

SCC2. CONDOM USE SKILLS OBSERVATION

USE WHEN YOU WANT TO EVALUATE:

Outcomes :

- ✓ Skills / competency and capacity of individuals
- ✓ Healthy behavior

Intervention types:

- ✓ Targeted education activities for priority population
- ✓ Skill building sessions to increase capacity to engage in risk reduction behaviors

Worked well with these populations:

- ✓ Migrant workers

Interventions for:

- ✓ HIV
- ✓ STIs

DESCRIPTION

Observation of people demonstrating on a model penis of their level of skills in using condoms, for 11 behaviours that reduce risk of condom failure and three that assess proper condom disposal.

WHY THIS TOOL MIGHT BE USEFUL FOR COMMUNITY-BASED INTERVENTIONS

- ✓ Condom skills are widely taught as prevention measures for all risk groups: this measure and versions of it have been used in many studies to assess and then correct gaps, in this important skill. Better condom use skills are associated with more frequent and regular condom use.
- ✓ Appropriate for use with all priority populations.
- ✓ Suitable for before and after testing of a program's effects.
- ✓ While short, using this tool requires equipment (penis model, different types of condoms and lubricants) and a neutral observer (not involved in delivering the intervention).

Developed in:

- ✓ English

ADMINISTRATION, DESIGN, SCORING and ANALYSIS CONSIDERATIONS

ADMINISTRATION

- This observation should take about 10 minutes to fill out each time.
- Tell participants why you they are being observed, being clear that it is to evaluate the program and not them, to help make the program better.
- Participation should be voluntary, so tell participants that it is ok if they do not want to participate, and assure them that there are no negative consequences as result. Give them a way to do something else at the same time that is similar to the observation so that confidentiality of this decision is protected. (For further information on ethical considerations in carrying out evaluations, see [Ethics Resources](#))
- The neutral observer asks the participants to correctly demonstrate the use of a condom, starting with choosing one with a lubricant and to putting the condom on the model and to taking it off. Using a checklist, each correct action gets one point.
- Ideally this should not be carried out in a group setting but in a location where no one can see the demonstration except the observer. The observer needs to ensure that participants feel safe and that the space is comfortable. The observer tells participants that they are not being judged as individuals, but rather the success of the teaching is being judged. Participants can suggest points that they wished they had more information about or felt surer about.



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DESIGN OPTIONS

Measuring before and after intervention (this is the best option because it measures real change)

1. **WHEN TO USE:** The demonstration with participants and the observation check list would be completed before the intervention and again after, as close to the end as possible (if it's a multi session intervention the very last session is not suitable because it may be a celebration, or have low attendance).
2. **LINKING RESULTS:** Include a way to match the same person's pre and post observations while protecting confidentiality, for example using a [password](#) or unique identifier that respondents generate and remember.
3. **SCORING:** Create each person's total Condom Skills Score by adding up the total of his or her correct actions out of 14. All correct actions are represented by a 'yes' response on the observation sheet, so all 'yes' responses are to be added up for the total correct score. Scores can range from 0 to 14.
4. **ANALYSIS:** Compare the pre and post scores for each individual, noting how many people improve, how many stay the same, and how many get worse.

Measuring change only after the end of an intervention: (this is the second best option, because it will not measure change. However, skill levels can be compared to the ideal score of 14.)

1. **SCORING:** Create each person's total Condom Skills Score by adding up the total of his or her correct actions out of 14. All correct actions are represented by a 'yes' response on the observation sheet, so all 'yes' responses are to be added up for the total correct score. Scores can range from 0 to 14.
2. **ANALYSIS:** Compare the scores for each individual to the total possible of 14, noting how many people have that score and how many do not.

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How to use: a single participant and an observer sit face-to-face across a table in a well-illuminated closed room to avoid distractions. Condoms, lubricants, and a wooden or plastic penis model are placed on the table. A garbage can should be kept beside the table to allow for proper condom disposal.

The participant:	Yes	No
1. Chooses a latex condom	<input type="checkbox"/>	<input type="checkbox"/>
2. Chooses a water-based lubricant	<input type="checkbox"/>	<input type="checkbox"/>
3. Checks expiration date on package	<input type="checkbox"/>	<input type="checkbox"/>
4. Opens package carefully	<input type="checkbox"/>	<input type="checkbox"/>
5. Checks condom for damage	<input type="checkbox"/>	<input type="checkbox"/>
6. Determines direction in which condom rolls	<input type="checkbox"/>	<input type="checkbox"/>
7. Adds lubricant to inside tip of condom or penis,	<input type="checkbox"/>	<input type="checkbox"/>
8. Rolls condom correctly downward,	<input type="checkbox"/>	<input type="checkbox"/>
9. Rolls condom to base of penis	<input type="checkbox"/>	<input type="checkbox"/>
10. Removes air from condom	<input type="checkbox"/>	<input type="checkbox"/>
11. Leaves space at tip of condom	<input type="checkbox"/>	<input type="checkbox"/>
12. Turns to the side and withdraw condom	<input type="checkbox"/>	<input type="checkbox"/>
13. Takes care to avoid spilling	<input type="checkbox"/>	<input type="checkbox"/>
14. Ties off condom and disposed of in garbage can	<input type="checkbox"/>	<input type="checkbox"/>
Total correct	_____	

Source:

Rubens, M., McCoy, V., Shehadeh, N. **Proficiency in Condom Use Among Migrant Workers.** *Journal of the Association of Nurses in AIDS Care*, 2014, 25, 233-242.