



APPENDIX B

Community Discovery Tools

PCOMMUNITY DISCOVERY SUMMARY LOG

When to Use: At the conclusion of all community and risk assessment activities (i.e., key informant interviews, focus groups, social venue/context assessments, and community observations) conducted during the pre-implementation phase

Administered By: Intervention staff

Completed By: Intervention staff

Instructions: Summarizing community assessment activities can help you and your staff gain a clearer understanding of the information you collected. The following table shows how you can capture this process. Writing out the primary findings of each community assessment activity may help you think through your agency's implementation of d-upi.

Below is an example of how you would complete the table.

Source	Findings	Implications
Key informant interviews	<i>Example: Among members of the identified target population, having sex without a condom is an accepted community norm.</i>	<i>Example: Prospective opinion leaders need to address negative attitudes and beliefs about condom negotiation and use.</i>

Community Discovery Summary Log

Implications	Findings	Source
		Key informant interviews
		Demographic and risk surveys
		Social venue or context assessments

Source	Findings	Implications
Focus groups		
Community observations		
Nomination meetings		

Conclusions/additional comments:

COMMUNITY DEMOGRAPHIC AND RISK SURVEY

When to Use: During the *d-up!* pre-implementation phase. After the completion of *d-up!*

Administered By: Intervention staff

Completed By: Black MSM who are representative of the target population

Instructions: The questions on this survey are designed to collect demographic and risk information prior to the implementation of *d-up!* to help intervention staff with planning or improvement activities. The information collected can help determine the one at-risk population that will be targeted for *d-up!*, and it can help provide baseline data for post-implementation evaluation activities. When used after you have completed implementing *d-up!*, you can compare the survey with your pre-implementation survey data to identify any changes that occurred after *d-up!*.

If the individual answering the survey wants to complete the survey himself, staff should instruct him to read each question and the response choices carefully. Staff also should ask him to answer the questions as honestly and thoroughly as possible. It is important that staff remind each person that all answers will remain confidential to the extent allowed by law.

Note: If you choose to have respondents complete the written survey, the “Refuse to Answer” options should be removed.

COMMUNITY DEMOGRAPHIC AND RISK SURVEY

For administrative use	
Date:	Site ID:
Administered by:	

Respondent Instructions: Thank you for taking the time to complete this survey. Your help may provide new information that will lead to better ways to prevent HIV/AIDS. This survey is completely anonymous. Please do not put your name anywhere on it. Please answer all questions honestly and try not to skip any questions. By completing these questions, you give consent to participate in this survey.

1. **What is your birth date?** ____ / ____ / ____ (month/day/year)

2. **In what state do you currently live?** _____

3. **Were you born as a male or a female?**

- Male
- Female
- Don't Know
- Refuse to Answer

4. **Would you describe yourself as (i.e., what is your current gender):**

- Male
- Female
- Transgender—Male to Female
- Transgender—Female to Male
- Don't Know
- Refuse to Answer

5. **What best describes your ethnicity?**

- Hispanic or Latino
- Not Hispanic or Latino
- Don't Know
- Refuse to Answer

- No, I have not been tested. (Skip to question 11)
- Yes, I was told that my result was negative.
- Yes, I was told that my result was positive.
- Yes, but I never returned to learn the result.

8. Have you been tested for HIV?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(a) Sex with a female
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(b) Sex with a male
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(c) Sex with a transgender
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(d) Vaginal sex without a condom
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(e) Anal sex without a condom
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(f) Exchanged sex for drugs or money
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(g) Shared drug injection equipment (needles or works)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(h) Sex while drunk or high
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(i) Sex with an injection drug user
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(j) Sex with someone who is HIV-positive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(k) Sex with a person of unknown HIV status
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(l) Sex with a person who exchanges sex for drugs or money
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(m) Sex with a man who has sex with other men
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(n) Sex with an anonymous partner

7. Please indicate if you have engaged in the following behaviors in the past 12 months:

- American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Pacific Islander
 - White
 - Don't Know
 - Refuse to Answer
- 6. What best describes your race? (check all that apply)**

9. When did you last test negative for HIV? ____ / ____ / (month/year)

- Don't Know
- Refuse to Answer

10. In the past 3 months, have you been diagnosed with an STD (not including HIV)?

- Yes
- No
- Don't Know
- Refuse to Answer

The next set of statements involves your opinion about how your friends behave. Even if you are not completely sure, please answer each question by marking your best guess or "hunch."

11. My friends always use condoms during sex.

Strongly Disagree Disagree Agree Strongly Agree

12. Safer sex is completely accepted by my friends.

Strongly Disagree Disagree Agree Strongly Agree

13. My friends are likely to have unsafe sex after drinking alcohol.

Strongly Disagree Disagree Agree Strongly Agree

14. In the past 3 months, how many times have you talked to a friend or an acquaintance and told that person about the importance of staying sexually safe?

_____ time(s)

This is the end of the survey.

Please flip through the pages and make sure you have answered every question.

**THANKS FOR GIVING US SOME OF YOUR TIME.
WE APPRECIATE IT!**

COMMUNITY OBSERVATION GUIDE

When to Use: During each community observation activity conducted during the pre-implementation phase

Administered By: Intervention staff

Completed By: Intervention staff

Instructions: Use this guide to observe and describe the interactions of your network's friendship groups in the social venues or context in which they interact. These forms will help you identify appropriate ways to implement d-up! and identify potential opinion leaders within each friendship group.

Observe members of friendship groups and their interactions in the given venue or context for 20 to 30 minutes. Each observer should take notes at the time at which the observations are conducted. Notes should be written in the forms provided. You need enough information to describe and differentiate one friendship group from another. Such information includes the following:

- ▶ Size—How many people are members of this group?
- ▶ Characteristics—Age, ethnicity, styles of clothing, educational level, and members of target population
- ▶ Behaviors—What do members of the group typically like to do when they are at the venue? Are they usually dancing? Playing basketball? Sitting at a table?
- ▶ Logistics—When does this group usually hang out at the venue? What times and days of the week do members come to the venue?
- ▶ Leaders—Who are the most popular people in the group? Who seems to be more of a leader? Whom do group members seek out or defer to?
- ▶ Uniqueness—What makes this group different from other friendship groups? What is the common element that all members share that is unique to this group?

Compare each observer's notes. Complete a form for EACH observation activity.

COMMUNITY OBSERVATION GUIDE

Name of Social Venue or Context: _____		Date: ___/___/___	
Observation Start Time: _____ AM/PM		Observation End Time: _____ AM/PM	
Venue/Context Points of Contact (Gatekeepers): _____			
Address (if applicable): _____			
Description of Venue or Context: _____ _____ _____			
Times and Dates Members of Friendship Groups Accessed the Venue or Context:		_____ _____ _____	
Total Number of People Accessing the Venue or Context:		Ethnicity (Number):	
Males: _____	Females: _____	Hispanic/Latino: _____	Non-Hispanic/Latino: _____
Transgenders: _____		Unknown: _____	
Race (Number):			
African American: _____	Asian: _____	White: _____	Other: _____
American Indian or Alaska Native: _____	Native Hawaiian or Pacific Islander: _____	Unknown: _____	
Description of Gatekeepers/Key Contacts:	_____ _____ _____		
FRIENDSHIP GROUPS ACCESSING VENUE OR CONTEXT			
Number of Friendship Groups:		_____	
Descriptions (Names) of Friendship Groups:	_____ _____ _____ _____		

Using this table, write your observations about each friendship group. You may need to create additional copies of the table, depending on the number of friendship groups in your network.

Friendship group name	Size	Characteristics (age, race, when they access the venue, etc.)	Behaviors	Logistics (When do they hang out? Times and days)	Possible opinion leaders (names, description)	Uniqueness (What makes this group different from others?)	Notes

KEY INFORMANT INTERVIEW GUIDE

When to Use: During each key informant interview conducted during the pre-implementation phase

Administered By: Intervention staff

Completed By: Intervention staff

Instructions: Use this form to collect information about potential social networks and friendship groups from key informants and gatekeepers. You may need to modify questions as needed.

Interviewer Instructions:

- ▶ Greet the key informant. Introduce yourself if you have not had previous personal contact with him or her.
- ▶ Thank the key informant for taking the time to talk with you about his or her knowledge of the target population. Provide a brief overview of *d-up!* and why the interview is being conducted.
- ▶ Observe the demographic characteristics (e.g., age, race) of the key informant. Clarify information as necessary with him or her, asking only for information that cannot be determined from observation. Do not use a checklist with the informant.

KEY INFORMANT INTERVIEW GUIDE

General Information

Staff Name: _____

Date of interview: ____ / ____ / ____

Start time: _____ am/pm

End time: _____ am/pm

Place where respondent was contacted/recruited:

Interview Site/Setting: _____

Demographic Information

Gender:

- Male
- Female
- Transgender: Male to Female
- Transgender: Female to Male
- Don't Know

Age:

- 12 or Below
- 13–18 Years
- 19–24 Years
- 25–34 Years
- 35–44 Years
- 45 Years and Over
- Don't Know

Ethnicity:

- Hispanic or Latino
- Not Hispanic or Latino
- Don't Know

Language Spoken During the Interview:

- English
- Spanish
- Other (*Specify:* _____)

Race: (*Check all that apply*)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White
- Don't Know

Type of Respondent:

- Community Member
- Local AIDS Prevention Agency Representative
- Venue Owner, Operator, Manager, or Administrator
- Health Department Representative
- Other (*Specify:* _____)

Interviewer Instructions

Read the following statement to the key informant, or provide the information in your own words, before asking the interview questions.



Interviewer:

Thank you again for taking the time to talk to me today. As indicated when this interview was arranged, we are interested in learning more about black men who have sex with men (MSM) so that we can help prevent or reduce HIV infection through *d-up*: *Defend Yourself!*.

d-up! is a community-level HIV prevention intervention. It is designed to help members of a social network feel comfortable in deciding to avoid high-risk behaviors. It is also designed to help change the social norms of this network through the endorsement of risk reduction norms by key individuals known as opinion leaders. Opinion leaders are people who are identified as being respected, trustworthy, and listened to among a group of friends and acquaintances.

All of your answers will be kept confidential and only used to plan and improve the program. If you are uncomfortable with any of the questions, you don't have to answer them and can choose to end the interview at any time.

1. What black MSM social networks (groups of black MSM who hang out together, like club attendees or "house" members) within your community do you think are most at risk for HIV?

2. Which of these networks have groups of friends who think that not using condoms is normal?

3. Which of these networks have respected, trustworthy, and listened to individuals who can influence the attitudes, beliefs, opinions, and behaviors of their friends and acquaintances?
4. Which of these networks share a common public conversational, social environment or context (a venue, like a club, bar, or gym) in which the members regularly interrelate?
5. Which networks are most at risk for HIV?
6. Which one of these networks do you think would most benefit from an intervention such as *d-up!*?
7. In general, what are some major concerns, interests, or activities of this network?
8. What are the major health concerns in this network?
 - a. Where do the network members go to get information about the major health issues affecting them?

- a. Whom do members of this network trust and go to get advice?
- b. Do you think trustworthy and listened to members of these networks can help fight health issues affecting these groups? If yes, why? If no, why not?
9. How serious is HIV infection compared to other problems in this network?
 10. What are the behaviors of the social network members that put them at risk for HIV?
 11. What are the social norms (group-level, shared beliefs, customs, expectations, and opinions that shape individual attitudes, beliefs, opinions, and behaviors) within the network that influence these risk behaviors?
 - a. What do the network members think are the advantages and disadvantages of using condoms?
 - b. Do they have knowledge of how to use condoms correctly?

- c. How easy is it for members of the friendship groups to get access to condoms?
 - d. If condoms are not readily available, why not?
12. How best can *d-up!* target the social norms influencing their risk behaviors?
13. Which groups of friends or cliques within the network do you feel are most at risk for HIV?
14. Where (social venues/contexts) can we access, observe, and learn more about these friendship groups within the social network? When do they usually go to these venues?
15. Do you think members of the social network intend to engage in HIV risk reduction activities, such as using condoms? If yes, why? If no, why not?
16. What do you think can be done to help members within the social network learn about HIV risk reduction?

17. How would you describe the friendship groups/cliques in this network? (Probe about specific friendship groups.)

a. What is the racial/ethnic mix of these friendship groups?

b. What are the age ranges?

c. What are the shared interests and relationships of these friendship groups?

d. What are the shared values, beliefs, attitudes, and norms of these friendship groups?

e. How many friendship groups/cliques do you estimate are associated with this network?

18. Of the respected, trustworthy, and listened to individuals within each of the network's friendship groups/cliques who also go to these social venues/contexts identified earlier...
- a. What kind of influence do they have?
 - b. Why do people listen to them?
 - c. Are they positive or negative influences? Why?
 - d. Do you think that those people would be willing to endorse risk reduction activities to their friends and acquaintances in a given friendship group?
19. Of the respected, trustworthy, and listened to individuals, can you think of anyone who can serve as a *d-up!* opinion leader who will endorse HIV/AIDS risk reduction activities among friends and acquaintances?
- a. Do you think that these people would be willing to serve as opinion leaders and initiate risk reduction endorsement conversations with their friends and acquaintances?

22. Could you recommend other people that I could interview about implementing *d-upi* in this community?

21. On the basis of your knowledge of *d-upi*, what do you think the support would be for implementing this intervention with the identified social network? *PROVIDE MORE INFORMATION ABOUT d-upi AS NEEDED.*

b. What made the efforts successful or not successful?

a. What succeeded and what failed in the prior program(s)?

20. Have there been past attempts to promote HIV risk reduction norms within this network?

c. Do you think that these people would be helpful in recruiting other prospective opinion leaders among their friends and acquaintances?

b. What is the best way to contact these potential opinion leaders?

23. Is there anything else that you would like to add?

Thank you for your participation!

FOCUS GROUP GUIDE

When to Use: During each focus group conducted in the pre-implementation phase

Administered By: Intervention staff

Completed By: Intervention staff

Instructions: The following example of a focus group guide was designed for collecting information about issues important to a social network. You can conduct focus groups on many different topics for different purposes (e.g., get feedback about activities, learn perceptions of *d-up!*). You may modify, delete, or add questions to suit your needs.

The moderator should begin the focus group by welcoming participants and explaining the purpose and process of the group (see the next page for instructions). In addition to the guide, the moderator will need copies of informed consent forms to share with your focus group participants—two for each participant. The moderator should collect a signed copy from all participants and let them know that the other copy is for their records.

After establishing the ground rules, the moderator should ask the questions of the participants, allowing adequate time for participants to respond as appropriate. The moderator may need to probe for explanations to certain responses. The moderator should be prepared, but flexible. The participants may bring up topics for discussion before they appear on the moderator's guide, and unanticipated topics may come up that need to be explored.

The moderator should not forget to thank the participants for their time and insight.

FOCUS GROUP GUIDE

MODERATOR'S INSTRUCTIONS

Welcome Participants

- ▶ Introduce yourself.
- ▶ Thank them for their participation in the group.
- ▶ Distribute and review the consent form.
- ▶ Discuss payment (if participants will receive a monetary incentive).
- ▶ Ask participants to complete name tents or tags with any desired name.

Provide a Summary of the *d-up!* Intervention

d-up! is a community-level HIV prevention intervention designed to help members of an identified social network feel comfortable making the decision to avoid high-risk behaviors. This comfort level occurs through the endorsement of risk reduction norms by key individuals, known as opinion leaders. Opinion leaders are individuals who are identified as popular, well-liked, and trusted among friendship groups within a given social network. Opinion leaders help change social norms by endorsing risk reduction activities in conversations with their friends and acquaintances. *Be sure to define social networks and friendship groups and identify the specific networks and groups the intervention will target.*

Explain the Purpose of the Focus Group

- ▶ Identify ways to improve marketing materials (e.g., project logo) used to promote risk reduction norms and support implementation of *d-up!* activities.
- ▶ Gather information to guide the development and planning of intervention activities for targeted social networks and their friendship groups.

Explain the Focus Group Process

- ▶ Focus discussion on participants' perceptions and opinions regarding the utility of marketing devices/materials and ways to improve them for increased effectiveness.
- ▶ Ask questions regarding marketing devices/materials, clarify terms, and summarize responses.
- ▶ A recorder takes notes, but does not directly participate in the group.
- ▶ If the process will be audiotaped, explain that the focus group will be recorded on an audiotape and that it will be erased after the information has been compiled.

5. How do you think members of the target social network would feel about having an HIV prevention program targeting them in this community?
4. What do you think are the beliefs, attitudes, and/or social norms that influence the activities, behaviors, or conditions that put these individuals at risk?
3. What activities, behaviors, or conditions put these individuals at risk?
2. From your observations and experiences, why do you think members of the friendship groups within the target social network are becoming infected with HIV?

Introductory Questions

1. Tell us the name that you would like to be called and how long you have lived and/or worked in the target intervention community.

Opening Question (Round-Robin)

QUESTIONS

- ▶ One person speaks at a time.
- ▶ Everyone should speak loudly and clearly.
- ▶ Everyone should respect the confidentiality of the group.
- ▶ People are free to leave at any time, if necessary.

Establish Ground Rules

Transition Questions

6. How do you think members of the target social network would feel about the endorsement of condom use norms through conversations with friends and acquaintances?

7. How do you think members the target social network would feel about credible, trustworthy, listened to, and respected friends, or opinion leaders, talking with them about condom use strategies that they themselves engage in and support?

Logos/Conversation Starters

- 8a. Do you think that the proposed logos and materials that will be used as part of *d-up!*'s implementation activities would serve as effective conversation starters for opinion leaders to conduct risk reduction conversations with friends or as intervention marketing devices?

8b. If yes, why? If no, why not?

9. How can the proposed logos and materials that will be used as conversation starters or as marketing devices be improved to increase their cultural appropriateness, effectiveness, utility, and visibility among members of the friendship groups within the target social network?

Closing Question

10. What other strategies can be used to increase the visibility of *d-mpi* and change current condom use social norms among members of the friendship groups within the target social network at risk for HIV?

Thank you for your participation!

SOCIAL NETWORK IDENTIFICATION WORKSHEET

When to Use: During your community discovery activities

Administered By: Intervention staff

Completed By: Intervention staff

Instructions: Use this worksheet to collect and summarize information on potential social networks to target. You can collect data to complete this worksheet from interviews, focus groups, and observations. It will be important that you collect enough information for each category on the worksheet so that you can select the most appropriate network to target.

Social Network Identification Worksheet

Name to Identify the Network	Demographics (e.g., Age, Race, Education Level)	Risk Behaviors and Risk Factors	Shared Interests or Activities	Estimated Size	Venue(s)

SOCIAL VENUE/CONTEXT ASSESSMENT FORM

When to Use: With each assessment activity that is part of the social venue or context and that is being carried out during the pre-implementation phase

Administered By: Intervention staff

Completed By: Intervention staff

Instructions: Intervention staff should complete this form to document observations about the social venue or context in which members of the friendship groups from the target social network regularly meet or relate. Intervention staff also should document any discussion with identified gatekeepers or contact persons associated with the venue or context. This form should be completed for EACH assessment of the social venue or context.

Social Venue Criteria:

Check if met

<input type="checkbox"/>	People habitually or regularly frequent the venue (have regular day/time).
<input type="checkbox"/>	People frequenting the venue are members of a stable social network.
<input type="checkbox"/>	People spend significant periods of time there.
<input type="checkbox"/>	People go there to meet a group of friends.
<input type="checkbox"/>	People communicate or talk with each other while they are there.
<input type="checkbox"/>	People are friends with other people in the location.
<input type="checkbox"/>	The friendships exist away from the location.
<input type="checkbox"/>	You can count the approximate number of people who spend time there.
<input type="checkbox"/>	The location is accessible to the public.
<input type="checkbox"/>	People there share norms, attitudes, and beliefs about risk.

Social Venue or Context Assessment Form

DATE: ____ / ____ / ____ TIME: _____ AM/PM

Name and description of the venue or context:

Location (address), if applicable:

Venue contact(s):

Brief description of the friendship groups affiliated with the venue or context:

Potential challenges associated with using the venue or context for *d-up!*:

Potential benefits associated with using the venue or context intervention activities:

Comments, recommendations, and/or suggestions made by contact(s) regarding implementation of *d-npi* at the venue or context:

General observations, additional comments, or feedback:

Do you think opinion leader trainings could be held at this venue?
Yes _____ No _____

Would this venue be a good place to recruit opinion leaders?
Yes _____ No _____

Thank you for your participation!

NOMINATION MEETING ACTIVITY LOG

When to Use: During each opinion leader nomination meeting or individual interview held with community gatekeepers and key stakeholders during the pre-implementation phase

Administered By: Intervention staff

Completed By: Intervention staff

Instructions: Use this log to document discussions and/or key decisions made during opinion leader nomination meetings.

OPINION LEADER NOMINATION MEETING ACTIVITY LOG

Today's Date: ____ / ____ / ____

Start Time: ____ : ____ am/pm

End Time: ____ : ____ am/pm

Social Venue Location:

Staff Names (indicate person completing this form):

Name _____

Name _____

Name _____

Total number of meeting participants: _____

Total number of opinion leader nominations made: _____

Total number of friendship groups identified: _____

Instructions: Complete the following sections. Include a brief description of the friendship groups, how to locate them, their regular days/times, and provide the names and contact information of prospective OLs affiliated with each friendship group. Also provide a summary of any key issues raised and observations made, as well as any anticipated next steps.

Friendship Group 1

Estimated size: _____

Names and contact information of prospective opinion leaders from this group:

1. _____

2. _____

3. _____

4. _____

Friendship Group 2

Estimated size: _____

Names and contact information of prospective opinion leaders from this group:

1. _____
2. _____
3. _____
4. _____

Friendship Group 3

Estimated size: _____

Names and contact information of prospective opinion leaders from this group:

1. _____
2. _____
3. _____
4. _____

Friendship Group 4

Estimated size: _____

Names and contact information of prospective opinion leaders from this group:

1. _____
2. _____
3. _____
4. _____

4. _____
3. _____
2. _____
1. _____

Names and contact information of prospective opinion leaders from this group:

Estimated size: _____

Friendship Group 7

4. _____
3. _____
2. _____
1. _____

Names and contact information of prospective opinion leaders from this group:

Estimated size: _____

Friendship Group 6

4. _____
3. _____
2. _____
1. _____

Names and contact information of prospective opinion leaders from this group:

Estimated size: _____

Friendship Group 5

Key Issues:

Observations:

Next Steps:

Additional Comments:

OPINION LEADER NOMINATION FORM

When to Use: During each opinion leader nomination meeting or individual interview held with community gatekeepers and key stakeholders during the pre-implementation phase

Administered By: Intervention staff

Completed By: Nomination meeting participants (community gatekeepers and key stakeholders)

Instructions: Distribute this form to gatekeepers and stakeholders during opinion leader nomination meetings (or during individual interviews). Ask the individuals to provide the names of up to three popular opinion leaders within the friendship groups they are most familiar with. If they are unable to provide a name, ask them to provide a detailed description so that you can work to identify that individual.

OPINION LEADER NOMINATION FORM

Instructions: In the spaces below, please provide the names of individuals you think could serve as opinion leaders, as well as any characteristics that will help us identify them. Also, describe the friendship group(s) they are part of; for example, provide information on where these groups socialize, the members' common interests, etc. Thank you.

Your first name: _____

Name/Description of Friendship Group(s)	Other Characteristics	Opinion Leader Characteristics	Nominee's Name or Description and Contact Information	
		<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		1
		<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		2
		<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		3

	Nominee's Name or Description and Contact Information	Opinion Leader Characteristics	Other Characteristics	Name/Description of Friendship Group(s)
4		<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		
5		<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		
6		<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		
7		<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		

Nominee's Name or Description and Contact Information	Opinion Leader Characteristics	Other Characteristics	Name/Description of Friendship Group(s)
8	<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		
9	<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		
10	<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		
11	<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		

	Nominee's Name or Description and Contact Information	Opinion Leader Characteristics	Other Characteristics	Name/Description of Friendship Group(s)
12		<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		
13		<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		
14		<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		
15		<input type="checkbox"/> Respected <input type="checkbox"/> Credible <input type="checkbox"/> Listened to <input type="checkbox"/> Self-confident <input type="checkbox"/> Trustworthy <input type="checkbox"/> Empathetic to friends		

OPINION LEADER ENROLLMENT FORM

When to Use: Upon completion of pre-implementation activities

Administered By: Intervention staff

Completed By: Intervention staff

Instructions: Complete the following form, including information about individuals interested in serving as an opinion leader and their availability to participate in the next training wave. Some contact or descriptive information may already be available from other pre-implementation data collection instruments, such as the Opinion Leader Nomination Form. Include any demographic information and additional notes about the prospective opinion leader.

OPINION LEADER ENROLLMENT FORM

Name of prospective opinion leader (if known): _____

Nominated/referred by: _____

Date of nomination: ____ / ____ / ____ (mm/dd/yyyy)

Telephone number(s): _____

E-mail address(es): _____

Mailing address: _____

Friendship group(s) the individual is a member of:

1. _____
2. _____
3. _____

Name of staff person conducting follow-up contact: _____

Date of follow-up contact: ____ / ____ / ____ Time: ____ am/pm

Method(s) of contacting the prospective opinion leader: _____

Did the prospective opinion leader agree to participate in the training activities?

Yes → What is his/her availability for the next training wave?

No → What was the reason for declining?

If possible, please record the demographic characteristics of the nominated opinion leader.

Gender:

- Male
- Female
- Transgender: Male to Female
- Transgender: Female to Male
- Don't Know

Age:

- 12 or Below
- 13–18 Years
- 19–24 Years
- 25–34 Years
- 35–44 Years
- 45 Years and Over
- Don't Know

Race: *(check all that apply)*

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White
- Don't Know

Sexual Orientation:

- Heterosexual (Straight)
- Homosexual/Lesbian (Gay)
- Bisexual
- Other (*Specify:* _____)
- Don't know

Ethnicity:

- Hispanic or Latino
- Not Hispanic or Latino
- Don't Know

Additional notes about the prospective opinion leader:

Locations and times where this person can be found:

Physical description of the person:

