

# Bridging the Gap between Prevention and Treatment

## How to integrate prevention into your existing program

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Signature \_\_Darla Peterson\_\_\_\_\_ Date \_\_7/16/2010\_\_\_\_\_

# Bridging the Gap

Prevention



Treatment



# Learning Objectives

- Learn reasons to incorporate positive prevention
- Identify two types of positive prevention  
and seek them out in your community
- Learn ways to evaluate the program and make sense of the data

# Annual Infection rates

When you realize things are not getting any better.....

## The New Estimates: U.S. HIV Epidemic Worse Than Previously Known

According to the new surveillance system, approximately 56,300 new HIV infections occurred in the United States in 2006. This number is approximately 40% higher than CDC's previous estimate of 40,000 new infections per year, which was based on less precise methods

### Estimated HIV Incidence\*—United States, 2006

56,300 new HIV  
infections  
in 2006

95% Confidence Interval:  
48,200 to 64,500

\*Based On Stratified Extrapolation Approach

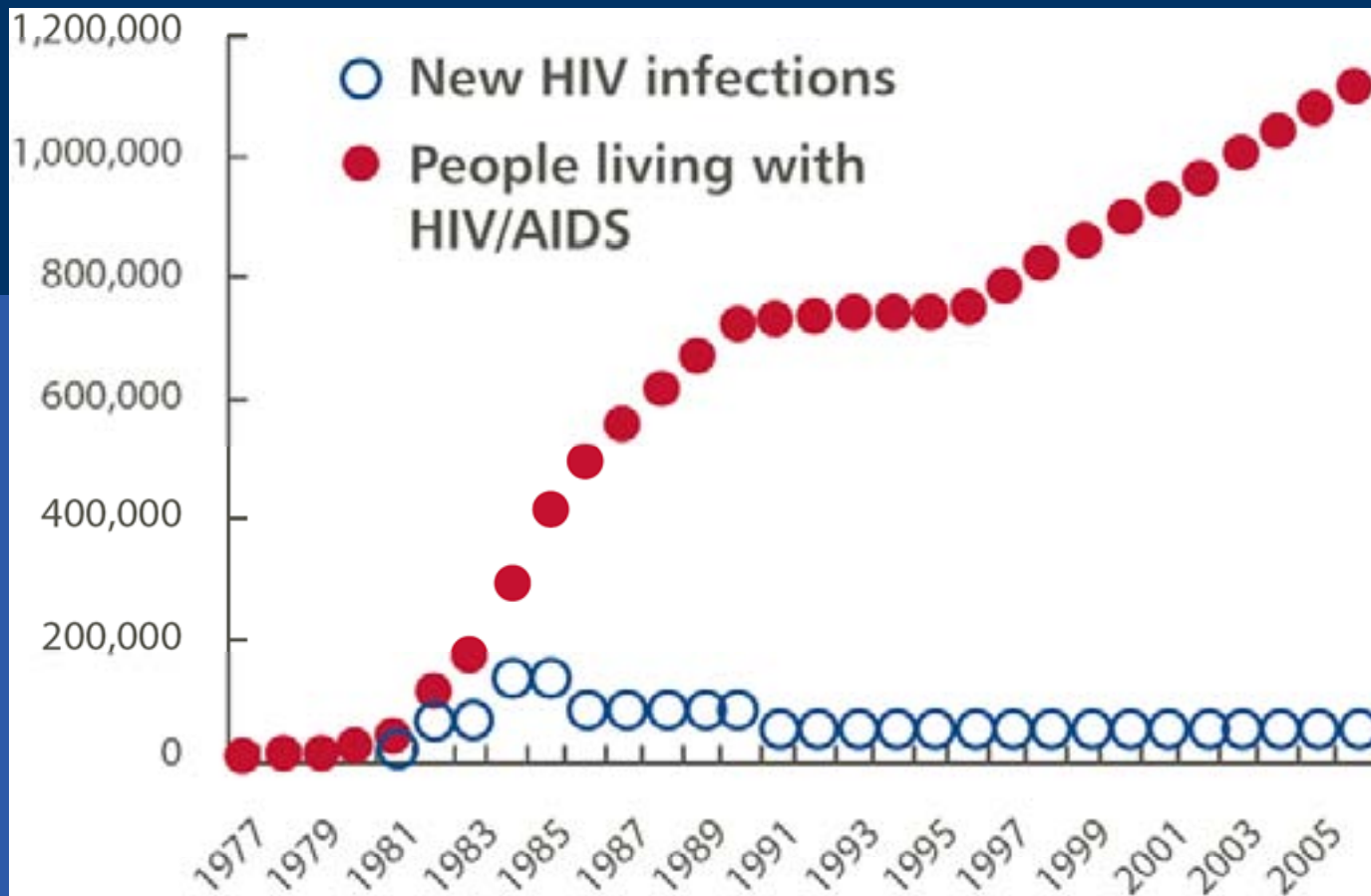
Ref: JAMA, Vol 300, No. 5, August 6, 2008



Note: Data have been adjusted for reporting delay and cases without risk factor information were proportionately redistributed.

CDC





JAMA 2008;300(5):520-529  
 Campsmith M, et al. CROI 2009



# Reason for providing positive prevention

- Annual infection rates
- Everyone is talking about it--IOM, CDC, HRSA
- Easy access to the positives! We have them in care!
- It can make a difference—starfish story



# What prompted us to bridge the gap

- Safer sex talks, prevention messages
- Patients not disclosing
- Patients drumming up business
- Stories
- Enough is enough!



# Where can you start?

- Google and search
- Read about positive prevention
- Attend workshops
- Search for funding
- Meet the folks providing prevention
- Obtain buy-in

# Two interventions for positive prevention

- The two interventions we chose

Healthy Relationships –group level

CLEAR—individual level

- If it isn't feasible in your agency you can seek these and other interventions in your communities

# Healthy Relationships!

- Five sessions
- Movie clips to set up scenarios
- Modeling, role playing, and feedback
- Disclosure skills to family, friends, sexual partners
- Defining stress and reinforcing coping skills
- Teach decision making skills—awareness, triggers and barriers, problem solving, decision making, and action



# Behind the Scenes



Adaptation

Make it unique-activities

Food by donation

Guided meditation

3 & 6 months follow-up survey

Free reunion

# Location, location, location!





# Ivy Leaguers and Julie's Jewels 2009



2008 10 29

# Local State Park Lodge



# Friendship bracelet as reminder of skills learned





# CLEAR Choosing Life: empowerment, action, results!

- Healthy living

- Five core skill sessions

Emotional awareness through use of the feeling thermometer and the link between feelings, thoughts, and actions

Identification of one's Ideal Self to help motivate behavior change

Teaching, modeling, and practicing short and long term goals

Teaching, modeling, and practicing SMART problem solving

Teaching, modeling, and practicing assertive behavior and communication

# Adding prevention goals

- Six domains
- Examples of real clients
  1. Sexual risk
  2. Substance use
  3. Adherence
  4. Stigma
  5. Disclosure
  6. Health care issues

# Tangible reminder of goals and infinite possibilities



# Making sense of the data and how to create outcomes

- Observation monitoring tool
- 3-month and 6 month phone calls
- Outcome objective--% of participants who demonstrate the use of the skills
- Process objective--# of people who complete the intervention

## Clear Observation Record

Use this to monitor your observation of the client utilizing the new skills (not the teaching of but the practice of). Examples: As you observe the client defining his/her Ideal Self or linking his/her Ideal Self to his/her feelings; as you observe the client utilizing the feeling thermometer during life activities and reporting this to you; as you observe the client linking his/her feelings to their actions; as you observe the client using assertive behavior either during the sessions or reporting a life experience.

Name	Feeling Thermometer	Feel-Think-Do frame Work	SMART Problem Solving	CLEAR thinking	Assertive Behavior and Communication	Ideal self	Comments
	Development of emotional awareness and identification of link between feelings, thoughts, actions, etc	Utilized the F-T-D framework, etc	Development of a goal and or used SMART Problem Solving, etc Identified a prevention goal and developed an individual prevention plan, etc	Used CLEAR thinking to counter unhelpful thoughts, etc	Used appropriate assertive behavior or communication Practiced through role-plays Practiced a relaxation technique, etc	Developed the Ideal Self, linked the Ideal Self to F-T-D framework, linked Ideal Self to goals, etc	
Week 1							
Week 2							
Week 3							
Week 4							



## Behind the Scenes

### 3 Month Survey Evaluation

Name \_\_\_\_\_

Date \_\_\_\_\_

After the intervention I used a condom or other barrier:

None  25% of the time  50% of the time  60-100% of the time

NA (didn't have sex)

The friendship bracelet was a reminder to me of the intervention:

Strongly agree  Agree  Disagree  Strongly disagree

The friendship bracelet assisted me in remembering to reduce unsafe sex behaviors:

Strongly agree  Agree  Disagree  Strongly disagree

Staff signature \_\_\_\_\_

# Research shows.....

- Increased condom use
- Decreased unprotected vaginal or anal intercourse
- Decreased unprotected anal intercourse with negative sex partners

“**Best-Evidence Interventions:** Findings From a Systematic Review of HIV Behavioral Interventions for US Populations at High Risk, 2000–2004” | Cynthia M. Lyles, PhD, Linda S. Kay, MPH, Nicole Crepaz, PhD, Jeffrey H. Herbst, PhD, Warren F. Passin, MPH, MSW, Angela S. Kim, MPH, Sima M. Rama, MPH, Sekhar Thadiparthi, BS, Julia B. DeLuca, MLS, and Mary M. Mullins, MLS, for the HIV/AIDS Prevention Research Synthesis

# Additional research

- Crepaz et al. (2006) meta-analysis of 12 controlled trials 1988-2004 showed that behavioral interventions for HIV positive people led to a 43% relative reduction in unprotected sexual intercourse and reduced acquisition of sexually transmitted diseases.
- In this study, health care providers delivered the interventions in settings where routine medical services were received. It included skills building and addressed mental health and adherence.



# What is relevant in your community?



- Lyles, C; Kay, L; Crepaz, N; Herbst, J; Passin, W; Kim, A; Rama, S, Thadiparthi, S; DeLuca, J; Mullins, M. *Best-Evidence Interventions: Findings From a Systematic Review of HIV Behavioral Interventions for US Populations at High Risk, 2000–2004.* <http://ajph.aphapublications.org/cgi/content/full/97/1/133>
- *Incorporating HIV Prevention into the Medical Care of persons living with HIV—MMWR*, July 2003  
<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5212a1.htm>
- A Guide To Primary Care For People With HIV/AIDS, 2004 edition Rationale for HIV Prevention in Primary Care Settings  
<http://hab.hrsa.gov/tools/primarycareguide/PCGchap4.htm#PCGchap4ayCare>
- Crepaz, N; Lyles, C; Wolitzki R; Passin, W; Rama S; Herbst, J; Purcell, D; Mallow, R; & Stall, R. *Do Prevention Interventions Reduce HIV Risk Behaviors Among People Living with HIV? A Meta-analytic Review of Controlled Trials.* [http://www.medscape.com/viewarticle/521053\\_4](http://www.medscape.com/viewarticle/521053_4)
- HIV in the United States at a Critical Crossroads, August 2009  
[http://www.cdc.gov/hiv/resources/reports/hiv\\_prev\\_us.htm](http://www.cdc.gov/hiv/resources/reports/hiv_prev_us.htm)

# Thank you!

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