To adapt the Women’s CoOp to adolescents, a systematic process was followed.4 The original Women’s CoOp was developed for sexually active, crack-using behavioral HIV prevention interventions, the Women’s CoOp.5,6 This woman-focused intervention is user-based and provides education, skills training, and personalized risk reduction regardless of substance use, sexual risk, and violence and victimization.3 The original Women’s CoOp was developed for sexually active, crack-using African American women in Raleigh-Durham, NC, and has since been adapted to various settings and populations in the United States, South Africa, and Russia.1,3

The CDC-funded Young Women’s CoOp Study (2008-2013) reached African American female adolescents who had dropped out of school or were at risk for behavioral HIV prevention intervention, the Women’s CoOp©.6

Adaptation of Prevention Techniques (ADAPT-2) for American female adolescents who had dropped out of school or were at risk for behavioral HIV prevention intervention, the Women’s CoOp©.

Issues

1. The CDC-funded Young Women’s CoOp Study (2008-2013) reached African American female adolescents who had dropped out of school or were at risk for dropping of school and living in Raleigh-Durham, NC.
2. As part of the CDC’s ADOPT and Demonstrating the Adaptation of Prevention Techniques (ADAPT-2) for persons at highest risk of acquiring or transmitting HIV, this study adapted and tested a “best evidence” behavioral HIV prevention intervention, the Women’s CoOp.6

The role and time commitment of board members should be established and clear from the beginning and revisited and revised as necessary.

If advisory board members are expected to play an integral role in a research study, they should be trained on how to interact with their peers for the purpose of the project, recruit and retain participants, and manage competing demands of personal commitments and demands of the research study.

References


Challenges and Lessons Learned When Adapting Evidence-Based HIV Prevention Interventions: Being Guided by the Teens

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Incorporating Feedback: Examples of Intervention Adaptation

Sample Cue Cards

Sample Vignettes

In Figures 1 and 2, the tabbing of intervention adaptation and study implementation: 1. Intervention Adaptation and 2. Study Implementation are suggested for intervention adaptation and study implementation:

Lessons Learned

TAB members provided the following suggestions for intervention adaptation and study implementation:

1. Intervention Adaptation

- Content: TAB members discussed important issues relevant to adolescents, such as the relationship between gangs and sexual risk, as well as terminology. They thought the intervention contained information that young women needed to learn, but they wanted more information about specific STIs.

- Cue Cards: TAB members suggested that the cue cards be changed to have brighter colors, fewer words, and more pictures when appropriate (e.g., for STIs). They also liked the idea of incorporating videos throughout the intervention to illustrate the information presented.

- Interventionist: Some members preferred to have an interventionist with specific characteristics (e.g., African American between the ages of 25–35), while others preferred having staff who represented diverse ages and backgrounds. Some members preferred to have an interventionist with specific characteristics (e.g., African American between the ages of 25–35), while others preferred having staff who represented diverse ages and backgrounds.

- HIV/STI testing: TAB members indicated that adolescents do not like to take public transportation.

- Hours of Operation: TAB members said that flexible hours and times for recruitment and study activities, such as nights and weekends, were essential to reach young women.

2. Study Implementation

- Recruitment: TAB members suggested using social networking sites (e.g., MySpace and Facebook), to supplement street-based outreach methods. They also provided suggestions on how to make the marketing materials more appealing.

- Study Participation: Members indicated that boyfriends, friends, or gang members could serve as barriers to study participation if they disappeared.

- Incentives: TAB members said money is better for incentives instead of gift certificates because many teens have been banned from popular stores because of stealing.

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Lessons Learned (continued)

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