

Characteristics Summary Table*

Name of Curriculum: PROMOTING HEALTH AMONG TEENS–COMPREHENSIVE (PHAT–COMP)

For more detailed information about this program, visit the [PHAT–Comprehensive](#) page at ETR’s [Program Success Center](#) website.

Category 1	
Characteristic	PHAT–Comprehensive
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. Three overriding themes provide the curriculum with a unique approach that has proven to be successful with young adolescents: community and family approach; role of sexual responsibility and accountability; the role of pride. The comprehensive version of the <i>Promoting Health Among Teens</i> curriculum includes information about condom use as well as abstinence.
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 12 hours of content that can be implemented in a 3-day format (four modules each day), 6-day format (two modules each day) or a 12-day format (one module each day).
5. Pilot-tested the program.	The intervention was pilot tested on African-American adolescents from the study population by both adult and peer facilitators.

* 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.

Characteristics Summary Table

Category 2	
Characteristic	PHAT–Comprehensive
6. Focused on clear health goals — the prevention of STD/HIV and/or pregnancy.	All activities are intended to address the health goal of preventing teen pregnancy, HIV and other STDs. 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.	Focuses on these 3 behaviors specifically affecting the health goal: <ul style="list-style-type: none"> • Decrease frequency of sex among sexually experienced youth • Decrease the frequency of unprotected sexual intercourse • Increase consistent condom use 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 address Knowledge/Awareness; Behavioral Attitudes and Outcome Expectations; Negotiation and Problem-Solving Skills and Self-Efficacy. See the program Logic Model for more detail.
9. Created a safe social environment for youth to participate.	The initial session uses a Talking Circle activity to encourage participants to express their thoughts and feelings 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.	The program has four major components. The first focuses on goals, dreams and adolescent sexuality. The second covers information about the etiology, transmission and prevention of HIV, other STDs and pregnancy. The third focuses on beliefs and attitudes. The fourth focuses on skills and self-efficacy, including negotiation-refusal skills and condom use skills, with time for practice, reinforcement and support. The program Logic Model shows how the various activities relate to the targeted risk and protective factors.

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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 makes use of talking circles, brainstorming, roleplays, DVDs, games skill-building activities and small group discussions that 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.	A series of fun and interactive learning experiences increase participation and help adolescents understand what puts them at risk for STDs, HIV and unplanned pregnancies. Activities are designed to increase comfort with practicing condom use, address concerns about negative effects of practicing safer sex and build skills in condom use and negotiation, and incorporate social cognitive-behavioral skill-building strategies.
13. Covered topics in a logical sequence.	See the program Logic Model

Category 3	
Characteristic	PHAT–Comprehensive
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	PHAT–Comprehensive
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 Promoting Health Among Teens–Comprehensive page</p>