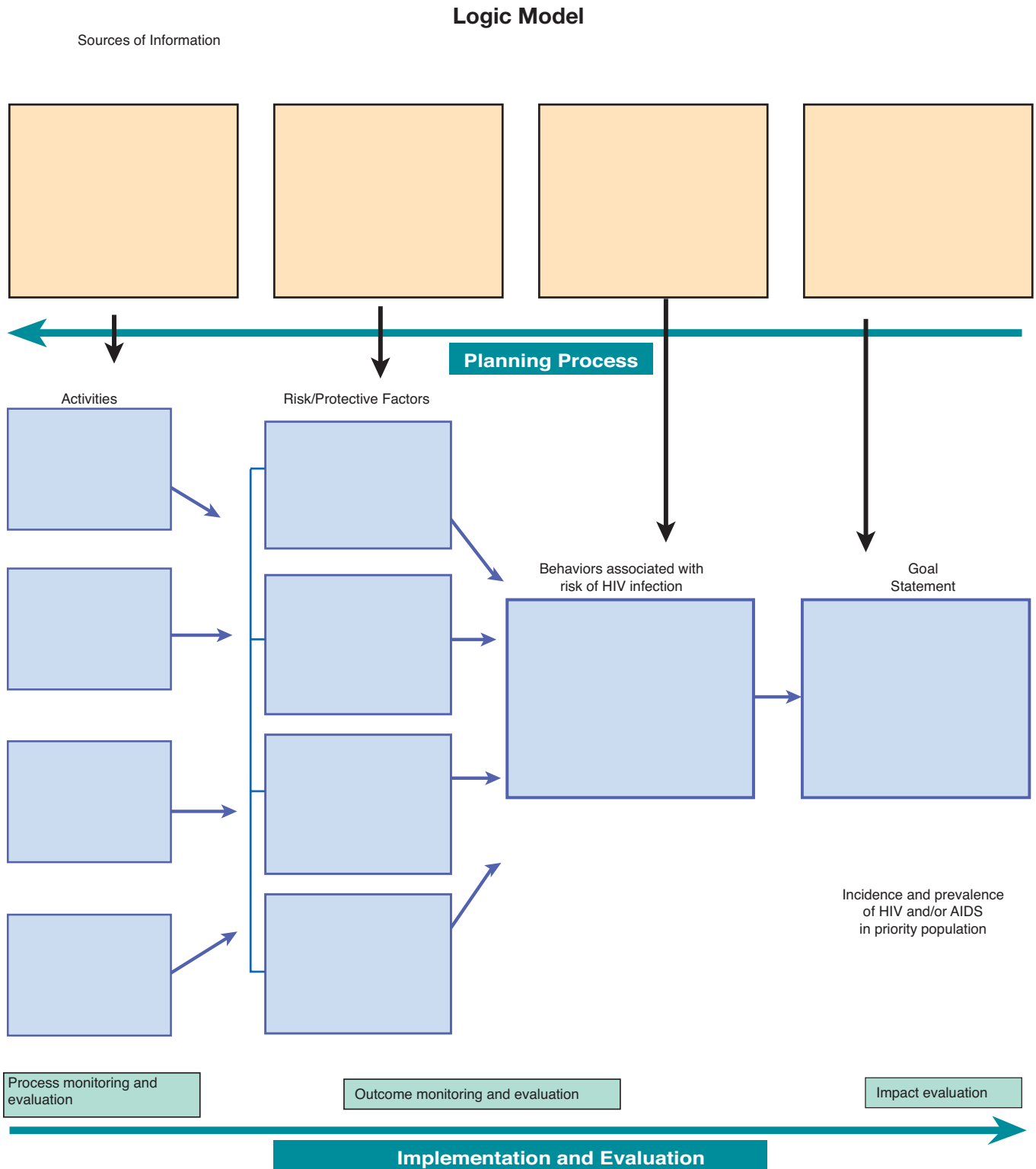
Select a framework for planning and implementing a new intervention.

1. Write a one paragraph summary statement of the purpose of a logic model. Be sure to include the processes that it describes and how using this tool will assist you in planning a prevention intervention.

Action 2:

Begin to develop a logic model for a new intervention.

1. What information goes into each empty box of the model shown below?



Step 3. Describe what the intervention will accomplish, the behavior(s) the intervention will target, and the risk and protective factors influencing these behavior(s).

Action 1:

Describe what the intervention will accomplish.

1. Write a 1-2 sentence statement that describes what changes in health will occur as a result of your intervention, and in what population the change will occur.

Action 2:

Identify the behavior(s) that puts the priority population at risk of HIV

1. Using the HIV epidemiologic profile and other data you obtained in Step 1 determine at least one behavior that puts your priority population at risk for HIV/AIDS. Provide a two to three sentence rationale for why you chose this behavior.

Action 3:

Determine the risk and protective factors causing the behavior that puts the priority population at risk for HIV.

1. Conduct research on the priority population you have selected. Based on your research, list documented risk and protective factors.

Action 4:

Learn about the areas of influence.

1. Based on your research and knowledge of the population, what areas of influence may be interacting to contribute to the behaviors of your priority population?

Action 5:

Learn about behavioral and social theories.

1. Continue your research and select a theory or theories that may be used to guide a risk and protective factor assessment in your priority population. (Hint: Use the theory table in the Planning and Implementation Resources Page.) Describe the theory and the specific constructs that appear to be applicable to your population.

Action 6:

Develop a list of questions that can be used to assess the risk and protective factors across multiple areas of influence in your priority population.

1. Using constructs from the theory you chose in Action 4, develop at least ten questions that can be used in your risk and protective factor assessment across at least two areas of influence. Keep in mind that the questions should be universal, in that they are appropriate regardless of the data collection method that you choose to use.

Action 7:

Plan and conduct the risk and protective factor assessment of the priority population.

1. Perform a risk and protective factor assessment with the priority population in your service area. Together with other members of your team, determine what type of data collection method is most appropriate (e.g., focus groups, surveys, key informant interviews) and secure the necessary staff and resources to conduct it. Write a description of your methods and findings.

Action 10:

Select the factors your organization has the capacity to address with a prevention intervention.

1. Choose the factors from the above table that will be addressed in your intervention. Write them in the space below. Provide a brief explanation for why each factor was chosen.

Step 4. Develop a goal and objectives for the prevention intervention.

Action 1:

Determine the goal of the intervention.

1. Using the table below, determine a goal statement for your proposed intervention. Write the goal in the space below.

Goal Components	Your Goal Components
What change is going to occur?	
Whose health is going to change as a result of the intervention?	
Where is the change going to occur?	
When is the change going to occur?	

Restate your goal:

Action 2:

Determine the behavioral objective (intermediate outcome) of the intervention.

- Using the objective analysis grid below, determine the behavioral objective(s) for your proposed intervention. Write your objectives in the space below.

Behavioral Objective Components	Your Behavioral Objective Components
What change in behavior is going to occur?	
Whose behavior is going to change as a result of the intervention?	
Where is the change going to occur?	
When is the change in behavior going to occur?	
How much change in behavior status?	

Restate your behavioral objective(s):
Is it SMART?



Remember that well-written objectives are **SMART**, addressing the following questions:

- S**pecific: Does the objective clearly specify what will be accomplished and by how much?
- M**easurable: Is it possible to objectively and systematically evaluate if the objective has been achieved?
- A**ppropriate: Does the objective make sense in terms of what the intervention is trying to do?
- R**ealistic: Is the objective realistic in terms of organizational resources and the timeframe required to achieve it?
- T**imed: Is the date for achieving the desired outcome clearly stated in the objective?

Action 3:

Write the outcome objectives for the intervention.

- Using the objective analysis grid below, develop the outcome objectives for your proposed intervention. Write your objectives in the space below.

Outcome Objective Components	Your Objective Components
What risk or protective factor is going to change?	
Who is going to change	
When should the outcome change be expected?	
How much change is expected?	

Restate your outcome objectives. Check to be sure they are SMART.

- Use the blank logic model tool under Step 2, Action 2 in this section fill in the information you collected in Steps 1-4, including the goal and objectives you developed in this step.

Step 5: Identify actions and resources needed to accomplish each objective.

Action 1:

Decide which strategy to use.

- Determine if your organization should develop a new intervention or match a research-proven intervention to the needs of your priority population. Provide a one paragraph justification for the strategy you choose.

Action 2:

Determine if the activities are appropriate for the intervention.

1. Make a list of the activities you feel are necessary to plan and implement the intervention. Using the checklist below, determine if the activities are appropriate for the proposed intervention. List your activities as well as responses to the checklist in the space below.

- ✓ Can the activities be successfully conducted during the specified time frame?
- ✓ Do sufficient resources exist to implement the activities as planned or can resources be found for the activities?
- ✓ Are the activities consistent with the objectives?
- ✓ Are the activities harmonious with organizational policies and procedures?
- ✓ Do the activities violate the rights of the priority population?
- ✓ Is the relationship between the cultural and religious norms of the priority population and the proposed activities appropriate?

Action 3:

Assess your agency's capacity to implement the intervention.

1. Determine your organizational capacity to implement the intervention by providing answers to the list of questions below. Based on your answers, write a one-paragraph rationale for why your agency has the capacity to implement the intervention, or why it does not.
 - a) What materials are needed to conduct the educational activities (e.g. manuals, handouts, posters, videos, etc.)?
 - b) Where will events take place? Is additional space required?
 - c) What equipment is needed (e.g. VCR or computers)?
 - d) How much will the intervention cost?
 - e) Does the CBO have sufficient money to implement activities as planned? If not, do additional funds need to be secured or can the activities be modified to match current levels of funding?
 - f) Who within the community can become involved so the cost of implementing the intervention can be met?
 - g) Is there sufficient staff or does staff need to be hired to undertake the activities?
 - h) Does staff have the necessary skills to conduct the activities?
 - i) If training is required, who will conduct the training? Who needs to be trained? What skills need to be developed? What training materials are needed? Who will develop the materials?

Action 4:

Create process objectives

1. Use the objective analysis grid below to create process objectives that will enable you to complete the activities needed to plan and implement your intervention. Write the final objectives in the space below.

Process Objective Components	Your Process Objectives
What activity is going to occur?	
By when is the activity going to occur?	
Where is the activity going to occur?	
Who is going to conduct the activity?	
How much change in behavior status?	

Restate each of your process objectives:

Action 5:

Anticipate possible barriers to implementation and propose possible solutions.

- Using the table below, list the activities and resources that you need to plan and implement the intervention. Complete the remainder of the table by determining the potential barriers to implementing the activities and propose solutions.

Activities	Resources Needed	Potential Barriers	Proposed Solutions

Action 6:

Create a project timeline.

- Create a Gantt chart for each process objective to document each activity and the time and resources necessary to complete them. If you have access to computer software that creates Gantt charts, feel free to use it. If not, use graph paper and a ruler to create a personalized timeline for your activities.
- Now that the activities, process objectives, and timeline necessary to implement the intervention have been developed, complete the logic model for your proposed intervention. Use the blank logic model in Step 2 Action 2 of the Challenge Exercises. *Hint: make copies for future use.*

Step 6: Plan and conduct a pilot test prior to full implementation of the intervention.

Action 1:

Develop a budget for the first year of the intervention, including the pilot test.

- Using the following table from Step 6 as a guide (or a sample budget from your own organization), develop a specific budget for implementing the intervention. In the space underneath the table, provide a brief explanation for how you decided on the amounts for each column.

Category	Percent Effort	Salary	Fringe Benefits	Total
1. Personnel:				
Subtotal Personnel				
2. Consultants/Contracts:			Donations In-Kind	
Subtotal Consultants				
3. Office Supplies				
4. Educational Materials				
5. Marketing/Printing				
6. Meeting Space and Refreshments				
7. Communications:				
• Telephone, fax, and Internet				
• Postage				
• Copying				
8. Equipment/Furniture				
9. Transportation				
Total				
10. Administrative overhead @ 26%				
11. Grand Total Year 1				

Provide justifications for each of your proposed costs/line items.

Action 2:

Launch and evaluate a pilot test of your proposed intervention.

1. Write a two-paragraph description of your pilot test experience including the number of participants and why they were chosen, recruiting methods, pilot test results, evaluation methods, and evaluation results.

Action 3:

Revise the intervention as needed based on the pilot test results

1. Write a one-paragraph description of the revisions you made to the intervention based on the results of the pilot test and evaluations.

Action 4:

Prepare for full implementation of the intervention.

1. Decide on full or phased-in implementation. Write a justification for your decision.

Action 5:

Implement your planned marketing activities and begin to recruit participants.

1. Write a two-paragraph description of the marketing process used to recruit participants and how successful it was, as well as other recruitment methods you used.

Action 6:

Roll out the intervention and begin process monitoring.

1. Conduct systematic process monitoring by answering the following list of questions. (Feel free to add to this list). Describe your experience with implementation of the intervention.
 - Are all recruited participants attending every session?
 - Are participants active and engaged in each session?
 - Are participants practicing their new skills?
 - Are participants satisfied with program materials and facilities?

