

Examination of Peer Advocates in HIV/AIDS Care and Treatment

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Peer Education & Evaluation Resource Center



Boston University School of Public Health





Goals for Peer Education Training Sites (PETS)

Project Period 9/05 to 8/10

1. To increase the number of trained HIV+ peers
2. To enhance the effectiveness of HIV+ peers
3. To increase the number of organizations with the capacity to utilize peers in their HIV service delivery

HRSA
(Minority AIDS Initiative)
Funder

**Peer Education & Evaluation
Resource Center
(PEER Center)**
Boston University
Multisite Coordinator

Pact Project
Harlem Hospital
(New York)
PETS

People to People
Kansas City Free
Clinic + Red Cross
St. Louis Chapter
+ MATEC
(Missouri)
PETS

Lotus Project
Center for Health
Training+ WORLD
(California)
PETS

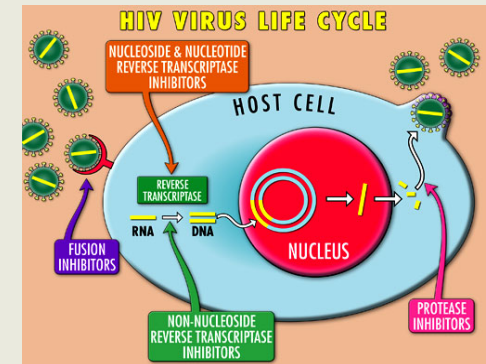
The PEER Center



- Acts as a resource and evaluation center for work that occurs through three peer education training sites (PETS)
- Coordinates TOT and capacity-building work
- Establishes quality assurance plan for national cross-site evaluation

Core Elements of PETS Curriculum

- Peer roles
- Peer counseling skills
- HIV transmission & risk reduction
- HIV life cycle
- Treatment & adherence
- Communicating with providers



Cont'd

- Navigating the system
- Coping with HIV
- Communicating HIV information
- Boundaries & self-care
- Return to work
- Cultural competency





Other PETS Activities

- Technical assistance & capacity building on peer knowledge:
 - clinical staff at ASOs & health-related organizations
 - Training & consultations with peer supervisors
- Work with ASOs & other organizations to develop capacity to train their own peers
 - Toolkit
 - TOT

METHODOLOGY

MULTISITE EVALUATION

PEER Center
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PACT
Peers in action



BU
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people to  people

MULTISITE EVALUATION FOR PEER TRAINING

Quantitative

- Longitudinal study of impact of trainings on peer knowledge and skills
- Baseline (prior to training), 6 month follow-up, 12 month follow-up
- Same questionnaire

Qualitative

- Cross-sectional for 24 trained peers across 3 sites: impact on self care, use of peer skills with clients and in their community
- Longitudinal (baseline; 6-9 mo) for 24 clients: changes in HIV knowledge, attitudes and practices

QUANTITATIVE STUDY

Research Questions For Peers:

1. What is the impact of the trainings on HIV knowledge?
2. What is the impact of the trainings on peer services?
3. What is the impact of the trainings on risk behaviors?
4. Does participation in the trainings impact peers' job opportunities, including employment status, volunteer opportunities, or changes in roles and responsibilities?
5. What is the impact of the trainings on HIV self-care and treatment defined as self-reported health care utilization, medication adherence, CD4 and viral load testing?

DATA COLLECTION METHODS

Quantitative

- Baseline prior to training
- Follow-ups conducted via mail, phone or reunion meetings

Qualitative

- Face-to-face & telephone interviews

LEVEL II PEER EDUCATOR TRAINING

Level II Evaluation Activities

Participant Consent Form

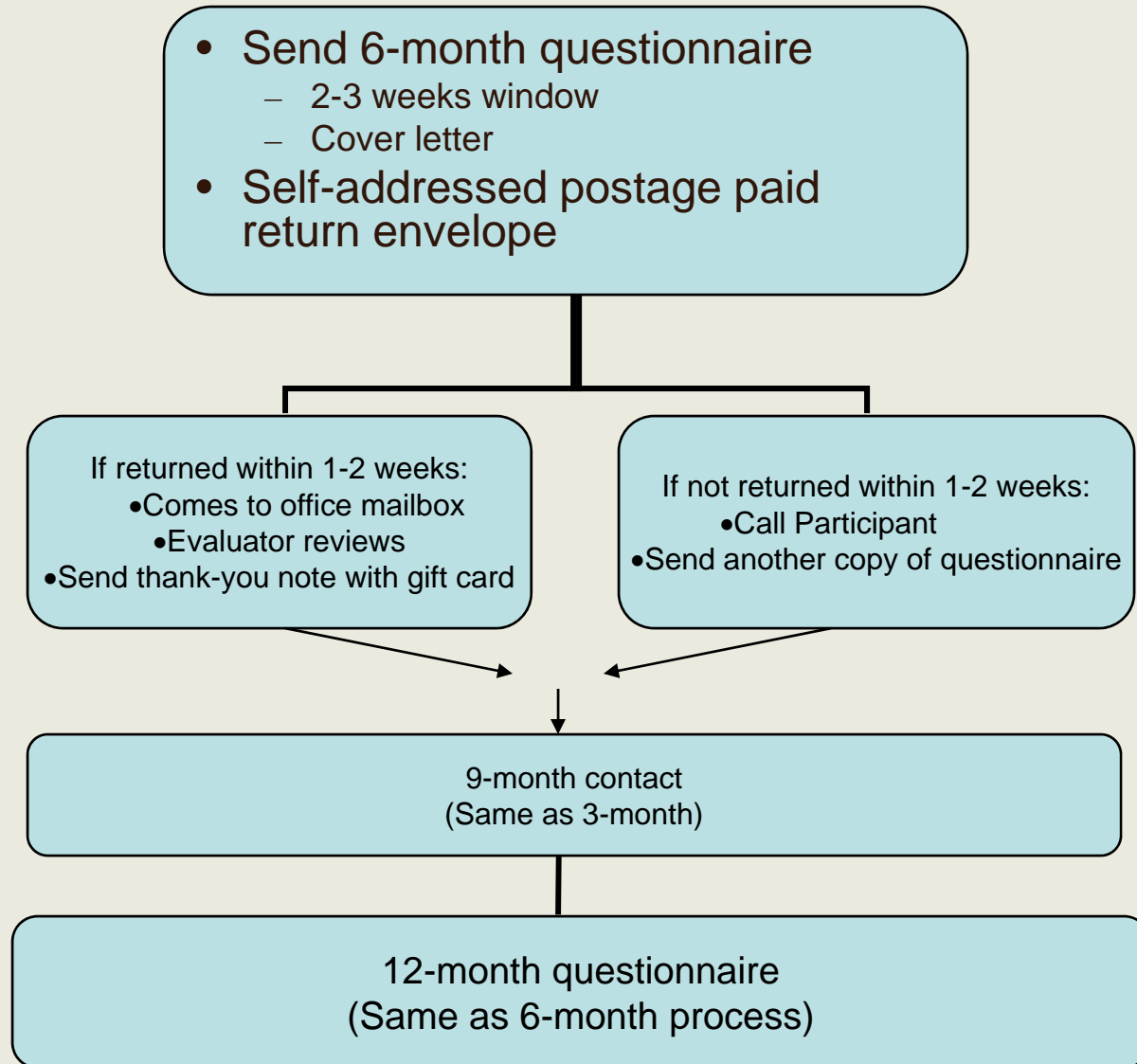
Contact Information Sheet

Baseline Questionnaire

Appointment Card

3-month contact and/or updates from
staff

PEER EDUCATOR FOLLOW-UP ACTIVITIES



Results to Date :

Changes in Peer Knowledge and Skills



Data as of September 2008



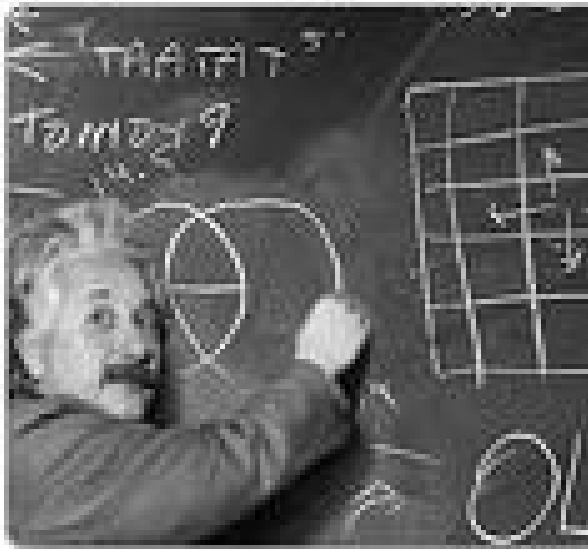
	Lotus	People to People	PACT	TOTAL
Baseline Interviews	155	167	101	423
6-month interviews	123	81	42	246
12-month interviews	74	56	25	155

Who Participates in our Trainings? (baseline)

Age	
Mean (IQR)	44 (38-51)
Range	19-70 years
Race Ethnicity	
Black/AA	54%
White	26%
Latino/Hispanic	17%
Other	4%
Did you do paid or unpaid work as a peer in the last 6 months?	
No	50%
Yes	50%

Who Participates in Our Trainings?

Years with HIV	
Mean	11.4 (SD 6.4)
Range	78% > 5 years
Sexual Orientation	
Heterosexual	68%
Bisexual	10%
Gay/Lesbian	22%
Gender	
Female	57%
Male	41%
Transgender	2%



The top 5
KNOWLEDGE
questions to challenge
peers

What about changes 6 and 12 months after training?

HIV Knowledge Question	% Correct at Baseline	% Correct at 6 month follow-up (n=246)	% Correct at 12 month follow-up (n=155)
Which of the following is an open ended question?	29%	42% **	38%*
A viral load less than 200 means you have AIDS	42%	42%	38%
If a person with HIV has diarrhea, they should...	64%	72%**	72%
The HIV test looks for...	66%	78% **	76%
Which activity is NOT appropriate for a peer?	68%	80% **	79%*

*p<.05 **p<.01

Did you work or volunteer in the last 6 months to help PLWHA?

	Baseline	6 Month Assessment (n=246)	12 Month Assessment (n=155)
Paid or unpaid work	57% (n=246)	65%*	
Paid or unpaid work	61% (n=155)		65%

* $p < .05$



Top Organizations Where Peers Work or Volunteer at the Time of 6 Month Interview

AIDS Service Organization	32%
Community Based Organization	29%
Community Health Clinic	10%
Other	29%

Measuring Program Outcomes

Evaluate program goals by answering the following questions – For Organization:

1. What are the number and type of organizations that are trained by the PETS program?
2. How many trainings for peer educators are implemented in the community?
3. How many peers are trained in core competencies?
4. What are the changes to the organization's capacity from participation in the PETS program?

Organization Baseline Results

√ MO AIDS Alliance = 5

√ Lotus Project (CA) = 7

√ PACT (NYC) = 4

<i>Urban</i>	<i>Rural</i>	<i>Urban & Rural</i>
7	0	9

<i>Existing Peer Program</i>	<i>No Peer Program</i>
7	9

Qualitative
Interviews provide
rich in-depth
information

QUALITATIVE STUDY

Research Questions For Peers:

- How do trained peer educators apply their skills and knowledge in their work with clients and in their community?

Research Questions For Clients of Peers:

- Does client interaction with peers impact their access to care, health care utilization, HIV knowledge, attitudes/beliefs, unmet needs, and experience of HIV stigma?

Skill Development

“Creating boundaries....I was getting too involved...It was right about that time that I got my self-care contract that I had written out with the Lotus Project”

Impact on Client's Life

“...She gave me tips on how to take [my meds]...take with food, better to take it with something to drink...the bad taste...I take my medicine better than the way I was taking it...”

Plans for Future Study

- Collapsing knowledge categories into communication skills, HIV knowledge
- Predictors of a change in knowledge
- Do those who attend refresher courses/ “more engaged” have better outcomes?
- Knowledge differences between experienced peers and inexperienced peers

Qualitative data:

- How do trained peer educators apply their skills and knowledge in their work with clients?

Thank you !

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