

PREGNANCY PREVENTION INTERVENTION IMPLEMENTATION REPORT

Program Name:

Making Proud Choices! (MPC!)

Developers:

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Program Description and Overview

MPC! has eight one-hour modules:

- Module 1: "Getting to Know You and Steps to Making Your Dreams and Goals Come True" introduces the curriculum, sets up the theme of proud and responsible behavior, establishes group rules, and asks participants to identify short-term and long-term goals and dreams.
- Module 2: "The Consequences of Sex: HIV Infection" includes information on HIV etiology, transmission and prevention, as well as myths about HIV.
- Module 3: "Attitudes and Beliefs about HIV and Condom Use" includes the viewing of two videos on HIV transmission risk and interactive discussion about the videos.
- Module 4: "Strategies for Preventing HIV Infection: Stop, Think, and Act," introduces participants to problem solving skills through role plays using the "Stop, Think, and Act" framework for decision making.
- Module 5: "The Consequences of Sex: STDs and Correct Condom Use" introduces myths and facts about STD transmission. Module 5 includes a condom demonstration by the facilitator and participant practice of condom application with a penis model. The module explores attitudes about condom use. The key theme of the module is that participants can protect themselves against sexually transmitted diseases by correctly using condoms every time they have sex.
- Module 6: "The Consequences of Sex: Pregnancy" introduces myths and facts about pregnancy, includes a demonstration of birth control methods, and explores attitudes about contraception. The key theme of the module is that participants can protect themselves against pregnancy and sexually transmitted diseases by correctly using condoms along with another birth control method every time they have sex.
- Module 7: "Developing Condom Use Skills and Negotiation Skills" teaches participants negotiation skills to address partner pressure as well as ways to make condoms pleasurable.
- Module 8: "Enhancing Condom Use Skills and Negotiation Skills" further teaches problem solving and negotiation skills to participants using the "SWAT" technique (Say no effectively, state why, propose an alternative, and talk it out) in role plays.

Core Components

Content Components

- Knowledge about HIV and STDs, unintended pregnancy and its consequences, condom use, problem-solving and negotiation skills, and contraceptive methods
- Behavioral beliefs about goals and dreams, using condoms to prevent HIV, STDs and pregnancy, and positive result from talking with partner about condom use
- Attitudes about contraception, safer sex, and condom use
- Perception of risk related to susceptibility to HIV, STDs and unintended pregnancy, and severity of HIV, STDs and unintended pregnancy
- Skills and Self-efficacy related to using condoms correctly and negotiating about condom use

Pedagogy Components

- Create a positive learning environment that is youth-centered
- Use role plays where all participants practice and receive feedback on their negotiation skills
- Facilitate small group activities
- Participants view and process videos
- Present data visually
- Address multiple learning styles

Implementation Components

- All curriculum activities must be completed in order
- Program facilitators are well-trained
- Program facilitators have credibility with youth and are well-trusted by youth
- Maintain confidentiality
- Delivery of intervention must be highly participatory

Target Population

Target population evaluated

- Participants were African-American youth ages 11-13 residing in urban locations.

Potential additional target populations noted by developers

- Use of the model in other ethnic or racial groups is allowable.
- Use of the model with older teens is allowable; however, older teens should not be grouped with younger teens. The developers recommend dividing youth into groups into similar age.

Program Setting

Program setting evaluated

- The intervention was evaluated in schools on consecutive Saturdays.

Potential additional program settings noted by developers

- Other settings such as clinics or community-based organizations.
- In-school during school hours
- After school settings

Program Duration

- The curriculum is eight hours long.
- The eight-hour intervention may be delivered in different ways, such as 2 modules per day over 4 days or 1 module per day over 8 days. The developer recommends that the entire intervention be completed within 2 weeks if possible.

Curriculum Materials

Curriculum materials are available from Select Media at

<http://www.selectmedia.org/customer-service/evidence-based-curricula/making-proud-choices/>.

Adaptations

Basic allowable adaptations

- The program may be delivered to either single gender or mixed gender groups.
- The program may be implemented using facilitators of different ethnic or professional backgrounds, so long as the facilitators possess the skills and characteristics of a good facilitator and have experience working with teens. Peer educators are allowed, as long as they are paired with an appropriate adult.

- Teens of different racial and ethnic groups may participate, and changing the names and settings of the situations in the role plays to reflect the culture of participants is allowed.
- Use of the intervention with teens older than 14 is allowable, provided that older teens are not grouped with younger teens.
- Groups of more than 8 youth are allowable, provided that additional facilitators are used to ensure that the activities remain interactive and that the youth are able to participate and practice skills.

Program Focus

MPC! focuses on HIV and STD prevention and pregnancy prevention.

Research Evidence

Study Citation: Jemmott, J. B., Jemmott, L. S., & Fong, G. T. (1998). Abstinence and safer sex HIV risk-reduction interventions for African American adolescents: A randomized controlled trial. *Journal of the American Medical Association*, 279(19), 1529–1536.

Study Setting: Saturday program offered to students attending three middle schools in a low-income area of Philadelphia, PA

Study Sample: African American adolescents in grades 6 and 7

- Mean age 11.8 years
- 53% female and 47% male

Study Design: Randomized controlled trial. In each participating school, study participants were randomly assigned to receive either the *Making Proud Choices!* program, the *Making a Difference!* program, or a control group that received a general health-promotion curriculum on diet, exercise, cancer awareness, and smoking. Surveys were administered immediately before the program (baseline), immediately after the program (posttest), and 3, 6, and 12 months after the program.

Study Rating: The study met the review criteria for a **high** study rating.

Study Findings:

Three months after the program ended:

- Adolescents participating in the intervention who were sexually experienced at baseline were significantly less likely to report having had unprotected sexual intercourse in the previous 3 months, and reported a lower frequency of unprotected sexual intercourse.
- Program impacts on unprotected sexual intercourse were not statistically significant for youth who were sexually inexperienced at baseline.
- The study found no statistically significant program impacts on overall rates of sexual intercourse or frequency of sexual intercourse.

Six months after the program ended:

- For adolescents who were sexually experienced at baseline, program impacts on the frequency of unprotected sexual intercourse remained statistically significant.
- Program impacts on unprotected sexual intercourse were not statistically significant for youth who were sexually inexperienced at baseline.
- The study found no statistically significant program impacts on overall rates of sexual intercourse or frequency of sexual intercourse.

Twelve months after the program ended:

- For adolescents who were sexually experienced at baseline, program impacts on unprotected sexual intercourse remained statistically significant.
- Program impacts on unprotected sexual intercourse were not statistically significant for youth who were sexually inexperienced at baseline.
- The study found no statistically significant program impacts on overall rates of sexual intercourse or frequency of sexual intercourse.

Program impacts were also examined on measures of condom use consistency. Findings for these outcomes were not considered for the review because they did not meet the review evidence standards. Specifically, findings were reported only for subgroups of youth defined by sexual activity at follow up.

The study also examined program impacts on attitudes toward abstinence, as well as condom use knowledge, skills, and beliefs. Findings for these outcomes were not considered for the review because they fell outside the scope of the review.

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