

Culturally Adapting “Real Men Are Safe” for African American and Hispanic Men

**Health Disparities in Boys and Men: Innovative
Research to Reduce Addiction, Trauma and
Related Co-Morbidities Meeting**

Washington, DC, Nov. 1, 2010

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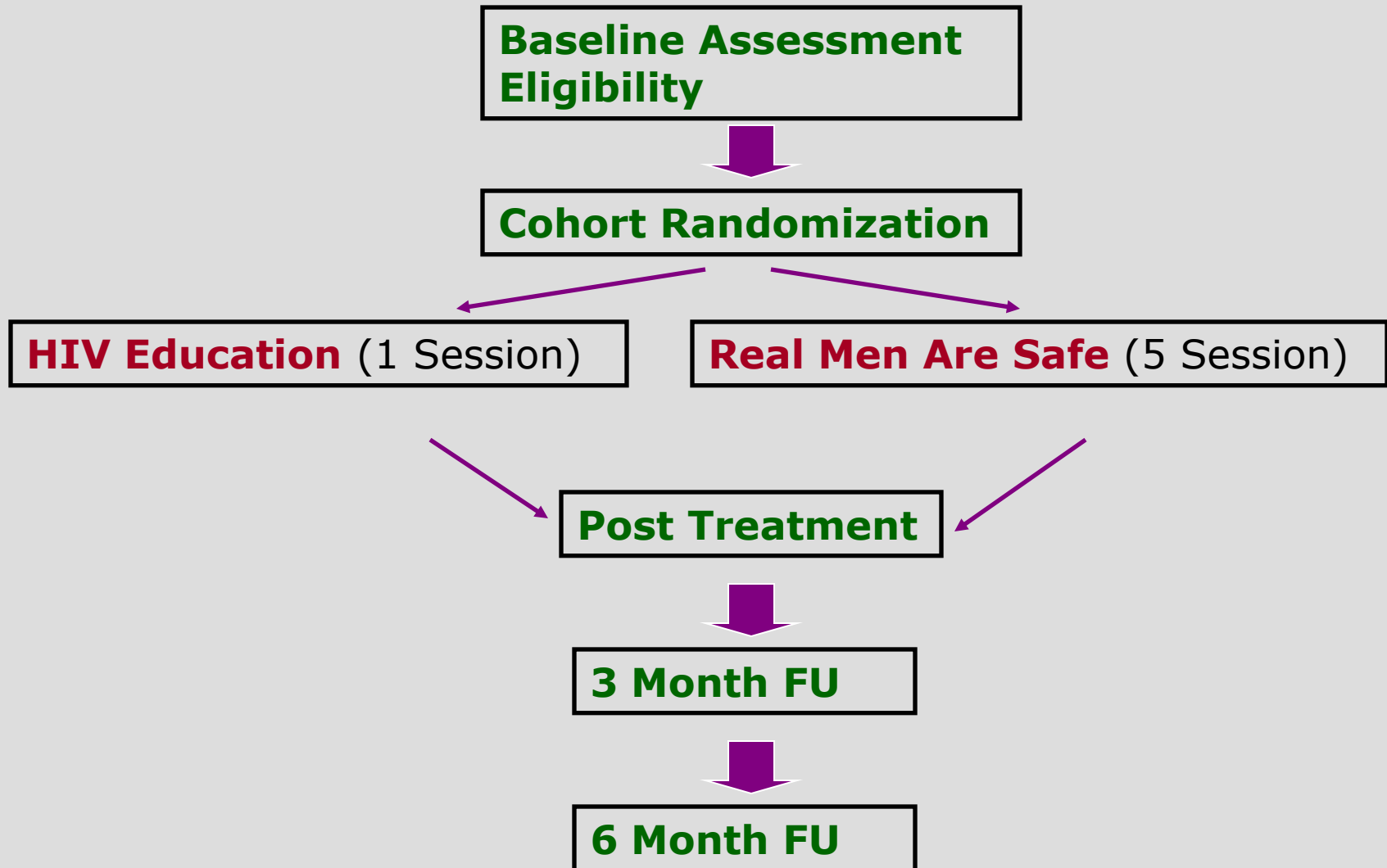
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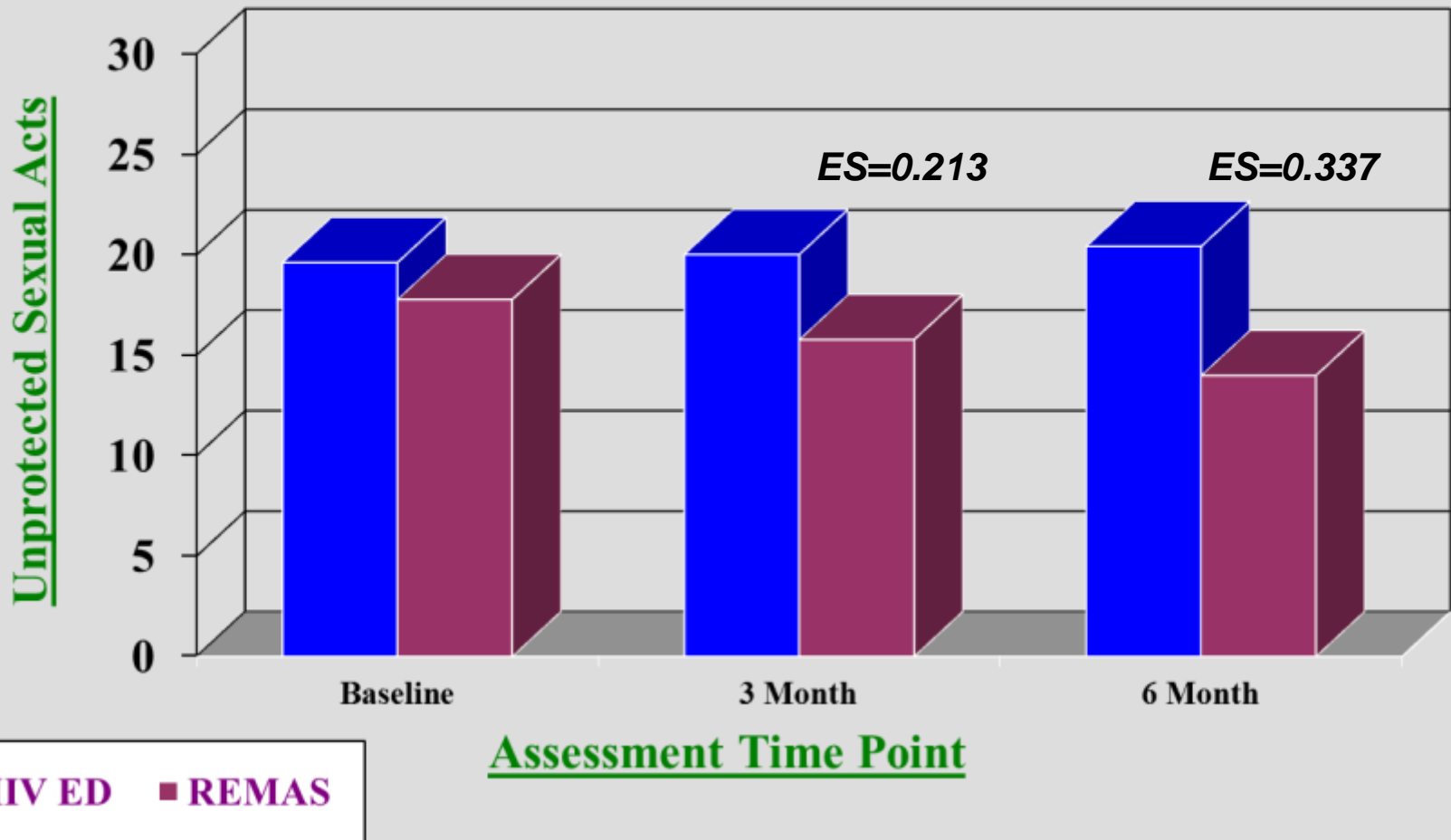
Study Design – CTN0018



Sample Demographics: Randomized

<u>Ethnicity</u>	<u>HIV-ED</u>		<u>REMAS</u>	
	n	(%)	n	(%)
Black	91	(30.4)	74	(25.4)
White	173	(57.9)	169	(58.1)
Hispanic	29	(9.7)	37	(12.7)
Native Am.	2	(.7)	6	(2.1)
Asian	3	(1.0)	2	(.7)
Other	1	(.3)	3	(1.0)

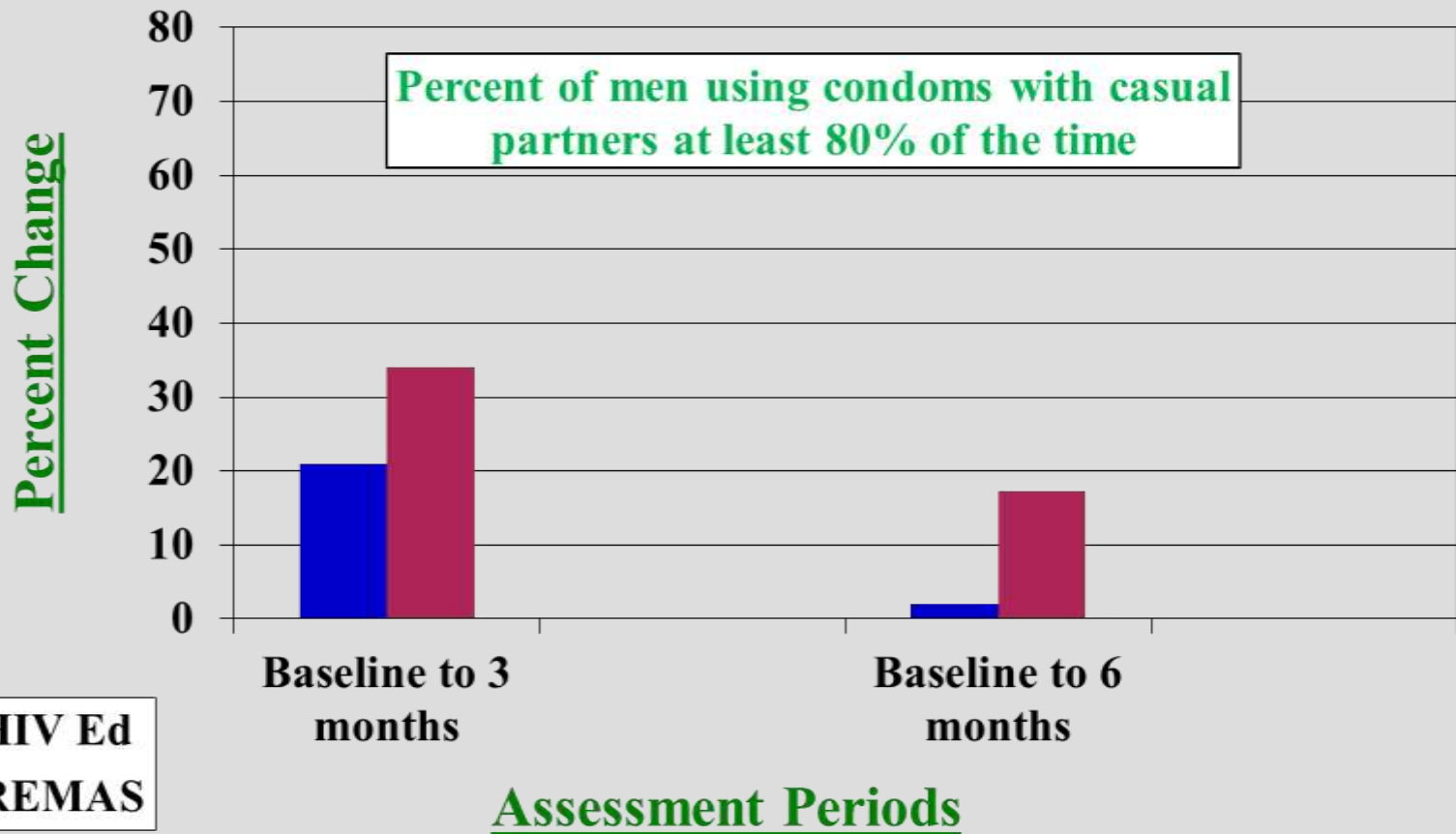
Number of unprotected sexual events at baseline, 3 & 6 months as a function of intervention group for completers (n=417)



Conclusions

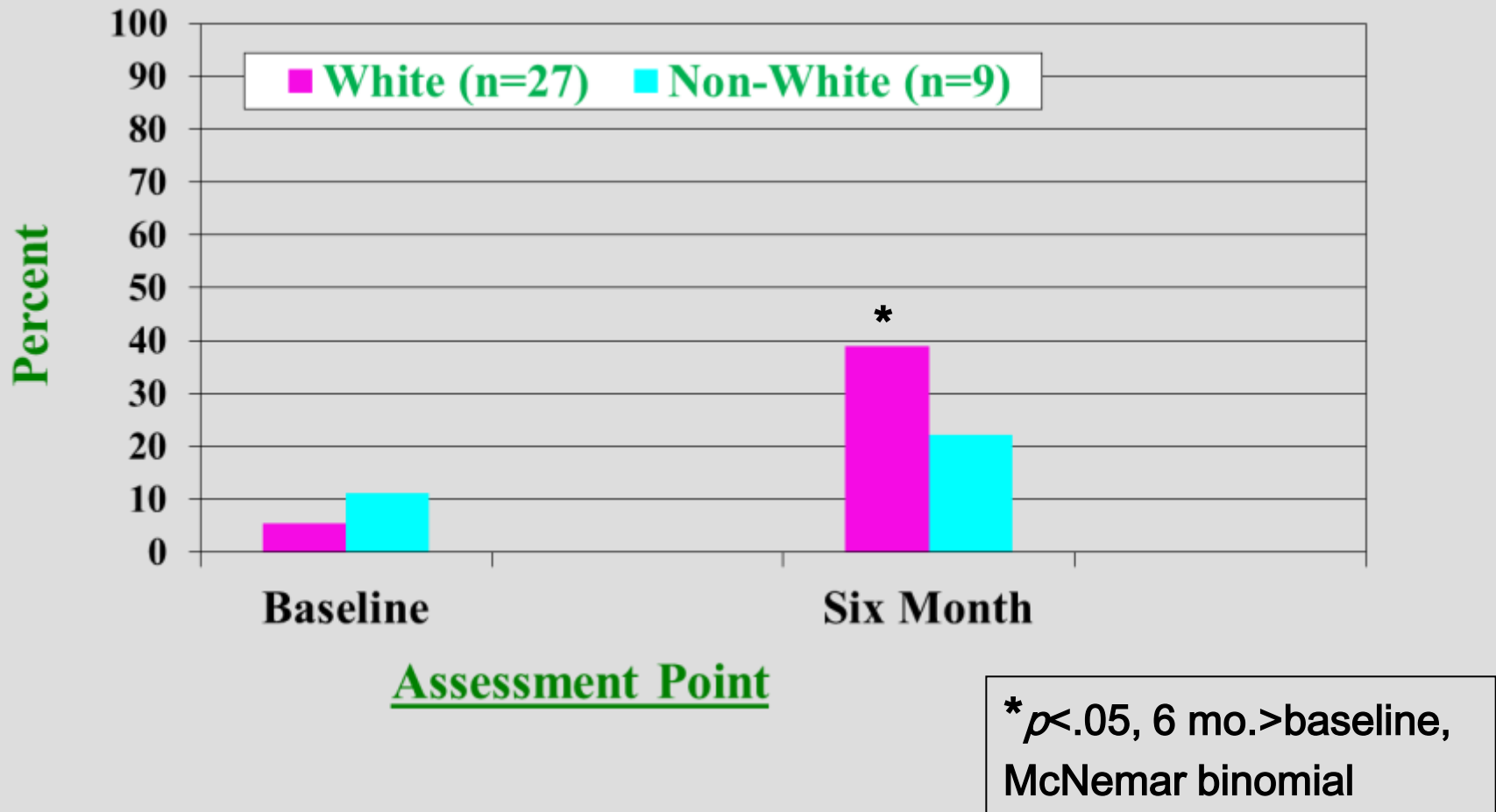
- An intensive gender specific HIV prevention intervention was associated with greater sexual risk reduction among men in substance abuse treatment compared to a standard HIV education intervention.
- Among those patients who attended study intervention sessions, an even larger effect was observed.
- The effect remained strong at the six month follow up.

Change in Frequent Condom Use with Casual Partners



$t_{Intervention}=1.99, p<.05$, Repeated Measures Logistic Regression

Percent of REMAS Men with Casual Partners Using Condoms Frequently as a Function of Race



Specific Aims for Culturally Adapting REMAS

- **Revise the REMAS intervention shown to be effective in CTN0018 to be more culturally relevant to African American and Hispanic Men (Phase 1).**
- **Conduct a pilot feasibility trial of the revised REMAS in four CTN CTPs in which there is a high percentage of African American or Hispanic clients (Phase 2).**

Phase 1 Completed

Recruit Expert Panel for Delphi Process
(4 Academic & 6 Community Based)



Prepare Delphi Process Round 1 Materials
(Literature Reviewed, REMAS Modules Grouped
Culturally Tailored Modules Identified, Reviewed & Matched to REMAS)



Delphi Process Round 1



Prepare Delphi Process Round 2 Materials
(Round 1 Results, Suggested Changes to REMAS)



Delphi Process Round 2 – Review Revised
Manual



Repeat Delphi Process Round 2 If Necessary

REMAS-CA



Culturally Tailored Interventions

- **Nia:**
 - African American heterosexual men
- ***d-up:***
 - African American MSM
- **Many Men, Many Voices:**
 - African American MSM
- **Cuídate:**
 - Hispanic Adolescents

REMAS Modules: Sessions 1-2

- **Getting Started / Session Review**
- **HIV/STD Information**
- **Risk Self Assessment-Risk Reduction Motivation**
- **Healthy Options**
- **Condom Use Skills**
- **Overcoming Barriers to Condom Use**
- **Prevention Planning**

REMAS Modules: Sessions 3-5

- **Sex without Drugs**
- **Coping with Sexual Dysfunction**
- **Relationships and Sexual Norms**
- **Safe Sex Communications**
- **Summary**
- **Modules not included in REMAS**
- **Making HIV Relevant to Participant**
- **Ice Breakers**

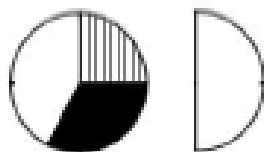
Content Focus: - Overcoming Barriers to Condom Use

- 1) **REMAS Module 6 - Barriers to Condom Use Brainstorming**
- 2) **Nia II.3 - Pros and Cons of Condom Use**
Nia II.4 - Personal Feedback Report #3:
Condom Attitudes
- 3) ***d-up* - You Can Do What With a Condom?**
- 4) **Cuídate - Overcoming Barriers to Condom Use**

Real Men Are Safe: Overcoming Barriers to Condom Use

III. Barriers to Condom Use Brainstorm- ing

Length: 20 Minutes



A. "Despite knowing that condoms can help prevent the transmission of HIV and other sexually transmitted diseases, research has shown that **many people at risk for sexual transmission do not use condoms during sexual activities**. Over the next few minutes we are going to brainstorm on why that might be and what, if anything, can be done about it."

"What are some reasons **why people do not use condoms?**"

*Write the reasons on blank paper/chalk board. Go to **Flip Chart #16** and see how their responses compare to what is on the flip chart.*

B. "Now, **how might people overcome these barriers** to condom use?"

*Write the reasons on blank paper/chalk board. Go to **Flip Chart #17** and see how their responses compare to what is on the flip chart.*

Lead a discussion focused on which of the above participants could see themselves doing in the future.

Barriers to Using Condoms

- Don't like the feel
- They make it harder to reach orgasm
- They ruin the mood, interrupt the passion
- They are messy or a hassle
- Want to get pregnant
- My partner will think I'm diseased or promiscuous
- My partner will think, I think s/he is diseased or promiscuous
- Cost too much
- Not readily available
- Too drug or alcohol affected

Overcoming Barriers to Using Condoms

- Improve feel by trying different brands and lubricants
- Practice reaching an orgasm with a condom while masturbating
- Increase the amount of foreplay to heighten sexual tension
- Make using a condom part of lovemaking, including having your partner put the condom on you
- Communicate about safe sex before becoming sexually intimate/aroused
- Challenge faulty interpretations about being diseased or promiscuous
- Most communities have access to free condoms

17

Nia:

Pros & Cons of Condom Use

II.3 - Pros and Cons of Condom Use



Purpose:



Facilitators will lead a discussion to help participants explore their attitudes toward condoms and the pros/cons of condom use, continuing the process of enhancing motivation and building behavioral skills for condom use or safer sex.



Time:

10 minutes



Materials:



★ Easel paper and markers



Notes:

- 1) Focus on condoms as an option for reducing risks.
- 2) Address issues of drug cultures, survival sex, and shared responsibility for safer sex as appropriate within the group.
- 3) Explore the participants' attitudes toward condom use, while looking at the ways condoms make sex safer and expressing male roles in condom use.
- 4) Remember that this activity is about acknowledging both positive (pros) and negative (cons) attitudes toward condom use. It is important to create a list of both types of attitudes. Many people have condom anxiety or aversions, including people with HIV/AIDS for whom condoms can symbolize their infection.

Steps:

1. Reinforce the stories of using condoms that participants shared in the previous activity by reminding the men that condoms can greatly reduce their risk.
2. Ask participants what they think when a woman brings out a condom.
3. Tell participants that people have different reasons for using or not using a condom.
4. Ask participants to share some of the reasons they have heard for not using a condom.
5.  Record these on a sheet of blank easel paper labeled “cons.”
6. When the participants run out of “cons,” post the list.
7. Point out that there are also positive reasons or “pros” for using condoms. Ask participants to share some of the “pros” they have heard.
8.  Record these on a sheet of blank easel paper labeled “pros.”
9. Point out that they have listed a lot of “cons” and a lot of “pros.” Explain that it is possible to turn “cons” into “pros.”
10. Have each participant select one of the “cons” and tell how it could be turned or reframed into a “pro.” For example, if the “con” is that condoms are too tight, someone might suggest the use of one of the brands that come in larger sizes.
11. Point out that this is an important exercise because using condoms starts with the attitude a person has about using them. Say that having a negative attitude towards condoms will make it less likely that you will use them, and that’s why it’s important to work at canceling our cons about condoms by turning them into pros.

d-up:

What Can You do with a Condom?

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

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



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

- Ask opinion leaders to stand and give one reason for not using a condom (either one of their own or one they have heard).
- As they give their reasons, ask opinion leaders to stand along one wall.
- Write each response on newsprint.

NOTE:

Make sure condom access is included as one of the reasons.



- After all opinion leaders are standing along the wall, ask if there are reasons that are not listed. Add new responses to the list.
- Tell opinion leaders that they are now imprisoned on the no-condom wall and the only way to be released from their imprisonment is to share ways to make condom use exciting, easy, and desirable.
- Tell opinion leaders that each response has to be different, and ask for a volunteer to go first.
- As each opinion leader responds, write the response on newsprint and declare that person freed from the wall and may move to the parole area.



- Once the number of items on the reasons to use condoms equals or exceeds the number of reasons for not using a condom, declare everyone “free.”
- Generate a brief discussion on how these responses can be used to endorse the benefits of safer sex.

Cuídate:

Overcoming Barriers to Condom Use



MATERIALS NEEDED

- Newsprint
- Markers
- Masking tape
- Pre-labeled newsprints:
 - "Ways to increase spontaneity"
 - "Condoms Could Make Sex Fun and Pleasurable"

TIME

20 minutes

FACILITATOR'S NOTE

The use of brainstorming in this activity allows you to determine the level of knowledge and sophistication the participants already have. You are introducing the **need** for this information. The participants provide most of the actual information. In this case, brainstorming also provides an opportunity for humor to reduce discomfort that you or your participants may have with this activity.

ACTIVITY C • Overcoming Barriers to Condom Use

Rationale

Helping participants to see how they can make condom use fun and pleasurable for themselves and their partners encourages consistent condom use and creates a sense of pride and responsibility. Changing negative statements about condoms into positive ones may reinforce the need to use condoms correctly and consistently, as well as build self-efficacy. This activity also sets the foundation for role-playing and building caring and careful decision-making skills.

Procedure

1. Say the following:

In the next activity, we are going to brainstorm ways to increase condom use spontaneity. We are focusing on latex condoms because only latex condoms help prevent both unplanned pregnancy and STDs, especially HIV infection.

But first, what does "spontaneity" mean?

2. Elicit responses from the group, then explain the definition.

Spontaneity means *on the spur of the moment*. For latex condom use, "spontaneity" means having latex condoms available so when there is a sudden urge to have sex, there is a latex condom nearby. Therefore condoms should be a part of sex. You should always be prepared!

Now let's get back to the activity. Let's brainstorm ways to increase spontaneity with regard to latex condom use. How can you make sure condoms are used even if you aren't planning to have sex?

3. Write their responses on the newsprint:

Examples should include

- Talk to your partner about using condoms before you have sex
- Make sure you have latex condoms close by before you get romantic
- Make condom use sexy and romantic
- Know how to properly use condoms

4. Say the following:

Now that you know of some things to do so you can use condoms, let's look at important reasons to use condoms and barriers to not using them. **Pros** are reasons why people use condoms. **Cons** are reasons why people do not use condoms. In this activity you will brainstorm a list of the pros and cons to using condoms.

5. Divide the group in half.

6. Give each group a piece of newsprint and a marker, and ask them to choose someone to take notes.

7. Ask the first group:

Your group will be the **Pros**. Please have someone in your group write the word **Pros** at the top of the paper and write down what your group says.

Your group will brainstorm all the positive things people might say about using latex condoms.





8. Ask the second group to label their newsprint, **Cons**. Then say the following:

Your group will be the **Cons**. Please have someone in your group write the word **Cons** at the top of the paper and write down what your group says.

Your group will have to brainstorm all of the negative things people might say about using condoms.

9. As you observe the group making the **Pros** list, make sure the list includes the following answers: can prevent HIV, sexually transmitted diseases and pregnancy; make you feel safe; help us worry less; show you care; easy to get without going to a doctor; no side effects; make erection last longer; it is macho to protect your partner; caring about your family.
10. Also separately observe the group making the **Cons** list. Make sure the list includes answers such as: condoms ruin the mood, they are too messy, sex doesn't feel as good with condoms, using condoms means you don't trust your partner.
11. When the groups are finished, have them post their newsprint on the wall.
12. Then ask:

I need someone from the **Pros** group to read what's on your list.

13. Then say:

Great! Now I need someone from the **Cons** group to read what's on your list.



FACILITATOR'S NOTE

As you discuss strategies to make condom use more fun, emphasize that you are not endorsing sexual activity between teenagers.

18. Hang up the newsprint entitled, "Condoms Could Make Sex Fun and Pleasurable."

For the last part of this activity I will read you a statement. Your job will be to complete the statement. I will write your responses on the newsprint. Use all of the condom information that we went over today. This will help you review the information and remember it for the future.

The statement is:

- **Condoms could make sex more fun by . . .**

19. Write responses on newsprint.
20. Review the responses with the group.
21. Add the following ideas to the brainstorm list, if they weren't mentioned by participants.

Additional Ideas for Completing the Statement

- Use extra lubrication
- Use latex condoms as a method of foreplay
- Use different colors and types/textures (some are ribbed)
- Tell your partner how using a condom can make a man's erection last longer
- Have your partner put the condom on
- Have a sense of humor—be silly—make jokes
- Hide them on your body and ask your partner to find them



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- Hide them on your body and ask your partner to find them



Additional Ideas for Completing the Statement, *continued*

- Giftwrap them and give them to your partner
- Tease each other manually while putting on the latex condom
- Put the lubricant on the tip of the penis to increase sensitivity for men or use pre-lubricated latex condoms
- Have fun putting them on your partner—pretend you are different people or in different situations.
- Condoms prolong your partners ejaculation.
- Men can put them on and practice manual sexual stimulation with the condom on.

22. Ask the following questions:

Do you feel you could use a latex condom if you needed to?

Will you use a latex condom the first or next time you have sex?

23. Summarize by saying:

If you decide to have sex, using condoms is very important. They will protect you from getting an STD, like HIV, or from getting pregnant. Condoms come in different textures, colors, and flavors. Remember: It doesn't matter as long as the condom is made of latex. Protect yourself, your girlfriend or boyfriend and use condoms. Remember: **¡Cuidate!**

1. Use of Language/Expressions of the Target Group

Module	Target Group	High use of <u>un</u> familiar language/expressions for target group (1)	Some use of unfamiliar language/expressions for target group (2)	Neutral on use of language/expressions of target group (3)	Some use of unique language/expressions for target group (4)	High use of unique language/expressions for target group (5)
	African American					
REMAS Barriers to Condom Use Brainstorming						
Nia Pros/Cons of Condom Use & Personal Feedback Form #3						
d-up What Can You Do w/ a Condom?						
Cuidate: Overcoming Barriers to Condom Use						

2. Activities that Enhance Ethnic Identity

**3. Consistent with Norms, Knowledge,
Cultural Values of Target Group**

**4. Understands Social Context that Surrounds
the Behavior and Living Situation of
Target Population**

Recommendations for the content area [Barriers to Condom Use](#) (check and complete all that apply. For any proposed additions, feel free to use your own ideas/language rather than be limited to existing modules):

No change to the REMAS HIV [Barriers to Condom Use](#) module

Revise the REMAS [Barriers to Condom Use](#) module by

Adding the following sections from _____

Deleting the following sections _____

and adding _____

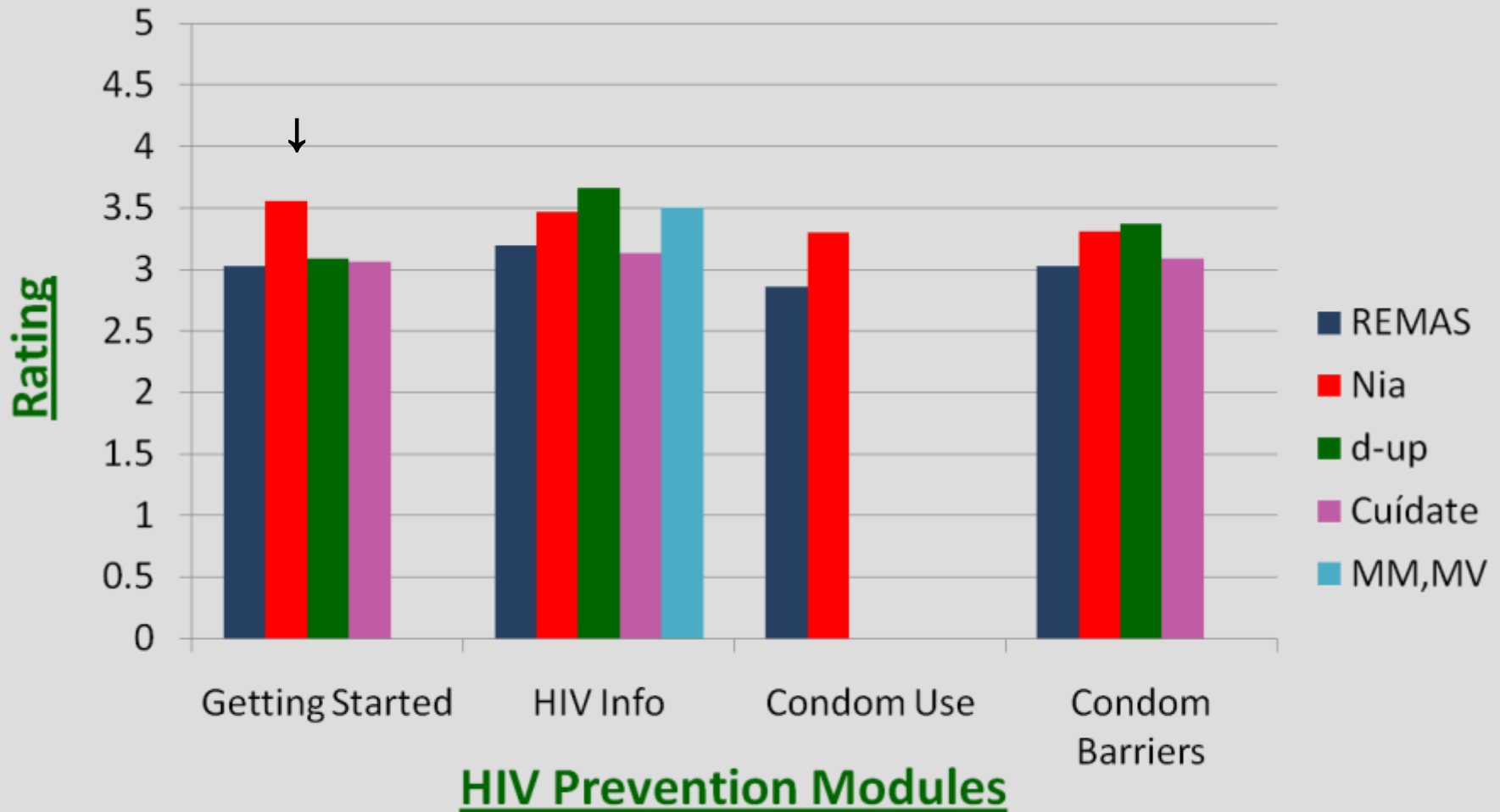
Revising the following REMAS sections _____

with _____

Replace the REMAS HIV [Barriers to Condom Use](#) module with _____

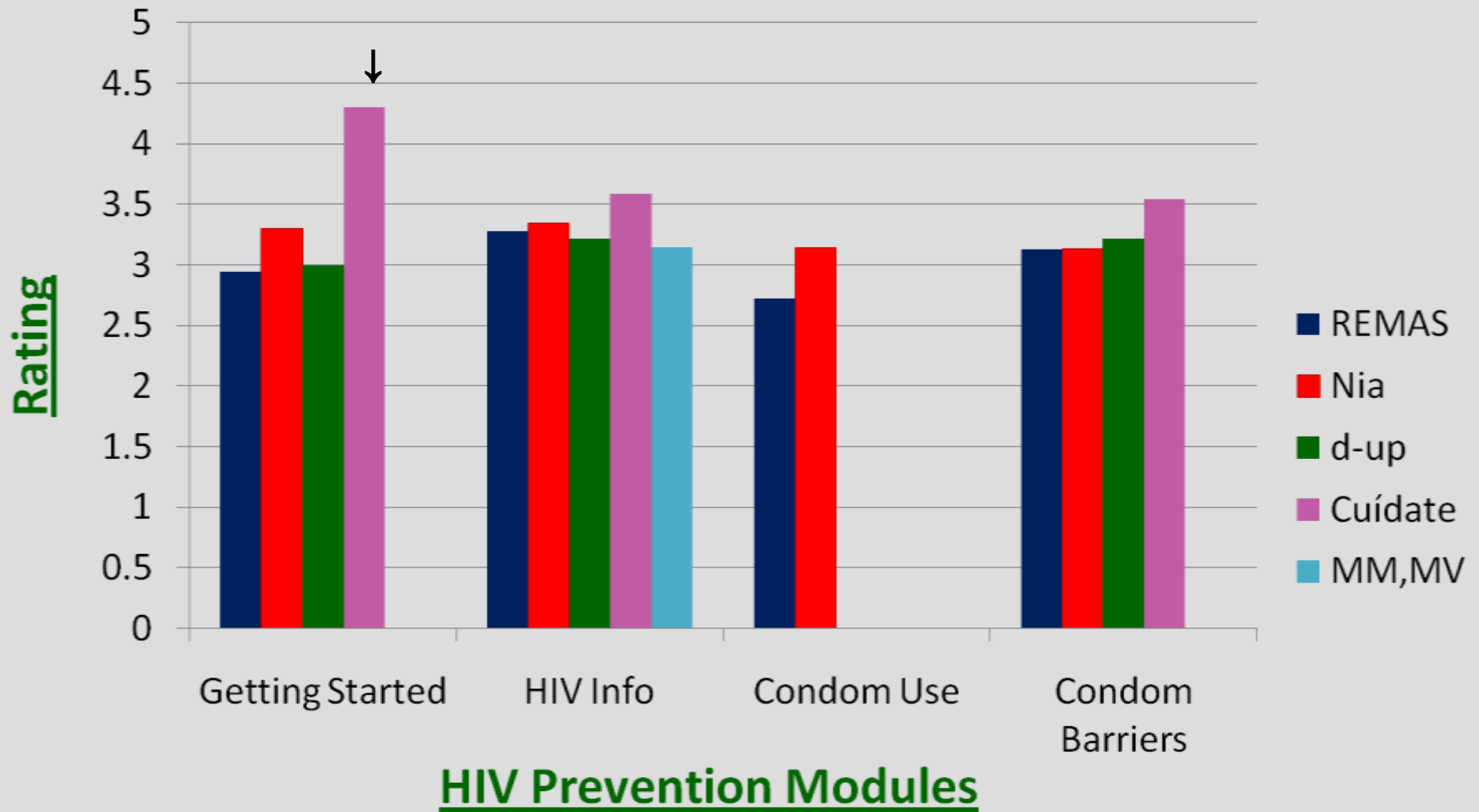
Delete this whole content area. It is not needed or relevant to the target groups.

Mean Panel Member Ratings for African Americans I



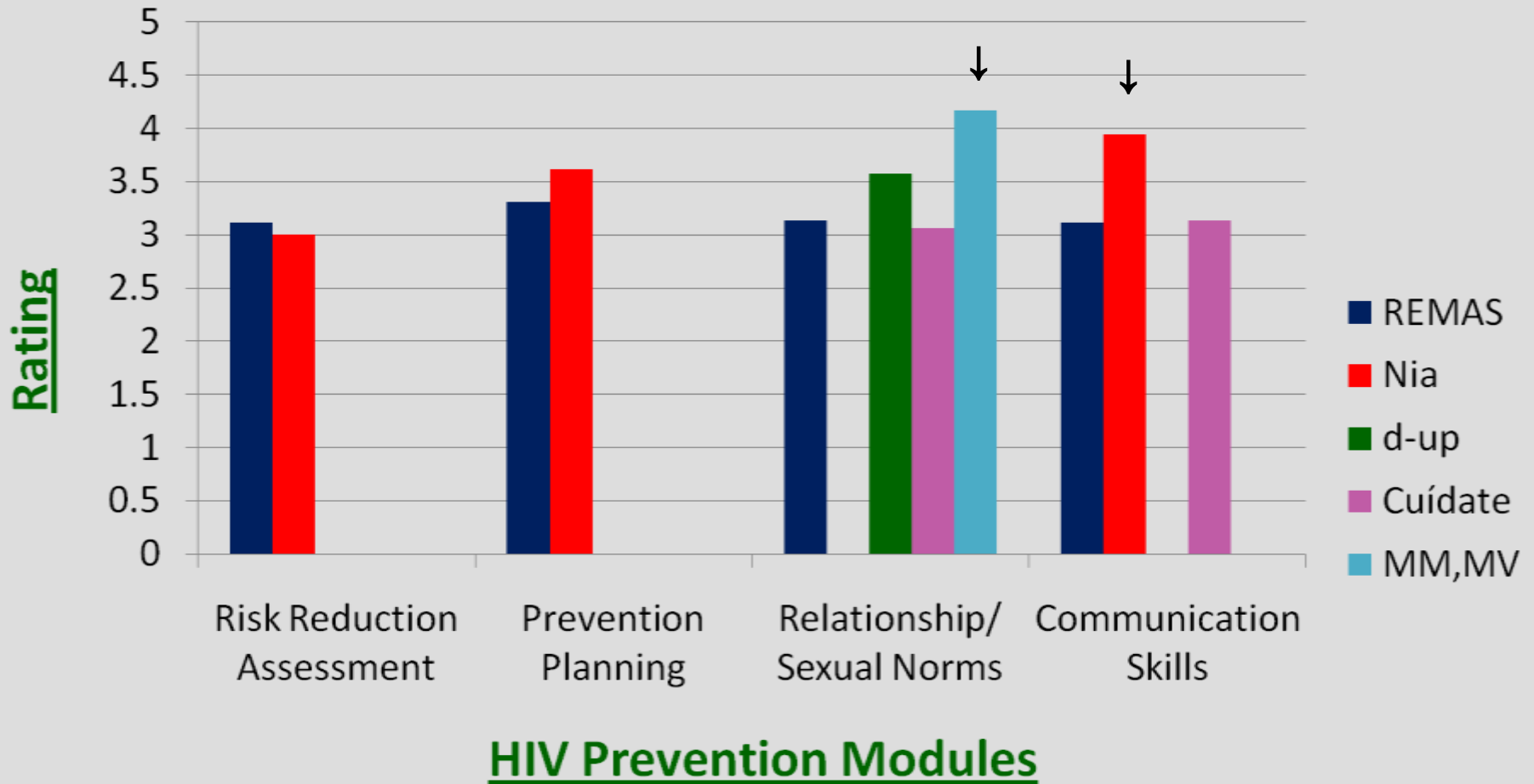
↓ .5 rating difference from REMAS

Mean Panel Member Ratings for Hispanics I



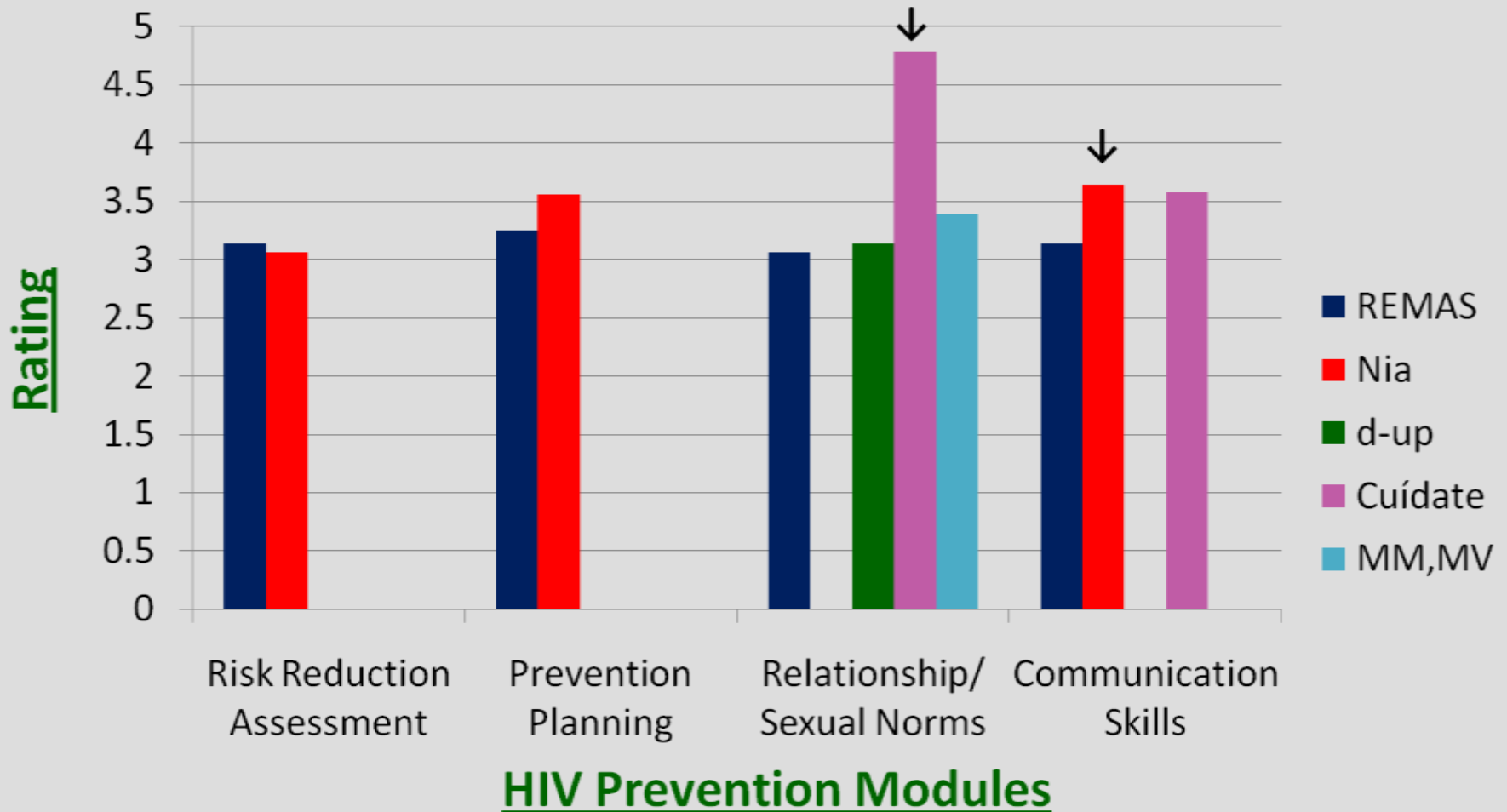
↓ .5 rating difference from REMAS

Mean Panel Member Ratings for African Americans II



↓ .5 rating difference from REMAS

Mean Panel Member Ratings for Hispanics II



↓ .5 rating difference from REMAS

Phase 1 Completed

Recruit Expert Panel for Delphi Process
(4 Academic & 6 Community Based)



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(Literature Reviewed, REMAS Modules Grouped
Culturally Tailored Modules Identified, Reviewed & Matched to REMAS)



Delphi Process Round 1



Prepare Delphi Process Round 2 Materials
(Round 1 Results, Suggested Changes to REMAS)



Delphi Process Round 2 – Review Revised
Manual



Repeat Delphi Process Round 2 If Necessary

REMAS-CA



REMAS-CA / REMAS Differences

- A focus on how culture, social norms and upbringing affects our sexual behavior & relationships
- More client input
- Client engaged in more activities within the group, more doing, less watching

REMAS-CA: Real Men are Safe

Session 1

HIV/AIDS Update: Identifying Risks

- | | |
|---|---------------|
| I. Group Introductions. Goals and Guidelines | 20 Min |
| II. HIV Risky Behaviors Exercise | 15 Min |
| III. HIV/AIDS Update – Myths & Facts | 25 Min |
| IV. Sexually Transmitted Infections | 10 Min |
| V. Revisit Risky Behaviors Exercise | 10 Min |
| VI. Talking Circle | 10 Min |

REMAS - CA: Real Men are Safe

Session 2

HIV/AIDS Update: Planning Prevention

- | | |
|---|---------------|
| I. Welcome, redo introductions | 5 Min |
| II. Review Drug Use Practices & Safe Sex Hierarchies | 10 Min |
| III. Male Condom Demonstration | 20 Min |
| IV. Condom Practice | 15 Min |
| V. Female Condom Demonstration | 10 Min |
| VI. Barriers to Condom Use | 20 Min |
| VI. Talking Circle | 10 Min |

REMAS – CA: Real Men are Safe

Session 3

Sex without drugs. Can it happen? Is it Pleasurable?

- | | |
|--|---------------|
| I. Welcome, redo introductions | 5 Min |
| II. Building Skills for Making Safer Sex Decisions:
Movie Clips | 35 Min |
| III. Experience with combining sex & drugs
Enhancements/Impairments | 25 Min |
| IV. Enhancing sex without drugs | 20 Min |
| V. Talking Circle | 10 Min |

REMAS - CA: Real Men are Safe

Session 4

Intimate Relationships: Understanding the Origins of Attitudes, Beliefs, and Hopes

- | | |
|---|---------------|
| I. Welcome, redo introductions | 5 Min |
| II. Who's got the Power? | |
| Who's Showin' the Love? | 20 Min |
| III. Culture values & intimate relationships | 20 Min |
| IV. Ideal man / ideal woman brainstorming | 15 Min |
| V. Changing Social Norms | 20 Min |
| VI. Talking Circle | 10 Min |

REMAS-CA: Real Men are Safe

Session 5

Beyond the Pick Up Line: Communicating About Safe Sex

- | | |
|---|--------|
| I. Welcome, redo introductions | 5 Min |
| II. Communicating About Safe Sex: Talk Tools | 10Min |
| III. Practice Talk Tools: Responding to Excuses for Not Using Condoms | 15 Min |
| IV. Practice Talk Tools: Responding to come-ons for sex under the influence | 15 Min |
| V. Practicing TALK Tools: Role Plays | 20 Min |
| VI. Personalizing Commitment to Sexual Safety | 15 Min |
| VII. Talking Circle | 10 Min |

Phase 2 Study Design Progress

CTP Selection / UW IRB –Completed

Train All Counselors in Real Men Are Safe CT
Train Research Coordinators

**Complete Counselor
Certification**

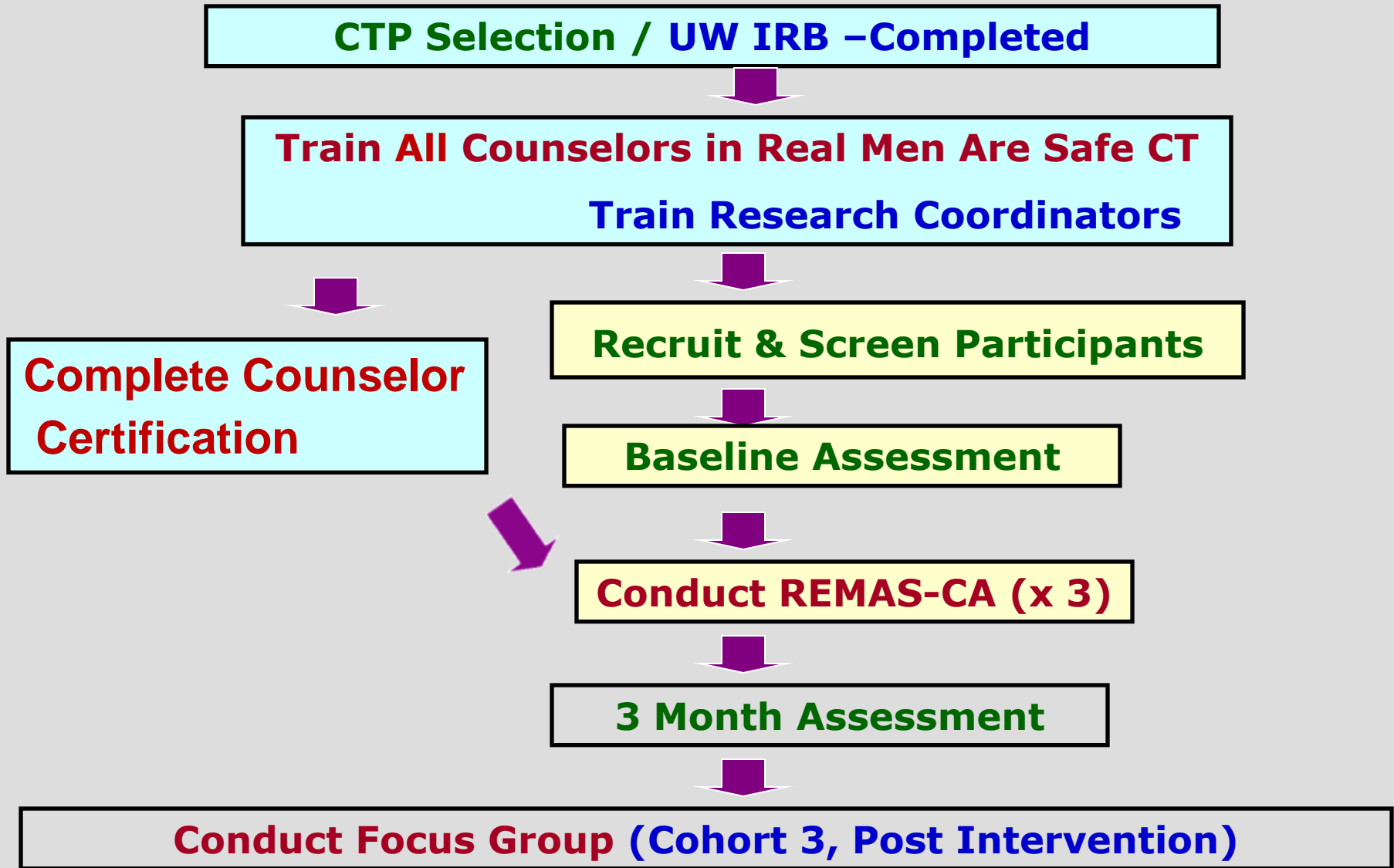
Recruit & Screen Participants

Baseline Assessment

Conduct REMAS-CA (x 3)

3 Month Assessment

Conduct Focus Group (Cohort 3, Post Intervention)



Client Inclusion / Exclusion Criteria

Inclusion Criteria:

1. Adult males admitted to treatment at a participating CTP in past 30 days.
2. Self report being sexually active in the past 3 months.
3. Willing to attend REMAS CA groups
4. Agreeable to completing assessments at baseline, 3 mo.

Exclusion Criteria:

1. Observable, gross mental status impairment – including severe distractibility, incoherence or retardation
2. Observable psychotic symptoms or severe psychiatric distress
3. Having a primary partner planning to become pregnant.

Client Measures

Screening

- HIV Risk Behavior Scale
- CTN Demographic Form

Baseline / Follow Up

- **Sexual Behavior Interview (ACASI)-shorten;**
- Condom Barriers Scale
- HIV Knowledge
- Condom Skills Demonstration

Primary and Secondary Outcomes

Primary Outcome Variable

**Number of unprotected vaginal & anal sex events
in prior 90 days**

Secondary Outcome Variables

Sexual events in which drug use occurred

Number of sexual partners

HIV Risk Knowledge

Condom Use Skills

Attitude towards condoms

Q & A