

Appendix C. Mpowerment Measurement Instruments

These materials consist of a project data collection survey and planning forms with instructions for use:

- Baseline Spot Survey measures sexual risk-taking behaviors and communications.
- Spot Interview Protocol gathers information during Community Assessment.
- Anecdotal Reports describe how to gather and report informal information.
- Outreach Event Record and Event Planning Forms assist with planning and documenting of events such as community forums and other group activities.
- M-group Record Sheet and Evaluation Forms help assess attendance and participation at the M-group meeting.
- Participant Satisfaction Survey assists in determining whether an event was successful and why.
- Pre- and Post-Test Survey Form measures changes in participant/client attitudes after participating in an event or project.

Please note: The materials on the following pages have been reproduced from the Mpowerment Project Replication Package. References to pages, figures, modules, or appendices refer to the Replication Package modules, rather than this document.

Figure 1 - Baseline Spot Survey

What does it measure? Sexual risk-taking behaviors and sexual communication

Evaluation Type: Outcome

Rationale Behind the Spot Survey

As stated previously, it is important to measure the sexual risk-taking behaviors of young gay/bisexual men in the community before the Mpowerment Project begins if you want to assess the impact of the program on young men. You might also want to measure young gay/bisexual men's communication with and support for each other about the need for safer sex. Collecting this information can give you a "baseline" measure. A baseline measure is an early point of reference. Baseline information is needed to compare the results from identical spot surveys distributed later in the life of the Project (for example, one year after the Mpowerment Project begins). Information collected using spot surveys will provide a "snapshot" of what is happening in the young gay/bisexual men's community with respect to risk-taking behaviors and communication about the need for safer sex, measures that may point to changes in the young gay/bisexual men's community over time. This information will be helpful when tailoring HIV prevention messages for the community and provides information that will be of interest to your funders.

You can distribute the spot survey while you conduct the community assessment (see **Module 2: Community Assessment**). We have included a sample spot survey that measures sexual risk behavior and communication about the need for safer sex with friends. The spot survey can be modified or simply copied and used. Because the questions concerning sexual risk-taking behaviors are quite personal, you will have to say something about the anonymous nature of the survey. Emphasize that no name or identifying information is asked for on the survey. To make it even more anonymous, distribute the surveys with envelopes that the surveys are sealed in after they are filled out.

Spot Survey Questions and Statements

As shown on page 27, the first part of the spot survey asks basic questions about age, race, educational background, student vs. non-student status, how they self-identify sexually (gay, straight, bisexual, or other), HIV status, and relationship status (do they have a boyfriend, girlfriend, or are they single). The next statements are about behavior, specifically oral and anal sex. As you can see, they are very simple and straightforward questions.

How to Calculate a Score: Sexual Risk Behavior

Let's imagine that you distributed the spot survey before the Project started to one hundred young gay/bisexual men. One year later you again distributed the spot survey to another one hundred young gay/bisexual men. Now you want to compare the information from the sexual risk behavior and sexual communication questions to see if there are any changes between the spot surveys distributed before the Mpowerment Project began and a year later.

In order to do this, calculate the percentage of the men surveyed who engaged in every behavior that you asked about at each point in time. The simplest way to arrive at a score is by entering all the responses to each question into a computer database program (e.g., Filemaker Pro, Microsoft Excel) and then run a descriptive statistical analysis to determine what percentage of men engaged

Figure 1 - Baseline Spot Survey

in a certain behavior at a given point in time. For example, it might be interesting for you to know if the baseline proportion of men engaging in unprotected receptive anal intercourse with a non-boyfriend is the same as the proportion of men engaging in unprotected receptive anal intercourse with a non-boyfriend at your one year follow-up. You can also calculate these percentages by hand by tallying the number of responses to each question and then dividing by the total number of surveys, but using a computer program makes this process less time consuming and gives you the option to conduct more powerful analyses (e.g., do men of different races/ethnicities report different rates of risk behavior?). If you do not know how to create and query a database, we suggest that you get assistance from a program volunteer with expertise in computer databases or ask someone from a local university or college to assist you. You may also be able to find some technical assistance with computer databases from your local or state health department or from a national technical assistance or capacity building organization.

What the Results Mean

As stated before, this type of measurement gives you a snapshot of sexual risk-taking behavior among the young gay/bisexual men surveyed. Because you cannot compare it with what is occurring in other communities that do not have the program, it does not tell you for sure if the change was due to your program. Likewise, a lack of change in young men's behavior does not absolutely tell you that the program was not effective, because the rates of unsafe sex may be increasing in all other communities. Yet this snapshot information is still likely to be very useful to you and your funders. It can indicate trends in behavior and provide valuable information that can help you to tailor specific HIV prevention messages for the young gay/bisexual men in your community. For example, if you find through spot surveys that a number of men (let's say 65% of those surveyed) engaged in unprotected anal sex with their boyfriends, you could focus attention on this in your outreach materials. You could emphasize the need to continue practicing safer sex until both men have been tested or encourage discussions about HIV status among boyfriends.

At the end of the spot survey there are questions about involvement with the Mpowerment Project ("In the past 12 months, have you been to an Mpowerment Project Event?"). By comparing information from the baseline spot survey and the spot surveys distributed one year later, you can check for differences in sexual risk-taking behaviors between the two groups (men involved with the Mpowerment Project and men not involved with the Project). Make two stacks of spot surveys from the ones distributed one year into the Mpowerment Project. One stack would be the young gay/bisexual men who had attended an Mpowerment Project event and the other would be young gay/bisexual men who had not attended an event. Do separate analyses for each stack. Again, because this method of evaluation does not consider other factors that could effect the spot survey results, you cannot conclude that any differences in sexual risk-taking behavior between the two groups can be linked to the Mpowerment Project. However, the results will still prove interesting to you and your funders. The sample spot survey follows.

Figure 1 - Brief Spot Survey

1 How old are you? _____

2 What is your race or ethnic background? (check one)

Hispanic/Latino Asian/Pacific Islander

African American/Black White/Caucasian

Native American Other: _____

3 What city do you live in? _____

4 What is the highest level you completed in school? (check one)

Less than high school degree

Some college, but no college degree

High school degree or equivalency

College degree (e.g., BA, BS)

Technical or vocational school

Graduate degree (e.g., PhD, MD, JD, DDS, MA, MS, MPH)

Some graduate school, but no graduate degree

5 Are you currently a student? (check one)

Yes, full-time Yes, part-time No

6 Which of the following terms best describes you? (check one)

Gay Bisexual Straight Other: _____

7 What is your HIV status? (check one)

HIV-negative HIV-positive Prefer not to answer

Never been tested for HIV or never got results

8 Please check the box next to each activity you did with your boyfriend/lover in the past 2 months. Please check the box next to each activity you did in the past 2 months with a man (or men) who was not your boyfriend/lover.

Oral Sex

With a boyfriend With a non-boyfriend

You sucked your partner's penis but he didn't come in your mouth.

You sucked your partner's penis and he came in your mouth.

Your partner sucked your penis but you didn't come in his mouth.

Your partner sucked your penis and you came in his mouth.

(continues)

Figure 1 - Brief Spot Survey, page 2

Anal Sex

- | With a boyfriend | With a non-boyfriend | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | You put your penis in his ass with a condom. |
| <input type="radio"/> | <input type="radio"/> | You put your penis in his ass without a condom and pulled out before you came. |
| <input type="radio"/> | <input type="radio"/> | You put your penis in his ass without a condom and came inside him. |
| <input type="radio"/> | <input type="radio"/> | Your partner put his penis in your ass with a condom. |
| <input type="radio"/> | <input type="radio"/> | Your partner put his penis in your ass without a condom and pulled out before he came. |
| <input type="radio"/> | <input type="radio"/> | Your partner put his penis in your ass without a condom and came inside you. |

9 In the past 2 months, have you:

- | | | |
|---|------------|-----------|
| Talked with your friends about the importance of safer sex? | Yes | No |
| Given your friends ideas about how to avoid unsafe sex? | Yes | No |
| Encouraged your friends to always practice safer sex? | Yes | No |

10 Have you ever heard about the Mpowerment Project ? **Yes** **No**

11 In the past 12 months, have you been to an Mpowerment Project event? **Yes** **No**

12 Please list the events that you've attended (*Or, you could include a list of all of your events during the past X number of months and ask them to check the ones they've attended):

13 If you have been to an event, why did you attend? If not, why didn't you attend?

14 What suggestions do you have to improve the Mpowerment Project?

Figure 2 - Focus Groups

What do they measure? Information on various topics gathered from groups of young gay/bisexual men.

Evaluation Type: Formative; also see Module 2, Community Assessment

For a detailed discussion of focus groups, please refer to the section on focus groups earlier in this module. A sample focus group discussion guide follows for a focus group on the topic of “What issues are important to young gay/bisexual men in your community.” Of course you can conduct focus groups on many different topics; this is just to give you an idea of the types of questions you should develop and put onto a focus group guide before you run one.

When you look at the questions below, note that no questions can be answered by a simple “yes” or “no” response. The questions are meant to stimulate conversations on the topic, not quick answers. This focus group guide assumes you have gathered 10-12 young gay/bisexual men for the group.

Focus Group Guide

Determining Pertinent Issues for Young Gay/Bisexual Men

- ❖ What is life like here for young gay/bisexual men?
- ❖ How much of a sense of community is there for young gay/bisexual men?
- ❖ What are the good things about living here for young gay/bisexual men?
- ❖ What do you feel are the greatest needs of young gay/bisexual men in (insert community name)?
- ❖ How do you feel young gay/bisexual men are dealing with HIV and the threat of getting AIDS?
- ❖ How effectively do you think young gay/bisexual men have been reached with HIV prevention messages?
- ❖ A group of young gay/bisexual men are starting a community building Project in (insert community name here) ... would you be willing to participate? Why or why not?
- ❖ How willing do you think other young gay or bi men would be to get involved with this Project?
- ❖ What effects would you like this Project to have on young gay or bisexual men in (insert community name)?
- ❖ What factors in (insert community name) will make the implementation of the Project go smoothly?
- ❖ What factors might be a problem when trying to implement this Project?
- ❖ What issues would you like the Project to address?

Figure 3 - Spot Interviews

What do they measure? Information on various topics related to the Project gathered individually from young gay/bisexual men

Evaluation Type: Formative; also see Module 2, Community Assessment

Spot interviews, when conducted during the community assessment phase of the Project, are a type of formative research, since they are used in the refinement of the program. You may want to use this tool as a guide for conducting your own spot interviews and modify it and the questions to reflect the uniqueness of your community. Spot interviews conducted later in the Project may look quite different. There are many suggested questions for other types of spot interviews included in the Module, but don't feel limited by our suggestions. Feel free to create your own.

Following the questions we suggest you ask when conducting the community assessment is a form that is helpful to use in writing down answers. We suggest giving the interview in this way. First ask the man the name of different groups or crowds in the community. Write down the names of each group that is mentioned, one group per line. When the person you are talking to runs out of groups, read back the list and ask him if any other groups come to mind. Record notes on any answers. It is generally easier to go over the next questions one group at a time. Ask him all the questions about the first group, and then when completed with that group, begin asking all of the questions about the second group, and so forth until you complete all of the questions.

We have included a data collection form that is helpful to use when writing down answers. You can do it a few different ways and you should decide beforehand what makes the most sense given what you are trying to find out. You might want to compile it by group of people. For example, you might want to put together all the responses from students and all the responses from non-students would be in a different pile. Or you might want to compile the answers separately by ethnic/racial group or by sexual identity (all the gay-identified respondents' answers would go in one pile and the bisexual-identified respondents' answers would go in a different pile). Then you would look at responses to questions and see if there seems to be many differences according to the groups you placed responses in. An alternative way of analyzing the information is to compile the information by topic. In this case, you would compile all the responses given about a certain topic together and then categorize them according to how they spoke about the topic. This is described a bit more in the earlier section on spot interviews in this Module.

Figure 3 - Spot Interview Form

Sample Spot Interview Form for Interviewing Young Gay/Bisexual Men for the Community Assessment

Start out the interview by saying something like this:

“I’m asking a number of young men their opinions on a few questions. The purpose of this is to gain a better understanding of the young gay/bisexual men’s community, because a new Project is starting up in the city and its purpose is to build a stronger community among these men.”

Provided they agree to the interview, we have found the following questions to be useful in conducting a community assessment. Following this is a form that you may find helpful to record responses to these questions.

- ※ What are the different groups of young gay/bisexual men in this community?
(After you decide which group to ask about, ask:)
- ※ Where does the group get together?
- ※ About how many young gay/bisexual men are in this group?
- ※ Where do they live?
- ※ Who are possible leaders of the different subgroups?
- ※ What ages are the men in this group?
- ※ Do they identify as gay, straight, bisexual, queer, transgender, questioning?
- ※ What ethnic groups comprise this group?
- ※ Is this group comprised only of men or of men and women?
- ※ What does one do to join this group?
- ※ What do they like to do together? What do they like in general?
- ※ What do they dislike doing? What do they dislike in general?
- ※ Other thoughts about the group?

(continues)

Figure 3 - Spot Interview Form, page 2

Community Assessment Data Recording Form

Goals

- 1 Gain a shared understanding of the community.
- 2 Develop a self-reflective process of broader issues in the community.
- 3 Start the diffusion process about the Project and its goals.
- 4 Identify, get to know and involve the various segments of the community; develop strategies to reach those segments.

"Thinking about all the young gay/bisexual men in our community aged 18-29, can you name all of the different crowds or groups that are here? By crowds or groups, I mean cliques or any groups of people the get together on a regular basis. I'm going to write the list down as you say them."

"So you listed [read list to person], now does anything else come to mind?"

Add to above list.

"Now what about the gay community in general. Are there any other crowds or groups you can think of?" Repeat until person can't think of any more.

Figure 3 - Spot Interview Form, page 3

Go back over the groups the interviewer isn't familiar with:

"I'm not familiar with that group, could you describe it more?"

"Now look over the list you gave me. What groups are you a part of?"

Check those groups he is a part of.

"Now I'd like to find out more about one of these groups. Could you pick the group you're most familiar with and tell me more about it? Pretend that I don't know anything about it."

Where do they meet or hang out?

About how many people are in the group?

Where do they live?

Who are the leaders of this group?

What are the ages of the men in this group?

Do they identify as gay, straight, bisexual, queer, transgender, questioning?

What ethnic groups comprise this group?

Is this group comprised only of men or of men and women?

What does one do to join this group?

What do they like to do together? What do they like in general?

What do they dislike doing? What do they dislike in general?

Other thoughts about the group?

Note the person's age and ethnicity. _____

Figure 3 - Compilation Form

Form to Compile Information from Community Assessment Spot Interviews with Young Gay/Bisexual Men

Name of Group				
Where does this group hang out?				
# in group				
Age range				
Gay, straight, bi, other				
Racial/Ethnic groups				
Men only or Co-ed				
How Join				
Likes (Activities)				
Dislikes (Activities)				
Anything else				

Figure 4 - Anecdotal Reports

What do they measure? Information gathered through informal conversations with people on topics that concern the Project and its activities.

Evaluation Type: Process

In discussions with individuals implementing HIV prevention programs, we have found that many individuals had anecdotal information (opinions expressed by young gay/bisexual men, for example) about their programs. However, not everyone actually used the anecdotal information to help evaluate their programs. You may want to consider “formalizing” anecdotal information by systematically recording anecdotal information. Recording anecdotal information involves “retelling” an incident. For example, if while hanging out with friends someone tells you a story about experiencing an outreach event, jotting down that information may prove helpful later when trying to assess the overall impact of each outreach event. The systematic part of doing this means always writing it down, and perhaps setting up a system so that the Core Group does this too. The important thing to remember is that anecdotal information can be used to report to funders on the progress of the Project. Believing that funders only want to see numbers may prevent them from hearing “contextual information” – that is, information regarding the context of the event – that helps to build an overall impression of the Project’s progress. If you have the information... use it! Write it down! This is a free and easy method of collecting information. Anecdotal information cannot be used instead of another more formal way of evaluating the Project, but it can be used to give the funders a more full picture of the program. So for example, if your evaluation is mostly going to use numbers, it can be helpful to have anecdotal information to provide as well since it gives a more vivid image of the program. Including quotes from Project participants or other young gay/bisexual men in the community are great ways to bring your progress reports to life and to provide concrete examples of your Project’s impact on the lives of young gay/bisexual men in your community.

Figure 5 - Outreach Planning Forms

What do they measure? Who, what, where, when, and how an event is being planned.

Evaluation Type: Process; see also Module 5: Outreach

During the community assessment process and subsequent discussions with the Core Group, you may have comprised a list of potential activities that the Project could implement. These may be large-scale dance or club parties, community forums or community-wide outings, such as a picnic. They may also be smaller scale activities that can be repeated weekly on an ongoing basis, such as video nights and coffee talks. These activities are important facilitators of the outreach and community-building process (whereby encouragement and support for practicing safe sex occurs, and men make new friends with men who are supportive of safer sex).

The process of developing the event can be tracked using the following tool. This tool is helpful not only for collecting process data about the event, but also for making sure you are on track in planning it and implementing it, and if the Project's guiding principles are being followed. There are many issues to be aware of in setting up events, and this form is for the purpose of ensuring that all issues are covered. We strongly urge the use of these forms for all large events and for smaller events when possible.

Figure 5 - Event Planning Form

Mpowerment Project Outreach Event Planning Form

Goals

- 1 To stimulate the process of planning and enacting Mpowerment Project events
- 2 To identify all steps necessary in producing an event
- 3 To assign responsibilities and timeline for accomplishing tasks

Overview

What is the event? _____

Is this a one-time or recurring event? _____

Who is chairman of this event? _____

Date of event _____ Time _____ Location _____

Goals of Event

What goals is this event intended to accomplish? (check all that apply)

- Having fun/Socializing:
- Informing new men about the Mpowerment Project:
- Promoting safer sex:
- Signing men up for Mpowerment Project activities and volunteer work:
- Other: _____

Describe event:

Divisions of Responsibility

What are the planning committees for this event (e.g., entertainment, decorations, food, collection of names for M-groups, distribution of safer sex promotional materials, development of materials, etc.)? What are the tasks of each committee?

(continues)

Figure 5 - Event Planning Form, page 2

Who will head each committee and who is on each committee?

Whose assistance or approval is needed in producing this event? How will this be obtained?

HIV Prevention at the Event

How will safer sex be promoted at this event?

Outreach Materials

What "party favors"/safer sex promotional materials will be given out at the event?

Who is responsible for designing those?

Who will assemble the materials?

How will those be distributed (and who will distribute the materials)?

Publicity for Event

How will the event be publicized?

List each publicity strategy (e.g. flyers, ads, articles) and who is in charge of each:

Refreshments

Will refreshments be provided? What? Who is responsible for them?

(continues)

Figure 5 - Event Planning Form, page 2

Decorations

How will the space for the event be structured/designed?

Entertainment

What entertainment will be provided? Who is responsible for making that happen?

Mpowerment Project promotion

How will participants at this event be informed about the Mpowerment Project and invited to become volunteers?

How will you get names of people so that M-group sign-ups will occur? Who will collect the names?

Empowerment of volunteers

What efforts will be made to insure that as many young men as possible will have input into the design and preparation of this event?

Budget

What is the budget for the event? Describe in detail how much money is allotted for each major category of expenses:

Figure 6 - M-group Record Sheet

What does it measure? Recruitment, scheduling, attendance and special circumstances surrounding an M-group

Evaluation Type: Process; see also Module 6: M-groups; M-group Facilitator's Guide; M-group Training Video

The following tool can be used to help gauge the planning process for each M-group. This form is helpful for tracking how many men attended the M-group and information about the men who attended, as well as for collecting helpful information about recruitment efforts.

To be completed after each group session.

Goals

- 1 To review how the group went
- 2 To review how scheduling and recruiting for group went

(if group was cancelled because of no-shows or insufficient men were scheduled, complete second page only)

Date of session and day of week: _____

Time group started: _____ Time ended: _____ Total length: _____

Facilitators:

Who completed this form?

Facilitator: _____ Groups coordinator: _____

Attendance (facilitator to complete)

How many men attended? _____

How many "new" men attended? _____

How many "repeaters" attended? _____

How many of the new men were under age 30? _____

Ethnic background of new attendees:

- | | |
|---|---|
| <input type="checkbox"/> White/Caucasian | <input type="checkbox"/> Asian/Pacific Islander |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Native American |
| <input type="checkbox"/> African American/Black | <input type="checkbox"/> Other (specify) _____ |

Figure 6 - M-group Record Sheet, page 2

Group Processes (facilitator to complete)

Anything unusual happen at this group session? If so, describe:

Comments/feelings/concerns about this group session?

Scheduling (Groups Coordinator to complete)

How many men were scheduled for group? _____

How were men scheduled to attend group:

* who did scheduling? _____

* how was scheduling done? _____

* when was scheduling done? _____

* how many were previous "no-shows"? _____

* comments on effectiveness of scheduling approach?
(e.g., what methods seemed most/least effective)

How were men reminded of the group:

* who reminded men? _____

* when were reminders done? _____

* how were reminders done? _____

* comments on effectiveness of reminders approach?
(e.g., how many messages were left versus actual conversations)

How many men who were scheduled did not show up? _____

Reasons given (if any) for no-shows:

Figure 7 - M-group Evaluation

What does it measure? Participant thoughts about the M-group

Evaluation Type: Process; see also Module 6: M-groups; M-group Facilitator's Guide; M-group Training Video

The following evaluation tool can be used to help gauge what the participants felt about participating in an M-group. As you can see, the questions themselves are short and to the point. It should be distributed during the final section of the M-group and completed anonymously by the participants before they leave. The results of these forms should be reviewed by the Coordinators and used to provide feedback, both positive and negative.

Figure 8 - Outreach Event Record Forms

What does it measure? Who, what, when, where and how outreach events occurred

Evaluation Type: Process; see also Module 5: Outreach

In Figure 5 we discussed how to evaluate the planning process for conducting a successful event. Here we are concerned with the particulars of how the event went. The following form should be completed following each event, especially larger ones.

This form is also designed to be helpful in thinking about and analyzing all aspects of how the event went, not just for keeping numbers. We strongly urge that the Core Group use this form for reviewing events' successes and challenges. This is helpful so that planning for the next events benefit from the experience of the previous events.

Figure 8 - Event Record Form

Mpowerment Project Event Record Form

Goals

- 1 To record when and where the event took place
- 2 To determine who was reached by the event
- 3 To record particulars about the activity worthy of future consideration

Date of event: _____

Location(s) where event took place (be specific):

What is the estimated number from each racial/ethnic group?

Briefly describe event:

Number (and names) of Mpowerment Project volunteers who participated in formal outreach activities:

Number (and names) of Mpowerment Project volunteers who participated in performance (if there was one):

How many names of guys were collected for M-groups?

How many people attended the event: _____

(continues)

Figure 8 - Event Record Form, page 2

What segments of men were reached? About how many men from each segment?

What safer sex promotional materials were distributed? How many?:

What were people's responses to the safer sex materials? Did people take them?
Did they look at them?

How many condoms were distributed: _____ Lubes: _____

Was anything else included in with materials? (e.g., invitations to Connections, invitations to other events, etc.)

Comments/feelings about this event:

Figure 9 - Participant Satisfaction Survey

What does it measure? Participant thoughts about outreach events.

Evaluation Type: Process

A one page survey asking what participants thought of the event can be very helpful when trying to understand the extent to which an event was successful and why. A satisfaction survey can help determine if the event is worth repeating in the future. Or, if the event wasn't a raging success, what suggestions do the participants have for future events? A sample participant satisfaction survey follows. This could be distributed to men as they leave the event, or afterwards.

Figure 9 - Event Survey

Mpowerment Project Event Survey

1 Are you male or female? (check one)

Male Female Transgender

2 How old are you? _____

3 What is your race or ethnic background? (check one)

Hispanic/Latino Asian/Pacific Islander
 African American/Black White/Caucasian
 Native American Other: _____

4 What city do you live in? _____

5 Which of the following terms best describes you? (check one)

Gay Bisexual Straight Other: _____

6 I thought today's event was:

Fabulous Good So-so Poor Crummy

7 What was the best thing you got out of the event?

8 How could this event have been improved?

9 What suggestions do you have for future events?

Figure 10 - Pre-Test/Post-Test

What does it measure? Changes in attitudes resulting from participating in an M-group.

Evaluation Type: Outcome; see also Module 6: M-groups

M-groups are a critical component of the Mpowerment Project, both because they focus on men's own sexual behavior and because they motivate and teach men to support their friends about having safer sex. However, although M-groups are a core element of the Project, it is unlikely that much sexual behavior change will occur merely by attending a one-session group. Behavior change is most likely to occur from individuals being exposed to the multiple components of this Project (M-groups and outreach events and informal outreach, etc.). Yet the M-groups are the most easily evaluated component of the entire intervention.

The three biggest areas most likely to be affected by participating in the M-groups are:

- 1 Attitudes about how enjoyable safer sex is
- 2 Ability to communicate (verbally and non-verbally) what one wants to do sexually
- 3 Encouraging friends to engage in safer sex

We have created "scales" to measure if men change in their attitudes about the enjoyment of safer sex and in their ability to communicate about their desires for having safer sex. Scales are measures that are composed of a few questionnaire items that when put together, measure something you want to assess. In order to measure changes in "Attitudes toward Enjoyment of Safer Sex," we have created a scale made up of 3 questions. We have created a different scale made up of 4 questions to measure young men's feelings about their ability to communicate sexual desires, something called "Sexual Self-Efficacy." When analyzed, the scales provide information about how enjoyable each participant feels safer sex is and provides a measure of how they feel they can communicate and negotiate sexual encounters. A higher score on the "Attitudes toward Enjoyment of Safer Sex" scale indicates a more positive attitude toward enjoying safer sex than does a lower score. Similarly, a higher score on the "Sexual Self-Efficacy" scale indicates that they may feel more able to communicate and negotiate sexual encounters than a lower score.

We suggest a single item to see if men encourage their friends to have safer sex.

Rationale Behind the Pre-Test/Post-Test

A simple pre-test/post-test can provide some information about the results of attending an M-group regarding the two scales being used (Attitudes toward Enjoyment of Safer Sex and Sexual Self-Efficacy). The pre-test can be done just before the M-group is conducted and the post-test can be done at a later date, such as a month later (or 3 or 6 months later). In this case, you would need to mail out the surveys to men who attended the group. We discuss below how you can link up the pre- and post-tests so that they are anonymous. However, you can decide if you think it is important to be able to link them up. Sometimes it is helpful to link them to say that particular people changed or did not change (you can look at their information about their age, racial/ethnic group, etc to describe who did and did not change from the group). Other times people just want to say that "on average," people had these scores when they first attended the group and on average they had those scores afterwards. Being able to link them is probably the best way to go, but in case you get a bad return rate, then you can describe them without linking them.

Figure 10 - Pre-Test/Post-Test page 2

Also using other forms of measurement that do not necessarily involve surveying can be helpful too. This can include process measures documenting the number and type of safer sex materials distributed in the group, the number of men who attend the group, their demographic information and quotes from the M-group evaluations directly following the event. Or, you might consider follow-up phone calls with M-group participants. You can ask them what they got out of the group, how they think the group might affect their personal behavior in any way, if they would be willing to invite their friends to the group, if they'd like to get more involved in the Project. The answers to these questions (and others) can be summarized as discussed in the spot interview section of this Module. Generally though, you don't want to be the group facilitator to be the same person who conducts the interviews, because that can bias the responses.

When considered together, the different forms of measurement create a fuller understanding of the M-group's effectiveness. They can be used to support the claim that the program functions as desired and is therefore achieving hoped for results – mainly, increased sexual communication and decision-making skills resulting in expected decreases in unprotected anal sex and more supportive conversations to friends about having safer sex.

You can distribute the pre-test after the introductory remarks but before you move into the icebreaker exercise. The pre-test and the ice breaker form could be distributed at the same time. You will need to say a little something about the pre-test/post-test. Even though the beginning of the pre-test describes how important evaluation measures are to the continuation of good programming, it's a good idea to make a similar verbal plug here. It might also be helpful to stress that these forms are completely anonymous.

Creating a Code to Track Respondents Over Time

You want the questionnaires to be anonymous but you also want to be able to link them together with the post-test distributed later. One way to accomplish this is by creating a code. For example, have each participant list the first and third letter of their mother's maiden name plus the first and last letter of their father's first name plus the month and day they were born. The code will end up looking something like this for someone whose mother's maiden name is D'Antonio, their father's first name is James, born on September 19th: **Dajs1919**.

You should allow for at least one month to pass before sending out the post-tests, because you want people to have enough time to have had sex before you look at their changes in sexual behavior. Include a self-addressed stamped envelope to increase the response rate. You should include a cover letter thanking them for their time and explaining to them, briefly, the importance of filling out the questionnaire. Using festive or fun paper to print the letter on might make it stand out more and be more appealing since it personalizes the letter. You can find a variety of paper at any stationary store. Note that if you do want to be able to look at exact people's pre- and post-test differences, then you should also plan on reminding people to send their surveys back, through calling people to remind them or by sending reminder postcards.

Measuring Sexual Behavior

If you also want to measure sexual risk-taking behavior, also include the questions from the Spot Survey, found in Figure 1, pages 27-28.

Figure 10 - Scales

The Scales

As stated earlier, the M-group pre-test/post-test uses two different scales to measure two distinct issues: Attitudes toward the Enjoyment of Safer Sex and Sexual Self-Efficacy. Items 1-3 make up the scale used to measure Attitudes toward the Enjoyment of Safer Sex and items 4-7 measure Sexual Self-Efficacy. Item 8 measures how often the individual encourages his friends to have safer sex.

Respondents are asked to indicate how much they agree or disagree with each statement by circling a number which best fits the response to each item (see example pre-test/post-test). The numbers for rating responses run from 1 (disagree strongly) to 6 (agree strongly).

	1	2	3	4	5	6
	Disagree Strongly	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Strongly
1 Safe sex is less pleasurable than unsafe sex.	1	2	3	4	5	6
2 Using a condom takes the fun out of sex.	1	2	3	4	5	6
3 Safer sex is unsatisfying.	1	2	3	4	5	6
4 Sometimes if I'm really turned on, I have trouble only doing safer sex.	1	2	3	4	5	6
5 If someone I'm having sex with starts to do something unsafe, it is hard for me to stop him.	1	2	3	4	5	6
6 I find it difficult telling a sex partner not to do something I think is risky.	1	2	3	4	5	6
7 I have trouble letting a sex partner know that I want to have safe sex.	1	2	3	4	5	6
8 How many times did you encourage a friend to have safer sex last month?	_____					

How to Calculate a Score

First of all, the responses need to be re-scored. As is, if the scores were all compiled with the exact numbers the respondents indicated, it would be backwards because a lower score would mean that someone feels able to always have safer sex or communicate sexual desires and that gets confusing to interpret and talk about. Therefore, all responses are "reverse scored," which means that if someone circles a 1, they receive a score of 6. If someone circles a 2, they receive a score of 5, and so forth (1 = 6, 2 = 5, 3 = 4).

Scoring "Attitudes toward Enjoyment of Safer Sex"

All responses, following reverse scoring, are averaged to produce what is called a "mean score" (which is simply an average score) for each person. That is, to determine each young man's mean score on Attitudes Toward Enjoyment of Safer Sex, first add up his responses to these 3 questions and then divide this score by the number of questions that he answered. Even if some of the

Figure 10 - Scales continued

questions have been skipped (say he only answered 2 of them), sum the scores from the questions that have been answered and then divide by the number of questions answered to get a score. If someone answered 2 questions out of the 3, sum the 2 responses and then divide by 2.

Following reverse scoring, assume that for each of the questions you have the following scores:

Question 1	=	5
Question 2	=	4
Question 3	=	3
Total	=	12
12 / 3	=	4 (mean)

This individual would then be given a score of 4 for this scale. A score of 4 would place them right over the cusp: their attitude toward safer sex is positive, but they don't think safer sex is the hottest.

Scoring "Sexual Self-Efficacy"

To tally results for the Sexual Self-Efficacy scale, assume that all 4 questions have been answered (again, even if some questions have been skipped, sum the scores for each question then divide by the number of questions answered). After reverse scoring, assume that for each of the questions you get the following scores:

Question 4	=	2
Question 5	=	4
Question 6	=	4
Question 7	=	3
Total	=	13
13 / 4	=	3.25 (mean)

This individual would then have a score of 3.25. Since a higher score means greater sexual self-efficacy (or an increased ability to communicate and negotiate about sex), a score of 3.25 means that they experience some difficulty in negotiating sexual situations. They may have a hard time maintaining safer sexual behavior in certain situations even though they know how important it is.

Group Scores

You can tally a group score on each of the scales by adding the individuals' mean scores and then dividing by the number of individuals in the group. For example, assume that you had seven men attend an M-group. Each individual had the following mean score for the "attitudes toward enjoyment of safer sex" scale.

Person A	=	4
Person B	=	3
Person C	=	4
Person D	=	4
Person E	=	5
Person F	=	4
Person G	=	4
Total	=	28
28 / 7	=	4 (Group score or Group mean)

Since a higher score means a better attitude toward enjoyment of safer sex, a group mean score of 4 would signal that this group of guys feel that safer sex is pretty enjoyable.

Figure 10 - Scales continued

Changes Over Time

To look at changes from participating in the M-groups, you will want to see if the pre-test and post-test scores are different. You can match up the individuals' scores and perhaps subtract the post-test scores from the pre-test score. You can then average these scores across all the people to see average change. Or you can simply average the pre-test scores together and compare them with the post-test scores that are averaged. This is helpful to do if you have had a hard time linking up pre-tests and post-tests from the same people.

Additional Scales

Some organizations might want to measure changes in self-esteem, drug/alcohol/tobacco use or internalized homophobia. We include these scales for that purpose. We have one caveat: know the limitations of your organizational capacity for collecting and analyzing data. If collected data sit in boxes without a chance of analysis, nobody benefits. Additionally, we highly recommend working with outside help (i.e. university personnel, health department personnel) whenever possible.

If you also want to measure sexual risk-taking behavior, also include the questions from the Spot Survey, found in Figure 1, pages 27-28.

The following is a sample pre-test. If you want to use a post-test, then make sure to change the heading (to call it a post-test). You might even just want to call them "Survey 1" and "Survey 2" since sometimes people feel worried whenever they see a "test."

Scale Measuring Internalized Homophobia

Please indicate how much you agree or disagree with each of the following statements by entering the number which best fits your response to each item. Use this scale:

	1 Disagree Strongly	2 Disagree Moderately	3 Disagree Slightly	4 Agree Slightly	5 Agree Moderately	6 Agree Strongly
5 Sometimes I dislike myself for being a man who has sex with other men.	1	2	3	4	5	6
5 I wish I were heterosexual.	1	2	3	4	5	6
5 I am glad to be gay.	1	2	3	4	5	6
5 I am proud to be a part of the gay community.	1	2	3	4	5	6

Figure 10 - Scales continued

Scale Measuring Self-esteem

1 Do you like most aspects of your personality?

- Definitely yes Somewhat yes Somewhat no Definitely no
 Don't know

2 Do you feel you deserve other people's respect?

- Definitely yes Somewhat yes Somewhat no Definitely no
 Don't know

3 Are you proud of who you are?

- Definitely yes Somewhat yes Somewhat no Definitely no
 Don't know

4 Do you feel you take good care of yourself?

- Definitely yes Somewhat yes Somewhat no Definitely no
 Don't know

5 When you look at your life, do you feel satisfied?

- Definitely yes Somewhat yes Somewhat no Definitely no
 Don't know

6 In general, do you feel in charge of your life?

- Definitely yes Somewhat yes Somewhat no Definitely no
 Don't know

7 Do you feel you have a sense of direction and purpose in your life?

- Definitely yes Somewhat yes Somewhat no Definitely no
 Don't know

8 Do you feel that you respect yourself?

- Definitely yes Somewhat yes Somewhat no Definitely no
 Don't know

Figure 10 - Scales continued

Scale Measuring Drug/Alcohol/Tobacco Use

During the past six months, how many cigarettes did you smoke per day?

- None Less than 1 per day 1 - 5 per day About 1/2 pack per day About 1 pack per day More than per day

During the past six months, how often did you drink alcohol (beer, wine, liquor)?

- Never A few times About once a month Several times a month About once a week Several times a week Every day

During the past six months, how often did you smoke marijuana (pot)?

- Never A few times About once a month Several times a month About once a week Several times a week Every day

During the past six months, how often did you use other drugs

(for example: heroin, speed, cocaine, ecstasy, special-K, GHB, mushrooms, acid, etc.)?

- Never A few times About once a month Several times a month About once a week Several times a week Every day

Which drugs did you use?

During the past six months, how often did you use poppers (nitrates)?

- Never A few times About once a month Several times a month About once a week Several times a week Every day

During the past six months, how often did you use needles to inject drugs?

- Never A few times About once a month Several times a month About once a week Several times a week Every day

Figure 10 - Pre-Test Survey

Date: _____

Thank you for coming to an Mpowerment Project M-group. Please take the time to answer the following questions. Your honest answers will help us to secure funding for future events and continually help us improve what we offer you. In (fill in) months we will send you another questionnaire through the mail asking similar questions.

We have devised a code that allows us to keep track of surveys while at the same time honoring your anonymity. Please take the time to fill out this code. Start by writing down the first and third letters of your mother's maiden name. Then write down the first and last letters of your father's first name. Then write down the month and day you were born (we're not going to try and "crack" the code, PROMISE!) The code should look something like this: dajs919. CODE: _____

1 Which of the following terms best describes you? (check one)

Gay Bisexual Straight Other: _____

2 What is your race or ethnic background?

Hispanic/Latino Asian/Pacific Islander African American/Black
 White/Caucasian Native American Other: _____

3 How old are you? _____

4 Have you attended an M-group before? Yes No

5 My relationship status is:

No boyfriend/partner Monogamous Non-monogamous

How much do you agree with these statements?

Please indicate how much you agree or disagree with each of the following statements by circling the number which best fits your response to each item. Use this scale:

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6
 Disagree Strongly Disagree Moderately Disagree Slightly Agree Slightly Agree Moderately Agree Strongly

1 Safe sex is less pleasurable than unsafe sex. 1 2 3 4 5 6

2 Using a condom takes the fun out of sex. 1 2 3 4 5 6

3 Safer sex is unsatisfying. 1 2 3 4 5 6

4 Sometimes if I'm really turned on,
I have trouble only doing safer sex. 1 2 3 4 5 6

5 If someone I'm having sex with starts to do
something unsafe, it is hard for me to stop him. 1 2 3 4 5 6

6 I find it difficult telling a sex partner
not to do something I think is risky. 1 2 3 4 5 6

7 I have trouble letting a sex partner
know that I want to have safe sex. 1 2 3 4 5 6

8 How many times have you encouraged
a friend to have safer sex last month? _____

THANK YOU!