Engaging youth in HIV prevention the innovative use of technology

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Impact of Adolescent Sexual Behavior

- 1 million pregnancies each year
- 500,000 live births for teen mothers 15-19
- 3 million cases of STDs
- 50% new HIV infections among youth 25 and younger
- SUMMARY: Need for HIV prevention programs designed specifically for adolescents

State of the Art

- Programs have been initiated & successful
- Small-group
- Theory based
- Intensive
- Require behavior shaping, modeling, & skill building

State of the Present

- Existing standard HIV prevention program
  - Delivered by Teachers
  - Goal to increase knowledge

- CHALLENGE: Teachers unprepared

Extreme Makeover

- Culturally tailored
- Individual
- Self-administered
- Information + skill building
- Computer-based

Why computers?

- Reduced cost of delivery
- Proven successful in other areas
- Eliminate personal issues
- Considered objective and accurate
- Easily disseminated
- Used successfully in schools
- More accessible to disadvantaged populations
- YOUTH LIKE IT

Goals of intervention

- Self-administered
- Little staff/teacher time
- Low maintenance
- Easily disseminated
- Cost-effective
- Reduce sexual risk behaviors

Project LIGHT

- N = 3706 (intervention = 1851)
- Men & women from STD clinics & low-income women
- Fewer unprotected sexual acts
- Higher levels of condom use
- Use condom consistently over 12 months

Theoretical Framework – Behavioral Theory

- Outcome expectancies
  - Personal vulnerability
  - Expectation of social- and self-approval following safer behavior
  - Acceptance of condoms
- Skills
  - Correct condom use
  - Sexual assertiveness
  - Partner negotiation
  - Identify and manage personal antecedents to risk
- Self-efficacy

Social Learning Theory

- Define Skill
- Model Skill
- Practice Skill

Process of computerization

Step 1: Find the right programmer

- Necessary skills
- Relevant experience
- Communication style
- Partnership
- Basic understanding of what we're trying to do

Process of computerization

Step 2: Distill intervention to core skills

- Personalize risk
- Triggers
- Problem-solving
- Condom skills
- Assertive communication skills

Process of computerization

Step 3: Accept limitations of computers

- All ideas not possible
- Reduced time
- No group reinforcement
- Can not completely control youths' behavior on computer
- Get as much as you have money for

Process of computerization

Step 4: Outline parameters

- Target audience
- Look and feel
- Platform
- Desired size
- “Vision”

Process of computerization

Step 5: Design document

- Plan the interaction
- Characters
- Actual activities

Process of computerization

Step 6: Programming process

- Iterative
- Creative
- Collaborative (programmer, “voices,” youth consultants)

Deliver information

Small group	*Computer*
Have youth identify city and facilitator tells them statistics	Statistics

Define skill

Small group	*Computer*
Define Triggers	Define_triggers

Model skill

Small group	*Computer*
Facilitator tells a story and participants pick out triggers.	Triggers
Facilitator demonstrates correct condom use.	Condom

Practice skill

Small group	*Computer*
Have youth practice TALK tools	TALK_tools

Outcomes

- Acceptability
- Comprehensiveness
- Quality
- Youth's perception
- Behavior change

New challenges

- Dissemination or Next research project
- Updating intervention
- Keeping up with new advances in technology