

Session 6: Review, Mentor Plans, and Graduation

Objectives

1. To set goals for taking next steps for peer mentoring
2. To review Peer Mentoring skills (SPEAKK)
3. To review harm reduction strategies (needle cleaning, proper condom use, risk ladders).
4. Inspirational send-off (graduation)

Materials

- Tape recorder, microphone, and tapes with labels
- Locator Forms for Participant Follow-Up
- Group Rules poster (from Session 1)
- “Peer Mentors” Poster (from Session 1)
- SPEAKK Poster (from Session 1)
- Risk ladders and velcro cards (from session 2 and 3)
- Session Review Poster
- Skills Review Cards and envelope
- Supplies for Skills Review Game:
 - Male and female condoms
 - Penis Model
 - Pelvic Model
 - Sex and Injection Risk Ladders and Cards
 - Bleach kits and cups
 - Empty plastic soda bottle
- Flip chart and pens
- Graduation materials:
 - Certificates (site supplies these)
 - “Community Resources Brainstorm” flipchart
 - “Tips for Working with Community Resources” flipchart
 - gift

- cake and soda or coffee, and knife to cut cake
- paper plates
- plastic forks
- cups
- napkins

Overview

- I. Introduce Ending and Follow-Up and Review Homework (15 minutes)
- II. Recap of Lessons Learned (15 minutes)
- III. Skills Review Game (45 minutes)
- IV. Break (10 Minutes)
- V. Where Do You Want to Go with Peer Mentoring (15 minutes)
- VI. Graduation Ceremony, Cake and Goodbyes (20 minutes)

Note to Facilitators: The first half of the session lasts over an hour, and the audiotape will need to be monitored and changed sometime in the middle of the Skills Review Game.

I. Introduce Ending and Follow-Up and Review Homework (15 minutes)

Procedure

Group leaders welcome participants and remind them about follow-up by asking them to update their contact information at the end of the session.

This activity focuses on welcoming participants back for the final session, reviewing homework, and introducing the content of the last session (as well as preparing to end).

Welcome Back! We're glad you all could make it today for our last meeting together as a group. Before we start, we want to remind you that we are going to need to reach you for some follow-up sessions in a few months. You will need to fill out Locator Forms before you leave today to help us reach you during the next few months.

We've covered a lot of ground since we first met. One of our goals for today will be to talk about what we've done in our time together.

We also want to make some plans for you to continue to practice your skills that can reduce the spread of HIV. We will also talk about continuing to practice leadership and communication skills so that you can keep having conversations with the people that you brought into this study and others about reducing their HIV risk.

We hope that some of the things that we've discussed here will have a positive impact on your lives and the lives of other people that you know. You've been such a great group to work with that I'm sorry this is the last time we'll all be together.

At the last session, we asked you to try your new approach with your network members. Let's go around the circle and share your experiences as well as how it went.

Questions about the Interaction:

1. *What actually happened?*
 - *What was your approach?*
 - *What was their first response to your approach?*
2. *What went well?*
 - *What kinds of questions got them to talk?*
 - *What techniques did you use to engage them in conversation?*
 - *Did they try to avoid answering any of your questions or avoid listening to information that you were presenting? What did you do to get them to talk?*
3. *What did not go so well?*
 - *What kinds of questions did not get a response?*
 - *Did they try to avoid answering any of your questions or avoid listening to information that you were presenting? What did you do to get them to talk?*
4. *Would you like some suggestions from your group about ways to improve your interaction?*

II. Recap of Lessons Learned (15 minutes)

Procedure

After a general discussion about what sticks with the participants most about the sessions, group leaders go through a session review to remind participants of the main points, topics, and skills covered in each session.

Group leaders put up poster boards one at a time with each session and topic listed. Point to the poster to see if the short descriptions spark any memories and ask for the main points of the session. Also try asking participants to tell you why they think we have included each exercise or discussion topic.

After reading each bulleted exercise, ask one of the following questions to spark discussion:

- “What was the main point of this exercise?”
- Why was this important to do? What was important about that activity?
- How does this activity help you as a peer mentor?

This should be as interactive as possible. We want them to say more than just the short descriptions on the posters. Read the short summary for each session, whether the participants got it or not, in order to reinforce the main message. Continue through the 5th session -- eliciting responses from the participants and restating the main point if they seem to have missed it.

We are now going to do a brief review of all we that we have done during the last 5 sessions. Then we'll play a game so that you can see how much you remember about some of the things that you've learned! So let's get started. What sticks with you most about what we've done in the group so far?

Now let's look at all you've done and discuss the sessions:

Hang Poster for Session 1.

Session 1: Ribbon Demonstration, Myths & Facts, Defining a Peer Mentor, and SPEAKK

In the first session, we talked about how HIV disease and information can spread through social networks - with the Ribbon Game. We also talked about “Myths and Facts” of HIV to get our facts straight! Why was this important to do?

[Await Group Response - "To dispel myths in the community," "So we can give network members accurate facts," etc.]

We also talked about how important peers are and how they can provide health information to their friends, family, and others in their social network. Finally, we introduced SPEAKK skills. Why do you think this was important to cover, in terms of being a Peer Mentor?

[Await Group Response: "To make communication about difficult topics more effective," etc.]

Session 2:

Now let's talk about the second session? What did we do there?

[Note: They do not have to respond in order. Responses should cover harm reduction, injection risk pyramid, safer injection and needle cleaning videos [if both videos used], practice cleaning needles, peer mentor role plays.]

Hang Poster for Session 2, Highlighting the Following Activities:

Harm Reduction

2a. We started this session by talking about the Harm Reduction Approach, which recognizes that there are many steps that we can take to reduce the harms that drug use may be causing in our lives. This is the main philosophy of this study. Can anyone tell me, what's the main point of this philosophy?

[Wait for Group Response: -- Something like, "This philosophy encourages people to try to eliminate their risk. However, even when a person might not be perfectly safe, they can take steps to reduce their risk and be safer."]

Injection Risk Ladder

2b. Some drug risk behaviors are much riskier than others; we talked specifically about the different behaviors that can reduce our levels of risk when sharing needles OR splitting drugs. Why did we do this?

Safer Injection Video [if used at site]

2c. We saw two videos - the first one was a man talking about safer injection - injecting more safely (cleaning the area, using clean needles, injecting toward the heart). He also talked about where to get new needles and how to dispose of needles safely.

How could this be useful? What parts of the video could be helpful to you, as a Peer Mentor?

[Wait for group response.]

“Cleaning Demonstration and Syringe Disposal”

2d. The second Video explained how to clean a syringe using 1x water, 1x bleach, 1x water.

Why was that important?

[Wait for group response.]

"Practice Cleaning Syringe & Disposal"

2e. Then you got a chance to practice cleaning your syringe.

Why was that important?

[Wait for group response.]

Session 3:

What about in the third session?

“Sex Risk Ladder”

3a. We started this session talking about specific ways that we can reduce risk of getting HIV while having sex, using the sex risk ladder. How could this be useful to you, as a Peer Mentor?

[Wait for group response - E.g. "To give people choices for how they can reduce their risk for harm," "To help people understand how much different behaviors may place them at risk," etc.]

“Female (**Philadelphia only**) and Male Condom Use”

3b. Carrying and properly using male and female condoms is an important part of reducing your risk of transmitting HIV or of getting other infections. We demonstrated how to properly use male and female condoms, including lubes, and you had a chance to practice demonstrating these skills in the group. Why do you think that might be important?

Session 4: “Personal Resistance to Change”

During this session we talked about the barriers within ourselves that make it hard to change our behaviors. Why was it important to do that?

[Wait for group response.]

We also practiced Actively Listening to each other’s experiences with making changes - an important communication skill for mentoring others.

Finally, we had you all make a list of the problems that you were having with making changes right now. Then we talked about new ways to overcome negative thought that make behaviors hard to change and came up with practical steps to take to begin making those changes.

Session 5:

“Overcoming Interpersonal Resistance to Peer Mentoring”

5a. We talked about what makes it difficult to talk with our network members about changing sex and drug behaviors. Why was it important to do this?

[Wait for Group Response.]

“New ways of approaching others when doing peer mentoring”

5b. We talked about ways of effectively approaching people, like what to say to open the conversation up and our body posture. Then you all chose an approach that you liked and practiced it in our group. And then today, we got to check in with each other and see how that went.

We really have done a lot in a short amount of time! Now we want to play a game that will give you all a chance to show off how much you have learned.

III. Skills Review Game (45 minutes)

Procedure

Divide the group into two teams. One facilitator keeps track of the points that each team earns on a flip chart. **Make this more fun than competitive.**

Cover the SPEAKK poster.

Have the following supplies on the table: needle-cleaning accessories, a syringe with no needle; an empty soda bottle (for needle disposal); a few male and female condoms; male and female anatomical models, sex risk ladder cards, injection risk ladder cards, scissors.

Hang the blank Sex Risk Ladder and Injection Risk Ladder Posters. Game cards and Game Instructions should be located in an envelope in the Session Materials Bin (attached to end of Session 6, below).

Divide the Group Into Teams. Ideally, there should be no more than 3-4 people on a team. If there are more than 8 group members, divide the group into 3 teams. If you do have 3 teams, then only use 9 of the 10 "Game Questions" below (drop #7 below).

The Facilitators should read the instructions aloud, and ask teams/participants to draw each skill card out of the envelope without looking (this makes it purely by chance whether they draw harder or easier skills out of the envelope.)

Game Questions (not in order):

- 1) As a team, demonstrate how to properly clean a needle.
- 2) As a team, demonstrate how to properly dispose of a needle.
- 3) As a team, demonstrate how to properly put on and remove a male condom.
- 4) As a team, demonstrate how to properly insert and remove a female condom.
- 5) As a team, identify at least one lubricant that you should not use on latex condoms.
- 6) As a team, name all of the skills in SPEAKK.
- 7) As a team, name at least 2 advantages of using female condoms.*
- 8) As a team, make a male condom into a dental dam.*
- 9) As a team, place risk behaviors in proper order on the injection risk ladder.
- 10) As a team, place risk behaviors in proper order on the sex risk ladder.

*Note - If there are 3 teams, take out #7, so that each team will then get 3 skills items. If time is short, and there are 2 teams, take out #7 and #8 (so there are only a total of 8 items to cover).

IV. Break (10 minutes)

V. Where Do You Want to Go with Peer Mentoring (20 minutes)

Procedure

Discuss what plans they have to continue as peer mentors. Try to hear from as many as possible. Try to get them to identify one goal that they have regarding their peer mentoring. You may need to repeat the questions for each person because we want them to concretely identify how they plan to keep Peer Mentoring after the group meetings end.

You all know that the purpose of this study is to reduce the spread of HIV and other infections in our community. You were a part of this project because we believe that you can have a big impact in reaching and teaching others who may be at risk for getting or spreading HIV.

During the past 5 sessions we hope you have learned a lot about how to be safe and how to help others find ways to be safe. You have had a chance to practice using your SPEAKK skills and practice teaching others about how to reduce their risk.

- *We want you to think about how you plan to use these skills in the future.*
- *How do you think the communication skills that you have learned during our meetings will be useful to you?*
- *What are some ways that you can see yourself using these skills in different areas of your life? Like in your personal relationships, family, community, and job.*

We want to go around and hear from each person how you plan to use these skills.

VI. Graduation (15 minutes)

Procedure

The group leaders provide an inspirational send-off to participants. Participants are handed their graduation certificates. The group leaders can invite clapping after each person's name is called.

OK, let's move ahead with our graduation ceremony. This marks the end of this group session. You'll each get a certificate congratulating you on your achievements by completing your training as a Peer Mentor. We really appreciate your willingness to participate so fully. It has really made it a special experience for all of us. You now have the tools to take care of yourselves and your partners, and you can help your peers do the same thing. [Refer directly to peer mentoring resources in your community if you have them.]

As I call your name, please come up and get your certificate. If you want to say a few words about your experiences in the program, feel free to do so.

A few final reminders:

We'll be contacting you in a few months for your follow-up meetings with us. If you move or change phones, try to let us know so that we can remind you about these meetings.

Hand out locator form.

Our program is almost over, but I want to remind you that our interviewers will be contacting you again in about three months. Again, you'll be paid for your time.

Because it is very important that you come back and let us know how you are doing, we need to make sure we know how to reach you to schedule your interviews. I'd like you to take a few minutes to review this form with information about you. Although you filled out this form recently, we'd like you to look it over, make sure it is correct, and let us know if there are any changes. If you move to a new place or your phone number changes in the next year, please give us a call and let us know your new address and phone number. This will make it easier for us to find you for your future visits.



Note to Facilitator

Distribute first page of locator for participants to fill out. Check each locator to insure they are legible and complete before participants leave

Don't forget to look at the resources in the back of the room and take what you want.

We have some special food here today, a cake, so I hope you'll all stay around for that.

And we have a final gift for you,

Gift—

Again, thank you so much for being part of this program.

Procedure:

a. Have all of the materials ready prior to beginning the session. Materials include the envelope with skills cards, Male and Female Condoms, Penis Model, Pelvic Model, Sex and Injection Risk Ladders and Cards, Bleach kits and cups, and empty plastic soda bottle (for needle disposal). Take the SPEAKK poster down.

NOTE - Ask ahead of time if anyone is uncomfortable with needle cleaning demonstration. If so, just have the team that draws that card EXPLAIN how to clean a needle (NO demonstration). If any group member expressed discomfort with needle cleaning in session 2, assume that there is discomfort and have them only EXPLAIN, NOT demonstrate.

b. Divide Group into at least two teams (3 or 4 people on a team, ideally 3). Explain:

We are going to play a game with teams that involves showing off our skills. Listen closely while I read the rules of the game.

c. Read Rules as follows:

SKILLS REVIEW GAME RULES

1. This envelope has a bunch of cards in it. Each card has a “skill” on it – like showing how to put on a male condom.
2. Teams take turns picking a card out of the envelope – without looking at the card when you pick it.
3. Some skills are easy, like knowing an answer to a question, and some skills are harder, like showing how to clean a needle. That’s why you can’t look at the card when you pick it – to make it fair. (That way it’s random).
4. Your team should (a) read the card to the group, and (b) work together to demonstrate the skill on the card.
5. Only one team goes at a time. The other team watches the demonstration. Teams take turns demonstrating (picking Skills Cards out of the envelope).
6. This is just for fun - and to show off the skills you learned. Scores don't really matter, but just for fun, we'll keep score. Note that in this game, you get:
 - 1 point for doing the skill correctly, and
 - 1 point for demonstrating it clearly to everyone else (explaining what they’re doing, or explaining why they give a particular answer).

When you’re watching, if we did keep score, the team watching could earn 1 point for adding something that the team demonstrating left out (Kind of like Family Feud - so pay attention!)

7. Now, let’s count off, 1-2, 1-2 (or 1-2-3, 1-2-3-4 - whatever number of teams you want). All the 1’s go to this side of the room, and the 2’s go to that side of the room (etc.)

<p>AS A TEAM DEMONSTRATE HOW TO PROPERLY CLEAN A NEEDLE.</p>	<p>AS A TEAM DEMONSTRATE HOW TO PROPERLY PUT ON & REMOVE A MALE CONDOM.</p>
<p>AS A TEAM DEMONSTRATE HOW TO PROPERLY DISPOSE OF A NEEDLE.</p>	<p>AS A TEAM DEMONSTRATE HOW TO PROPERLY INSERT & REMOVE A FEMALE CONDOM.</p>
<p>AS A TEAM IDENTIFY AT LEAST ONE LUBRICANT THAT YOU SHOULD <u>NOT</u> USE ON LATEX CONDOMS.</p>	<p>AS A TEAM IDENTIFY TWO (2) POSITIVE THINGS ABOUT USING FEMALE CONDOMS.</p>
<p>AS A TEAM CHANGE A MALE CONDOM INTO A DENTAL DAM</p>	<p>AS A TEAM NAME ALL OF THE SKILLS IN S.P.E.A.K.K.</p>
<p>AS A TEAM PLACE BEHAVIORS IN THE PROPER ORDER ON THE INJECTION RISK LADDER.</p>	<p>AS A TEAM PLACE BEHAVIORS IN THE PROPER ORDER ON THE SEX RISK LADDER.</p>