



Webinar Transcript | February 08, 2018

PROMISE for HIP - Peer Advocates: Recruitment, Training, Support & Retention

Chris B:

Good afternoon everyone, welcome to this booster session, hosted by CBA@JSI. My name is Chris Battelli, I'm a product associate for CBA by JSI projects. Today is February 8, 2018. We're hosting this online event to review some strategies, focused on recruitment, training, support and retention of peer advocates for PROMISE for HIP.

We're going to be recording the session for future access. Before we start, we'll give you some guidelines just to ensure that everyone has a successful and productive virtual event. When you need clarification on any of the information presented today, please type your questions in the chat box to the left. I will then direct those questions to the presenters who'll be able to answer them.

If you have any technical difficulties, please right click on my name, again, I'm Chris, and start a private chat. I'll be able to help with any questions without distracting the presenter. Also, this is an interactive session, so please participate, it really is the best way to learn. A useful feature in this virtual room is the use of the participation button. You can find that on the top center of the screen, the icon looks like a person raising their hand, we had you use that before. Please click the arrow next to it and you'll see a list of options. Use them to tell the presenter useful things like you like them to speak louder, softer, slow down, speed up, et cetera.

We also use various polls throughout the presentation so bring in your participation. I will provide instructions on how to use them for each activity. And lastly, please stay connected till the end of the session. We will post files for you to download and we'll instruct you how to do that after the conclusion of the event.

We also want to emphasize that this session is not meant to replace a formal PROMISE for high-impact prevention training. It is intended for individuals who have already attended a formal PROMISE for HIP training. In addition, this event focuses on boosting one core element on promise for HIP, peer advocates. It builds on the experience and knowledge you have, finding, preparing and supporting peer advocates to implement PROMISE for HIP. So if you need a formal PROMISE for HIP training, please visit the link that's on the screen, Effectiveinterventions.cdc.gov.

With that, let me introduce our facilitators today. Arman Lorz is a bilingual PROMISE for HIP trainer and capacity building specialist at JSI. Liesl Lu is the CBA @ JSI practice CBA coordinator. Both are not only certified national technical assistants on PROMISE for HIP across the US and its territories in both English and Spanish.

Arman L:

Thank you very much Chris. So I also want to mention that we're going to share with you many recommendations that you probably didn't see during the formal training, so we strongly recommend for you and suggest for you to take notes of during this session, it's going to be very helpful for you.

So, we have developed this event to enhance your abilities as PROMISE coordinators in the delivery of high impact prevention in your community which includes preparing peer advocates in the role, engaging others in meaningful conversations based on the role model story that you have developed.

Your engagement will fortify your ability designing an agenda for training and supporting those peer advocates to effectively distribute those role model stories. And also, you will have access to available resources and tools and other support services to assist in the training of peer advocates you will take over.

And to help you achieve these goals, we will facilitate several discussions that will address how PROMISE responds to the HIV epidemic with high impact prevention efforts, also the roles and responsibilities of both staff implementing PROMISE for HIP as well as those roles and responsibilities of your peer advocates.

Also, identifying and recruiting potential candidates to become peer advocates, we will also address what topics to include during the training of peer advocates. We will share with you some of the ideas for the support and retention of effective peer advocates and we will share with you some lessons learned from the field. And lastly, we will provide additional resources for you and your organization.

Liesl L: Hi everyone, this is Liesl, I'm very excited to be here with you today, thank you so much for joining us. So let's begin by talking about why organizations like yours continue to choose to implement PROMISE for high-impact prevention in your community and what makes it effective?

So, high-impact prevention focuses on reaching the right people in the right places and with the right practices. Aligned with the national goals, the strategy calls out populations most at risk, including men having sex with men, black MSM, black women, Latino men and women, young people, people who inject drugs, transgender individuals and people living in the southern United States.

PROMISE for HIP can be used to promote testing, linkage to care, broad support for people living with HIV, PrEP, medication adherence and universal viral suppression among these populations.

Now it's important to understand how the implement of PROMISE for HIP supports the goal of high-impact prevention. As you learned during training, PROMISE stands for peers reaching out and modeling intervention strategies and you must adhere to and implement the four core elements of PROMISE for HIP to ensure that you achieve the expected positive results.

So first the community identification process or CID identifies why the community engages in risk behaviors, what barriers exist to changing behavior, what will encourage

them to change the behaviors, where members of the community who engage in these risk behaviors might be found and other key information.

So second, the role model stories or RMS are keys to the PROMISE for HIP intervention role. Role model stories are based on real people in the intervention population who have made or are planning to make a risk-reducing behavioral change.

The third core element and what we'll spend the rest of this session discussing is the role of peer advocates. So peer advocates are crucial to the delivery of PROMISE for HIP. You recruit individuals from the interventional population to serve as peer advocates, engage peers within the same target population and conversation is centered around the role model stories.

And finally, ongoing evaluation activity is the final element which involves returning to the community at six month intervals and conducting additional interviews to evaluate the movement of the community through the stages of change, related to specific goal behaviors.

So since today we'll focus on the peer advocate aspect of PROMISE, we'll move forward assuming you've already conducted the community identification process and have either developed your role model stories or are in the process of developing them right now.

Arman?

Arman L: So, your implementation team will have different roles and responsibilities related to recruiting, training, supervising and also supporting PROMISE peer advocates. And since you are participating in this session, we will speak to you directly, even if your implementation team involves others at your organization. So that's why we suggest for you to take notes and to share them with your team after this session.

First, let us clarify what peer advocates for PROMISE are and what they do. Many organizations already use volunteers in various roles and they may also support outreach activities in the community or provide a staff support at the organization. The focus of peer advocates is more specific.

Although their role is also voluntary, peer advocates are members of the type of relations seen as leaders among their peers and they are not paid staff. Rather, in their personal lives, peer advocates may engage in behaviors that also put them at risk for HIV and most important, they are also recipients of the intervention.

The success of peer advocates relies on how well they are able to interact and communicate with peers when distributing role model stories. They are seen as regular members of the community and they have better access to the type of relationship than the access that staff might have with them.

They also distribute copies of the stories, along with other relevant material like information about HIV testing, safer sex kits, information about PrEP or syringe services program and depending on the goal behavior that you're trying to reach with your program.

They also encourage their peers to take a copy or two copies of the story and have a conversation with friends that they might have who may be in similar situations as the character in the role model story. And because peer advocates interact directly with your type of relationship, they can help you identify potential candidates to participate in your evaluation or potential role models for developing stories or potential interviewees or also new potential peer advocates for the future.

And lastly, peer advocates reinforce the message of the story, not only by talking about it but also by learning from it and implementing changes in their own behavior.

Now, staff have also important roles to play related to peer advocates. We're going to walk you through each one of these major activities through the rest of this presentation. First, you will have to find and screen candidates to make sure that they are the best individuals for this role. So think about the skills a good peer advocates should have in order to be successful and decide how you will determine a potential peer advocate are a good match for the role.

Second, you would have to provide an orientation and a training to your peer advocates. Help them develop skills to identify the components of the role model stories and how to engage peers in the focus discussions about this story.

And third, you are also responsible for supervising peer advocates and providing continuous support to them. So while your peer advocates are involved in PROMISE, make sure that you are available to answer any questions that they might have. Make sure that you are able to motivate them at all times and make sure that you are able to support their efforts and to retain those who are most effective. So find out how you can help them and how you can help them grow in their role and also to develop more skills.

So, before we continue, we would like to hear from you what you ... what have been some of the challenges in your efforts to identify, to retain, to supervise and also to support some of the peer advocates that you have recruited for your PROMISE intervention. So go ahead and type your answers on the part on the right to your screen, you can type your answers and once you hit enter, it will appear on the screen.

So the question is, what has been challenging in identifying, training, supervising and supporting peer advocates? Please type your answer. Okay, so we see that some of your answers include recruitment, recruitment has been challenging for some of your Training. Many of the young people we've identifying didn't come to the training. So participants don't show up to the trainings. Recruiting peer advocates in a volunteer

role. Retention has been challenging and also some discrepancies on the message regarding the objectives of the intervention and some peer advocates, identifying the objectives to be different than what they received on the training.

Stigma. Thank you, these are really good answers. Retention to supporting any of the efforts or any of the events. Some peer advocates did not understand the intervention fully and the staff ... for staff and peer advocates. Challenge with identifying leaders between the specific program range. Some of you are working with individuals 18 to 29, trainings, recruitment. The retention process is challenging. Supervision of peer advocates. And make sure they're doing the right thing. Excellent. Thank you very much. We have a lot of experiences and as you can see, everyone is facing some different challenges and challenges are good because they help us learn.

So we're going to close this poll. Doesn't mean these are all the challenges that are ever occurring to peer advocates but we're going to be addressing some of these challenges in some situations. So, thank you.

So some of the challenges that we have seen and I think they could be summarized here. If not, we will address them at some point. So many of the peer advocates, they do not understand the roles and responsibilities that they have but also some of you mentioned that staff sometimes don't understand the roles and responsibilities and the communication. There is a gap in the communication and something is understood different. Some people don't understand, some peer advocates don't understand the message that they need to convey during the interaction with the peers. Some things that we have seen is, when asking peer advocates that they receive too much information during the training and it's sometimes impossible for them to remember all the information.

Sometimes, they are trained as outreach workers or educators and they have so many different roles and [hats 00:15:17] at the same time that they forget what role they're playing and they get confused in their efforts outside. Some others mentioned that they don't have enough practice, some mentioned that they're expected to be perfect and many mentioned that they feel anxious and unprepared or they feel alone.

So these are some of the findings that we have found in addition to the ones that you mentioned. These are real challenges. And many of these issues arise because of the expectations of the PROMISE for HIP staff probably do not align with how peer advocates understand the role and responsibilities and this is where this workshop that we're conducting today is going to be relevant to provide a lot of this information that can be prevented through effective training.

Liesl L: Great, so let's talk about recruitment of peer advocates. And let's begin by describing some of the general characteristics for peer advocates and they include, ideally, they should represent your segmented targeted population, they should have good

conversational skills and communication skills. So this also includes observation and listening skills which are really important. That they are able to engage and focus conversation with others and they are comfortable holding these conversations. They believe in the goal behavior and therefore, they'll most likely reinforce and encourage the behavior change. And that they possess natural characteristics of leadership, that they are comfortable in a leading role.

So all organizations are different. Some are able to recruit multiple advocates where others have a limited number of peer advocates. And depending on your organization and the requirements from your funding, you can figure out how many peer advocates you might need to reach your goals. So in general, the number of peer advocates an agency may have depends on your access and skills to recruit them and their availability to participate which was noted as one of the challenges that they don't return.

So nevertheless, CDC suggests having a group of eight to 10 regular peer advocates at all times to help with filling some of those gaps.

Arman L: So one of the things, and I apologize, our microphone was frozen for a little bit but one of the other questions that we want to find out from you is where is it that you are finding those potential peer advocates for your PROMISE? So I see that some of you are finding them through college campuses, others from support groups. In the youth programs, from the drop in center, from clubs, from balls, from support groups, a safe space, from social media, excellent. From the shelters, from testing or arts prep school. In the community that you serve, through our sexual presentation, education presentation that you deliver. College campuses, doing outreach.

Let me see what else it hasn't mentioned. Word of mouth, ah the social network strategy, I love that one. Participants bring along others, other candidates, who could be great at promoting your services, especially for PROMISE. Excellent. In the community, in the clinics. The planning council, excellent. Gate keepers of the community. And the places and venues where you conduct testing, services and activities, through testing, safe place, I think I mentioned most of them. Thank you, thank you very much. So we're going to close this poll.

And what I want to highlight is that it is crucial that before any recruitment efforts that you must develop a plan. A plan to identify where you're going to go, where you're going to find your peer advocates. So make sure that you have a plan and that is going to come with the conversation that you're going to have with your team.

So an effective way to find potential peer advocates and this is going to be probably the most effective that you will find is during community identification process. As you remember, you conduct interviews with other organizations and also you can just brainstorm activity within your staff, but also, you interview some of the members of the community. So it's common to hear that staff identify individuals who could be beneficial to the PROMISE program through these interviews.

So you also end up with a good list of potential individuals from the system but they say, "Oh, you may want to talk to this person," and you will be able to identify more candidates while conducting the intervention population interviews as I mentioned. So potential peer advocates could also be identified during the role model interviews that you might conduct and even the role models could become some of the peer advocates for your program.

And you can find peer advocates through your outreach workers, through your stakeholders, through clients, through the services that you mentioned and through your current peer advocates. I mean, they are the ones who are seeing the community straight in the community and they can help identify some of the new ones.

So once you have a list of these candidates, make sure that you screen them to make sure that they are a good fit for this role. And develop reasonable criteria that support the overall goal of PROMISE we have and that will ensure the success of your peer advocates. And some of the list might include candidates who besides being good communicators, that's a given, they are also well connected with and have access to the population that you are trying to reach.

Also, that they are seen as credible in the community, among the peers that they are going to be interacting with and they have a position of influence with the peer advocates or the peer group. Also, they support your organization and your program or in other words that they have bought into your program. And also, have faith in the prevention methods that you are delivering and that they believe the prevention methods that you are delivering through PROMISE and that is promoted through your program.

And also, that they are interested in becoming involved in helping their community as well as serving as a peer advocates and this is very crucial to them. So during the screening process, you will provide a brief explanation of what PROMISE for HIP is and what the role of the peer advocates is and let them know that if they are selected as peer advocates, they will receive much more information during the training and if you need assistance developing a peer advocate recruitment strategy, we have capacity building assistance providers, we can help you develop these. And this personalized assistance is one of the best resources that is at your disposition to use.

So once you have identified those best candidates, invite them to become peer advocates and make sure that the invitation is personal and share with them how they could be part of the change in the community. So have your, in other words, have your elevator speech ready. Number one, provide them with a brief explanation of what the training is about so the role, the commitment time, the location, the time, and a brief overview of what they will experience during the training. This is helpful for them to know what to expect during the training.

Also explain what their responsibility will be as peer advocates and talk about the support and activities that you will provide for them. And if you are planning on offering any incentives for this role, let them know what the incentives will be and they could be as easy or as common as food or transportation reimbursement or any other relevant and appropriate incentives that they might find for themselves. And lastly, answer any questions that they might have about their participation.

Liesl L: So once you have recruited your peer advocates, the next step is to provide training and as you may have noticed earlier, several challenges that were mentioned could be prevented or addressed during training. So an effective training addresses the participants' expectations and focuses on delivering relevant and clear information, it demonstrates how knowledge and skills that they learn will be applied and provides opportunities for learners to practice.

So we're not going to cover all the logistics that go into delivering a training but we will emphasize that this planning must occur in order to increase the chance of a successful event. And that involves answering some important questions such as who will coordinate the event, who will develop the necessary materials and activities, deliver the training, who else from the agency should attend and support the training? And then when will it happen? You'll need to ensure the day and time of the training and other booster sessions are not in conflict with other internal or external events.

Where will it be delivered? You'll need to make a reservation for the location if necessary, ensure that it provides the necessary environment for training. And why is the training needed? How is it helping all involved to gain a common understanding of the purpose, goal, objectives and rationale of all the activities? How long will the training last? What is the most helpful format such as the agenda, what audio visuals could be used to enhance the training? How many participants is the minimum and also the maximum number to train so you have those kind of guideposts? And finally, what content needs to be developed and included during the training event. So that is contact information sheets, peer advocates agreements, debriefing questionnaires, monitoring forms, timelines, activities et cetera.

So since we're not addressing the logistics in detail in this session, I do want to let you know that we can help in this process if you like our assistance. You can request CBA from CBA @ JSI and we'll show you how to do this at the end of the session. But for now, let's focus on developing the training content for peer advocates.

So looking at the options at the right, please select the top five topics you would include in your training after the introductions and welcome. So this is a select multiple poll. So the options are, overview of PROMISE for HIP, HIV one on one, STIs, findings from the community identification process, confidentiality, roles and responsibilities, components of role model stories, overview of the services available at your agency, distribution of

the role model stories so demonstration and practice for doing that and the basics of risk reduction and finally, importance of status and disclosure.

So just give everyone a few more moments. So thank you so much for responding, it seems like the top five are HIV one on one, an overview of PROMISE for HIP, going over the roles and responsibilities, and the basics of risk reduction and then probably the next ... the fifth one would be STI discussion. So this is great, this is a great kind of mix for an introductory session for peer advocates. So you don't have to limit your training to five topics but it's similar to the ... you could use such a similar activity to help you prioritize the content for your training with the allocated time that you have.

Unfortunately, so often we don't have the time to do everything so it's important to figure out a way to prioritize the topics that are most important. All right, so and whatever you do decide to include during your training, just make sure that your training includes a description of PROMISE for HIP and its purpose so that the peer advocates get a bigger picture which most of you picked in the poll, so that's great.

Include a discussion on the role they play and the responsibilities they have as well as yours which you also noted. Plenty of you noted. Include time to present the findings from your community identification process. So that is the subpopulations, their risk behaviors, where they are in regards to moving towards our goal behavior so that the peer advocates can understand the environment.

Introduce the role model stories and review them with your peer advocates, especially highlighting the core components that must be discussed with their peers so this would be the risk behavior, the goal behavior, initial stages, the determinants that are addressed, final stage and the positive outcome.

It's also important to provide a demonstration on how to engage others in an RMS discussion. So getting a sense of some of those communication skills and facilitate a practice activity with feedback for peer advocates to experience the engagement and distribution of the stories. And then finally, discuss any follow-up activities, support their efforts including supervision and retention and you can also include separate workshops with topics on HIV one on one and so forth. So we'll explain a few more of these in detail.

So let's start with the expectation. It's essential to clearly communicate with your peer advocates in order to foster a relationship that invites them to do the same with you. So this will help ensure that you understand each other's expectations. It will really help if you reflect in advance on the responsibilities of the peer advocates and the potential challenges that you both might face in the process so that you can plan accordingly.

You'll want to discuss time commitments, so yours and theirs, considering that their involvement is voluntary, discuss how long they'll remain in the role, what your expectations are for that, will it be based on time or will it be based on the number of

stories distributed? So this is an opportunity for them to take a break from their role or extend their engagement if they remain committed. In addition, this conversation provides you with a way to release your advocates if they don't fulfill the program expectations.

So you want to set goals together including reaching a minimum of 15% of the target population. Address the benefits that they will receive from their commitment, so the ones the community will receive from PROMISE and the benefits you receive from their support. Discuss the boundaries they will have when engaging others. And understand your own boundaries with them as a coordinator. So that's the boundaries between the peer advocate and the people they are engaging in the community and then the boundaries between the peer advocate and the coordinator. It's important definitely to lay those out so there's an understanding.

Point out the challenges your project faces, implementing PROMISE and those that the peer advocate might face including potential rejection. And talk about how you'll support their efforts throughout their commitment and how they'll be supporting your efforts in their role as peer advocates.

So after setting expectations, you can give them an overview of PROMISE for HIP, explaining what your role is, what your expectations are from them and exploring how the peer advocates can conceptualize their participation in PROMISE. And so it'll be useful to share the findings from the community identification process to help them understand why you're doing what you're doing. You'll want to discuss how you identified the sub populations and their risk behaviors and it'll also help to share in language that the peer advocates will understand the most influential behavioral determinant that was identified during the interviews with the population as part of the CID process. As well as where the community is with respect to the goal behaviors, so the current stage of change.

And when you're ready to introduce the role model stories, make sure to read the story out loud and then review the key components depicted in the story with the peer advocates in their own language. You'll want to let your peer advocates know that RMS are an honest reflection of the reality of the selective population, they're stories based on actual members. And this activity will help everyone in the training understand the key messages to deliver during the discussion with peers. So as you can imagine, this will require you to master the development of effective RMS as well as the peer advocates.

So on that note, when you are reviewing the RMS with your peer advocates, point out what the barrier to the new behavior is within the role model story and how the character overcomes that barrier, so it's important to really point that out so they're able to pull it out of the story. And this highlights the importance of talking about the stories with their peers from a realistic point of view and also to not do so from an idealized, unrealistic situation. So it's really, again, having the role model story based in the community, in the population they're trying to reach.

Arman L: So one of the things that you all mentioned as important to cover in the training, it was a demonstration and you are right. That is one of the most important things that you can cover, doing the demonstration. So after you present the role model story and you debrief from the role model story and you talk about the role model story that they're going to be distributing with their peer advocates and once you have reviewed those key messages with your peer advocate, provide them with the opportunity to see you demonstrating an effective engagement with others in a role model story discussion.

This is key for the training. So facilitate a practice activity after that for them to experience how is going to be the engagement with other peers in distributing the role model stories.

And another important reminder is that we strongly suggest that your peer advocates are part of the target population. That means that they could also benefit from participating in PROMISE and hopefully, with some of your efforts and some of your focused efforts, the peer advocates also learn and modify their own behaviors to a healthier decision station in their personal life. Remember to make a conscious effort when spending time addressing the peer advocates' reactions to the story. And possibly during your debrief [inaudible 00:35:21].

So the first thing or before demonstrating, you may want to review the distribution of role model story guidelines with your peer advocates. The guide is going to be available to download at the end of this session but this is the same guide that we utilize during the training for the practice. So this is extremely helpful and even if you master the demonstration, make sure that you review these with them so they can feel comfortable using it during the first times that they go out and have this conversation with their peer advocate.

So the tool emphasizes the need for a peer advocate to provide a genuine approach with their peers, it also prompts peer advocates to assess the peers interest in engaging and it leads the peer advocates through asking a series of focus questions about the key messages from the story which are the messages that Liesl just reviewed.

So and lastly, it guides the peer advocates through a conversation to help peers identify their own situation similar to the ones faced by the character in the story. So the guide also reminds peer advocates to offer a couple of copies of the story to the peers to share with their friends and to encourage them to also have this conversation about it with them.

And before the training, master your demonstration and make sure that during your demonstration, you present a realistic scenario and make sure you stay in character and focus their attention on the discussion of the key messages. Make sure that you use the

guidelines tool, by seeing this, you will increase your participants' comfort to also using the tool until they familiarize with the process and then it's going to become natural.

As you get ready to initiate the demonstration, ask participants to focus on how you ask the questions and what the questions provoke. And remember that they will copy you in whatever you do. Whether it's good or not, or if it is right on point, they will copy you so demonstrate how to present this story and how to engage peers and how to ask the questions and how to respond to the peer reactions effectively. This is why we say master your demonstration.

And when you finished your demonstration, debrief and ask some of the questions of what they observed, what worked well and if anyone would do anything different and also address any challenges. This present opportunity for them to personalize the discussion and not just written from the guide that you provide them with.

And then ask any questions that they might have at the end. So remember, ask peer advocates to answer honestly and to share what they see and what they learned from the story and this would benefit them as well during the session.

And while your peer advocates have the demonstration fresh in their minds, give them the time to practice a similar scenario and reinforce any of the information at this point and provide the scenario to them and then let them practice and observe quietly. [inaudible 00:38:28] that we were going to suggest, observe quietly the practice and take some notes of what they deliver correctly and also if you have any suggestions, write them down and after they finish, provide some constructive feedback and highlight their effectiveness, what they did right and also provide a suggestion or two on how to improve.

And make sure that you are clear and specific when you are providing feedback. This is going to be helpful for them as well. And as appropriate, allow for additional practice to polish their skill. And to help the peer advocates have a realistic expectation of their engagement activity with peers, share any foreseen challenges that could occur and how to respond to those situations and depending on their level of experience and comfort and as long as they are still focused on delivering the key questions of the guideline tool, allow them to practice using challenging situations. Remember, you are trying to build their skill and not necessarily, you know, trying to teach them how to deal with difficult participants. So the purpose is to help them develop some sort of skills on communication, the engagement with other peers.

Liesl L: So you also want to make sure that your training addresses information about adapting the delivery of RMS, our role model stories. So as a good foundation, always use the distribution of role model story guidelines to facilitate the engagement of role model story discussions. Make sure you have a conversation about the different venues and social norms expected from these venues. For example, an approach from a stranger to discuss a story might be unwelcome with people socializing in the neighborhood or a

park or drinking in a bar, dancing in a club or hooking up at a bathhouse or on a dating site. So you just want to take into consideration those venues that the peer advocates are considering having the conversation.

And as you discuss the social norms, from the different venues, ask for ideas on how to proceed and provide direction as necessary regarding assessing each situation, proceeding appropriately based on your own experience.

Many organizations opted to deliver services virtually. So if you decide to go that route, discuss the difference between their time engaging in conversations face to face versus engaging in virtual conversations online. Some peer advocates are comfortable having virtual conversations, they struggle to initiate or hold a conversation in person. And this trend surfaces lately as a somewhat of a generational difference between peer advocates in their 20s and older staff who might be averse to social media platforms. So know what the appropriate venue is and how to discuss the story in training.

Ask for suggestions about how to address these challenges and provide some potential solutions that you might find relevant. If your implementing efforts require an adaptation beyond personalizing PROMISE, we can definitely help you throughout with our CBA services, so feel free to contact us and again, we'll let you know how to do that at the end of the webinar.

And so if you are planning on using social media, plan in advance how to monitor the engagement. Social media can definitely be useful to promote your role model stories if you select the most conducive channels and so that's knowing where are the population that you want to reach, what social media channel they're using and you can access and again, can reach them through.

Just remember that not all social media is appropriate nor does it replace peer advocates in their crucial role engaging others in discussions about the stories. And be prepared to talk about this with your peer advocates. We're not focusing on social media for PROMISE at this point, but for now, think about how you will evaluate these efforts. It will be through likes, reposts, comments, you can also find the engagement and views through different social media channels. Also, think about what the role of staff will be, especially for monitoring purposes. And think of what the role of peer advocates using social media will be.

CDC strongly recommends for skilled staff to be the ones interacting through social media and not the peer advocates so that would mean using the social media accounts of your organization. And nevertheless, CDC also strongly recommends to implement a hybrid PROMISE mode in which social media is used in combination with face to face interactions with peers during social encounters. So you can use to augment the other.

If you're considering disseminating stories using social media remember, again, that we can help you as capacity building assistance providers with the development of your strategy and provide you with guidance.

Arman L: So once your peer advocates feel ready to conduct the role model story distribution and engagement activity, provide them with some information about how you will be able to support their effort. And let them know that you are reliant on them and how you will support their efforts to ensure their success and therefore the success of your PROMISE program and that includes how you will conduct check ins with them, how can they reach out if they have any problems or concerns. Also, any specific information about regular schedules to distribute the new stories, whether you decide to do it like a new story every month or every two months so that they have all this information.

And also, any other gatherings where they will meet as a group for social activities or for additional skill building sessions. You need to ensure that peer advocates aren't left on their own and that you do support them at all times through this process.

Now you will want to ensure clear expectations about how your agency staff will support the peer advocates and what peer advocates are expected to do after the training. So during the training, you will want to share information about the ongoing communication and ongoing meetings, how and how often would you be checking in with them and how you would provide the necessary materials to ensure timely distribution of the role model stories. Also, any information about collection of data. In addition, you will want to discuss the manner in which you will assess how well they are doing and ways to ensure that they succeed as well as how you will identify challenges and find ways to address them.

Whether you plan to rotate role model stories and with what frequency, you may want to provide information again to them and what they need to do to ensure that the stories are being replaced. So we call this the role model stories management. You may want to also provide information about what information do peer advocates need to collect and report to you that is going to be beneficial for your report at the end and how you will provide opportunities to enhance their skill and increase confidence in their role as peer advocates.

And also, you may want to share information at how you will look for opportunities for those who are interested in additional involvement with your programs or with your agency at large and how you will arrange for social gatherings to celebrate successes and pretty much, to increase motivation for them. This is also very, very important.

And then most important, make sure that you follow through with whatever you said you were going to follow through with your peer advocates. So make sure that your peer advocates are appreciated and motivated to continue their involvement, especially when your peer advocates thrive. Consider their potential and also their strengths and

their interest and focus, any of the effort that you may want to focus on from that moment on how you can support them.

So you will know that some of the peer advocates may be interested in helping you create new role model stories and they're really good at reviewing role model stories and providing feedback and providing stories in the language that you may want to use that is relevant for the community. And provide them with that opportunity if that opportunity arises.

Other peer advocates may be converting the prevention during the role and they might be a great candidate to be interviewed as a role model. And when you approach them for this, make sure to mention that you have observed their effort and highlight their strengths. This is going to provide ... boost their confidence to continue supporting your organization and your program.

Some other peer advocates can have a gift for retaining a lot of information from the conversations with their peers and they could assist you in your evaluation efforts, providing some anecdotes from the field. And if you decide to include these narrative on your evaluation, give them credit for it. Everyone wants credit for their efforts. So take advantage of that but also give them credit for their efforts.

And other peer advocates might be very very observant and could provide you with relevant feedback while piloting your role model stories. Other could help you facilitate those piloting sessions and so invite them to be part of the [operative 00:48:05] involvement on PROMISE. And other peer advocates that you might have [inaudible 00:48:09] to spot other potential candidates, so ask them if they would like to also help you there or be involved in the training of new peer advocates. This could be beneficial as well.

And a key way of thinking in your supportive efforts is to leverage on their strengths that they have and helping them address the challenges that they might face in the role.

So we want to open another question for you to know, what are some of the strategies that you have implemented in your organization or your program, your PROMISE program, to retain your peer advocates? We're interested to know and also, we'll share some of the best practices that we have heard. So some of you have mentioned that incentives work great. Incentives, always work great. More incentives. Give more incentives, not always, depending on the funding, I want to clarify but depending on the funding, if you did mention that you were going to provide incentives and incentives are working great, continue doing it if that is what is working.

Frequent communication or frequenting the community. Let me see. Venues, areas where they are, the peer advocates. Keeping them engaged, when they need help, allow them to have some ownership in the project, that is awesome. Regular contact. Inviting them to events from the agency, constant communication, praise. Ongoing contact.

Given them incentives, weekly check-in whether it's formal or informal but you know, constant checking in with them. Allowing them to be creative, to take ownership, keeping them engaged in how they're impacting the community. Helping them with technology, providing them with some staff phones to text peer advocates. Listening to their suggestions, that is awesome. One on one assessment of needs. Very good. Encourage them to community service. Let them be the role models, giving them incentives.

This is great, thank you very much for sharing all this. So this are great practices that are helpful for everyone and one of the reasons we conduct this activity is not only for us to know what is happening with the community but for those who are participating on this workshop to look at what others are doing and how great it's working and maybe getting some ideas on how they can improve their services or implementing a new strategy to retain their peer advocates. So thank you very much, we're going to close the poll right there. If I didn't mention the one that you wrote, we'll share all these in the recording and everyone will have access to all the answers.

But, the thing that I want to mention here is be strategic. Strategize and think of how you will do all this in the most effective manner. So number one, you may want to also, in addition to everything that you mentioned, you may want to keep a record of your peer advocates. That is their contact information, and including some time of what day did they start to work with you in this role and how long they have been doing this role. At some point, you may want to give them a break, give them the option to take a break if that is going to help them to keep motivated.

Also, build the relationship with them. They are not just peer advocates doing the task, get to know them through regular contact, checking in with them about how they are feeling about the role and become interested in their growth. This is going to help you. You mentioned some of those strategies already.

Also, create some events to build or strengthen a sense of community among the peer advocates. This might include some pure social events or social skill building events or a combination of both, they don't have to be separated. Also, consider how incentives, if you will offer them, will be distributed, it is going to be per outing or per total number of involvement? And also, think about some relevant ways in which you could try to incentivize their efforts. What are some that you know what they want or what would serve as an incentive? Ask your peer advocates, you know, try to get their involvement and try to give them some ownership of how to help them keep motivated. And that might be through some social events, through organizations, through food, skill building that they might want or they might request it. Some transportation reimbursement. Some access to your agency's event, the VIP event, special recognitions.

Just think outside the box and just help them feel motivated. But if you would like to allocate some of the funding to incentivize peer advocates, we can help you develop a budget through our CBA services to help you with that.

But also, be cognizant of their needs. Work with them at their own pace, know when they struggle and how to offer them some help. And in some situations, some peer advocates will need more coaching than others and be willing to assist with this and be sensitive to their needs. As I mentioned earlier, include some breaks and give them the opportunity to choose if they want to take a break.

That doesn't necessarily mean that they are doing bad but it's voluntary, their time and some of them are going to be in college and working and they have the family, so make sure that you give them this opportunity to take a break and if they want to reengage again, they are more than welcome to reengage. But also, offer some continuous booster sessions for them.

And a key way of thinking about your retention efforts is to leverage their interest strategically and think of how you will do this in the most effective manner. So at this point, I just wanted to mention that we have presented plenty of information and ideas with you, many of these are lessons learned from the field about the peer advocates [inaudible 00:54:42] PROMISE for HIP.

I also want to mention that we know this is a lot of information, even though you will receive the link with the recording, you can always contact us and say, "Hey, you know, my organization would like to ... we're doing great and we want to do even greater, how can we receive some [inaudible 00:55:01] assistance to improve our implementation of PROMISE?" And we can help you with that.

So some of the best practices that we have learned from the field from the trainings and providing capacity building assistance for organizations include that organizations need to plan in advance. Plan in advance means that success only occurs when planning is in place. When success happens without planning, is just plain luck and you don't want to take a luck chance, you want to plan in advance.

Also, you want to screen your potential peer advocates to make sure that they are a good match to the role. And understand the challenges from recruiting individuals already involved in the role within your agency and make informed decisions about it. So sometimes having only one role peer advocates is the best involvement for those volunteering for the first time your agency. When you have more experience, you may want to put them in different roles but when they are new to this role, you may want to start with only one role which in this case will be peer advocates for PROMISE.

Also, identify how to enhance their capacity through effective supervision. Also master developing clear role model stories so peer advocates don't have to struggle deciphering where or what the components of a story are. Experience what it's like to distribute role model stories so you have a better idea of how easy or how challenging it could be for them as well.

Develop a strong focused training and intentional workshops based on the needs of your peer advocates. And help peer advocates develop and achieve their goals and those require for PROMISE for HIP as you remember and like Liesl mentioned earlier, we need to meet that 15% so let them know that those are goals that you want to have but also ask them what goal they want to achieve through their involvement with peer advocates and the program.

And lastly, take advantage of the free technical assistance available to you through the capacity building assistance project from CDC. Liesl and I have been saying this from the beginning, take advantage of that and it's at your disposal and it's one of the best resources that you can take advantage of. And by replicating these into the peer advocates aspects of your program, you could increase your chance or success implementing HIP or PROMISE for HIP.

Liesl L: Great, so with that we just want to show you some additional resources that you can access to ensure your peer advocates are successful and by doing so, ensuring the success of your PROMISE for HIP program as well as share the presentation materials with you.

So you can find various tools available to help you effectively implement the elements of peer advocates for PROMISE for HIP in your community on effectiveinterventions.cdc.gov. And that link is in the bottom right hand part, it's the first one in the online resources window in the bottom right hand corner.

Implementing the social network strategy to identify peer advocates or even better, to help them conduct the engagement activities could be helpful so we've included a link to that. For your convenience, we brought the session The distribution of role model guidelines tool that you can download it from the pod labeled downloadable files. So just select the file and then click on the download button and it should download for you.

You can also download a file with descriptions of the common determinants of risk and in addition, hiv.gov is a great national resource to access current information about the HIV epidemic, the care continuum and our national prevention and care goals. And as I just mentioned, you can always take advantage of the capacity building assistance providers such as us and request technical assistance to help you implement PROMISE for HIP. So if you'd like us to help you or show you how to request this, let us know in the chat pod on the left but you can go to cba.jsi.com and request our capacity building assistance. And we've also included the link in that bottom right hand corner window and it says capacity building assistance. So if you select that, it'll take you to the screen where you can request assistance or at least save the link for now.

And so I'm going to pass it over to Arman and Chris to close but when you do exit, make sure you select the link that's in that bottom right hand corner window that says "Exit this event," which will take you to the evaluation. So Arman and Chris.

Arman L: Thank you Liesl. So before we close and we finish and we conclude this session, we want to open it to answer some questions and I noticed just right out of the ... what I can see from the screen, we have a question from Felicia asking if there are any additional recommendations or recommended resources for evaluating community PROMISE. So one of the things that we want to always promote is effectiveinterventions.cdc.gov. You'll find a lot of resources, some of the times, those resources are not updated but if you find it, that is a great baseline on how to conduct evaluation for this case, for community PROMISE.

Another thing that we suggest all the time is requesting capacity building assistance. So on your screen you can see our website, you can go to our website or you can go to effectiveinterventions.cdc.gov and find out how to submit a [inaudible 01:01:03] request. Many of you might be familiar with a [inaudible 01:01:05] request. So if you don't, something that I'm going to share right now is going to be our contact information. Please take a picture of this screen and feel free to give us a call or to send us an email and asking some of the questions that you might have and we can share that information with you.

I see other questions, let me just read it really quickly. And it says, "My peer advocates and peer advocates ... sorry. My peer advocates and peer advocates want to do blogs. They say paper is dead. They are not excited or encourage in the least by handing out role model stories, especially our 22 and unders. Just something I'm facing with." So I'm assuming the question is, what to do in these situations?

CDC recommend that, yes, you can do social media including blogs but what CDC also will recommend, especially if you're being funded by CDC is to do a hybrid implementation of social media but also with a face to face interaction. If you don't know how to do it and you would like some assistance with this, we can help you with that, develop a strategy on how to implement it on both social media but also to ensure that the face to face interaction are taking place. And we can help you with that.

Also, Denise has a question. When will there be a formal training? Thank you, Denise. So I know that there is going to be one in April. Don't quote me on that one but the best resource that you can find is effectiveinterventions.cdc.gov. If you go to the online resources, just click on ... it's the very first one. Effectiveinterventions.cdc.gov and it will take you to that website. And then just click on the calendar and you will see all the trainings that are coming up soon. You can do a search for PROMISE and it will tell you. It is my understanding that there is one coming up in April and I believe that's going to be in Los Angeles.

But if you need one and there is none listed you can always contact the coordinators which you'll find a link right there. Thank you Matt, it's going to be in Oakland, California and that's going to be in April. So, but if you don't find one and you need more of your staff to be trained, you can always contact the coordinator and say, "Hey, we need a training fro PROMISE in my organization, how can we get it? We have, let's say 10 staff interested," so [Danielle 01:04:02], she is the coordinator [inaudible 01:04:04], they can coordinate a training around your needs. But right now, I know there is happening one in April in California.

Good question from Ted. How can I get the slides or the recorded version on this presentation? Let me just make sure, we did not upload the presentation and that was my bad. We just made some changes this morning so we did not have time to upload it right now. But, everyone who signed up and participated on this training will receive a followup email with the link for the recording if you want to revisit it. And also we'll make sure that you receive a copy of the presentation from this session.

And again, if by any mistakes or anything you do not receive it, take a picture of our contact information and say, "Hey, Arman, you promised me the slides. It's been three days and I haven't received it, could you send it to me?" And I will send it to you, I promise that.

So, any other questions that you would like me to ask at this moment? I will take one or two more questions if there are any. I don't see anyone typing at this moment. So with this, I'm going to say, take a picture of the ... contact us, even if you have any questions, just contact us and we'll be able to help you. So at this moment, since I don't see any questions, I'm going to pass it back to Chris and thank you everyone for your participation and we truly appreciate it.

Chris B: Hi everyone. I would like to thank the presenters, Arman and Liesl and all of you for your attention and active participation. You can download this presentation from the downloadable files although it's not on there, so we'll be sure to email that to you.

When you exit this event, please complete the brief survey about your experiencing in participating today. We greatly appreciate your feedback. To exit this event, please click on the link named "Exit this event." I will leave this meeting open for a few minutes so you can have access to the downloadable files, unless there is any more questions, well have a great day, thank you so much.