

Characteristics Summary Table*

Name of Curriculum: SISTERS SAVING SISTERS

For more detailed information about this program, visit the [Sisters Saving Sisters](#) page at ETR's [Program Success Center](#) website.

Category 1	
Characteristic	Be Proud, Be Responsible
1. Involved multiple people with different backgrounds in theory, research and sex and STD/HIV education to develop the curriculum.	Developed by Drs. Loretta and John Jemmott and a multidisciplinary team of experts.
2. Assessed relevant needs and assets of target group.	Developers assessed needs and assets of the target group during the development process, and this step is encouraged as part of planning for implementation. The study tested the effects of HIV/STD risk-reduction interventions on unprotected sexual intercourse and the rate of STDs among African-American and Latino female patients in a low-income, inner-city adolescent medicine clinic that provided confidential and free family planning services. The curriculum acknowledges that abstinence is the most effective way to eliminate the risk of HIV, other STDs and unintended pregnancy, but also encourages the practice of safer sex and condom use.
3. Used a logic model approach to develop the curriculum that specified the health goals, the behaviors affecting those health goals, the risk and protective factors affecting those behaviors, and the activities addressing those risk and protective factors.	See the program Logic Model .
4. Designed activities consistent with community values and available resources (e.g., staff time, staff skills, facility space and supplies).	The curriculum has 5 hours of content divided into five 60-minute modules. It is designed to be taught by classroom teachers of family life educators, who are skilled in using interactive teaching methods and guiding group discussions, and who are comfortable with the program content.
5. Pilot-tested the program.	The developers conducted focus groups and pilot tested both the questionnaire and the interventions with African-American and Latino adolescent girls from the study population.

* Kirby, D., Roller, L. & Wilson, M. M. (2007). *Tool to Assess the Characteristics of Effective Sex and STD/HIV Education Programs*. ETR and Healthy Teen Network.

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Category 2	
Characteristic	Be Proud, Be Responsible
6. Focused on clear health goals — the prevention of STD/HIV and/or pregnancy.	All activities are intended to address the health goal of empowering young, teenage women to change their behavior in ways that will reduce their risk of becoming infected with HIV and other STDs, and significantly decrease their chances of being involved in unintended pregnancies. See the program Logic Model .
7. Focused narrowly on specific behaviors leading to these health goals (e.g., abstaining from sex or using condoms or other contraceptives), gave clear messages about these behaviors, and addressed situations that might lead to them and how to avoid them.	Activities are designed to address the underlying attitudes and beliefs that many young women have about condoms, make them feel comfortable practicing condom use, address their concerns about the negative effects of practicing safer sex, and build their condom-use skills as well as their ability to comfortably negotiate safer-sex practices. See the program Logic Model .
8. Addressed multiple sexual psychosocial risk and protective factors affecting sexual behaviors (e.g., knowledge, perceived risks, values, attitudes, perceived norms and self-efficacy).	Modules are designed to teach correct information about HIV, STDs and prevention strategies; bolster four types of behavioral attitudes/outcome expectancies (Prevention Belief, Partner Reaction Belief, Hedonistic Belief, Personal Vulnerability Belief); teach negotiation and problem-solving skills; teach condom use skills; and build self-efficacy and confidence in negotiating condom use and condom use skills. See the program Logic Model for more detail.
9. Created a safe social environment for youth to participate	The initial session uses group introductions to help participants get to know each other and a Creating Group Agreements activity to help participants feel secure in the group setting and help facilitators provide structure.
10. Included multiple activities to change each of the targeted risk and protective factors.	Activities are designed to address the underlying attitudes and beliefs many young women have about condoms, help them feel comfortable practicing condom use, address their concerns about the negative effects of practicing safer sex, and build skills for using condoms and comfortably negotiating safer-sex practices.

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11. Employed instructionally sound teaching methods that actively involved the participants, that helped participants personalize the information, and that were designed to change each group of risk and protective factors.	The curriculum involves viewing culturally and gender-sensitive videos , playing games, brainstorming, roleplaying, engaging in skill-building exercises and small group discussions designed to build group cohesion and enhance learning.
12. Employed activities, instructional methods and behavioral messages that were appropriate to the youths' culture, developmental age and sexual experience.	At the completion of the <i>Sisters Saving Sisters</i> curriculum, young women will have: <ul style="list-style-type: none"> • Increased knowledge about the prevention of HIV, other STDs and pregnancy • More positive attitudes/beliefs about condom use • Increased confidence in their ability to negotiate safer sex and to use condoms correctly • Increased negotiation skills • Improved condom use skills • Stronger intentions to use condoms if they have sex • A lower incidence of HIV/STD risk-associated sexual behavior • A stronger sense of pride and responsibility in making a difference in their lives
13. Covered topics in a logical sequence.	See the program Logic Model .

Category 3	
Characteristic	Be Proud, Be Responsible
14. Secured at least minimal support from appropriate authorities such as ministries of health, school districts or community organizations.	This characteristic would be addressed during program implementation by the project team. ETR's Program Success Center website offers a framework for successful implementation of our programs, including free tools that can help with for assessing, selecting, developing, implementing and sustaining programs.
15. Selected educators with desired characteristics (whenever possible), trained them and provided monitoring, supervision and support.	This characteristic would be addressed during program implementation by the project team. ETR offers training on all of our sexual health programs through our Professional Learning Services. For more information visit our Training and TA pages.

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Category 3	
Characteristic	Be Proud, Be Responsible
16. If needed, implemented activities to recruit and retain youth and overcome barriers to their involvement (e.g., publicized the program, offered food or obtained consent).	<p>This characteristic would be addressed during program implementation by the project team.</p> <p>ETR's Program Success Center website offers a framework for successful implementation of our programs, including free tools that can help with for assessing, selecting, developing, implementing and sustaining programs.</p>
17. Implemented virtually all activities with reasonable fidelity.	<p>ETR offers Fidelity Logs for our programs, see the Adaptation Guidelines and Tools tab on the Sisters Saving Sisters page.</p>