



NEBRASKA CENTER FOR RESEARCH ON  
CHILDREN, YOUTH, FAMILIES & SCHOOLS

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# Implementation Lessons From a Fully Online Pilot Intervention for LGBTQIA2S+ Teens to Reduce Dating Violence and Alcohol Use

Presentation by: Joseph Gardella, Ph.D.

*The findings and conclusions in this presentation are those of the presenter and do not necessarily represent the official position of the NIH, NSF, or CDC.*



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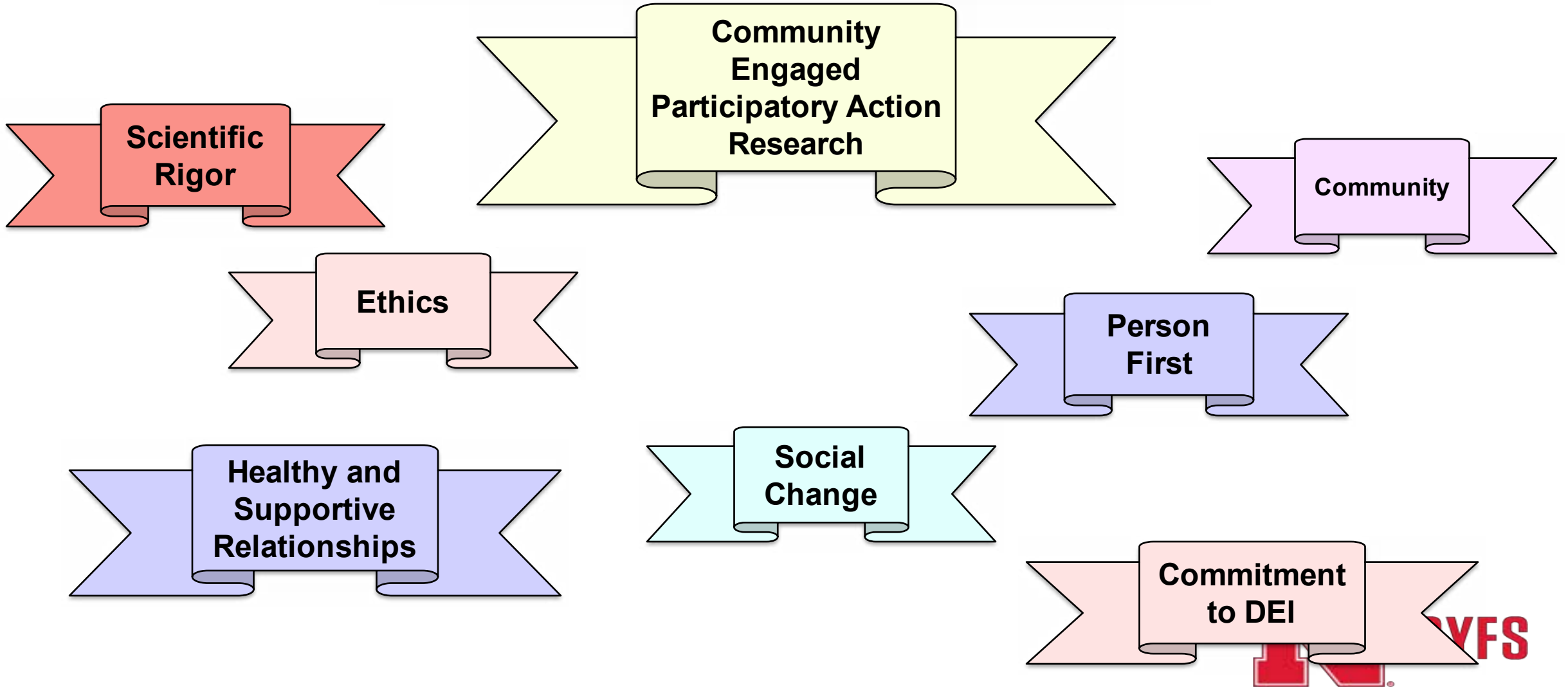
## Project Team

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# Lab and Team Values



# Overview

1. Introduction
2. PRYSHM Program Overview
3. Innovations
4. Implementation Processes and Lessons Learned



# Overview

- **Phase 1: Initial considerations regarding the host setting**
- **Phase 2: Creating a structure for implementation**
- **Phase 3: Ongoing structure once implementation begins**
- **Phase 4: Improving future applications**

**“All models are wrong, some are useful.”  
- George Box, 1976**

Am J Community Psychol (2012) 50:462–480  
DOI 10.1007/s10464-012-9522-x

ORIGINAL PAPER

## **The Quality Implementation Framework: A Synthesis of Critical Steps in the Implementation Process**

Duncan C. Meyers · Joseph A. Durlak ·  
Abraham Wandersman



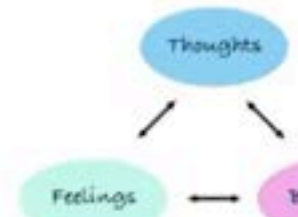


Promoting Resilient Youth with Strong Hearts and Minds

# What PRYSHM Looks Like

## Review of Last Session

- Last session, we discussed: emotions, identifying emotions, and coping with emotions.
- **What is one thing you learned last session?**




# Background

Dating violence (DV) among LGBTQ+ youth is a public health priority



# PRYSHM Aims

- Aim 1 (Development):
  - Finalize and refine PRYSHM materials w/ YAB
  - Conduct open pilot trial w/ dating LGBTQIA2S+ youth
- Aim 2 (Pilot Evaluation Phase):
  - Recruit 300 dating LGBTQIA2S+ youth; Randomly assign
  - Deliver program
  - Assess acceptability/feasibility of program
  - Assess initial efficacy
  - Explore mediators and moderators of Tx effects



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# Innovations and challenges

# Why Online?

- Many sexual minority teens are not out to their social network (41% are not out to immediate family) (Human Rights Campaign, 2012)
- Creating alternate safe spaces to participate in interventions is crucial (GLSEN, 2015)
  - May be particularly important for LGBTQ+ youth in rural and remote areas
- Online intervention may be particularly appealing to youth (Doumas et al., 2017)

# Online Intervention Concerns

Safety

Recruitment and fraudulent responder

Youth engagement and retention

Maintaining quality delivery

Feasibility & getting funded



# Post-pandemic Work Context

- Communication has changed
- The ways we work are different
- Our teams have changed
- We are learning about the implications of these changes





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# Implementation processes and lessons learned

# Safety

We don't control the context and often times that context is very far away.

Also, youth may not be out to the people that help keep them safe.

# Recruitment

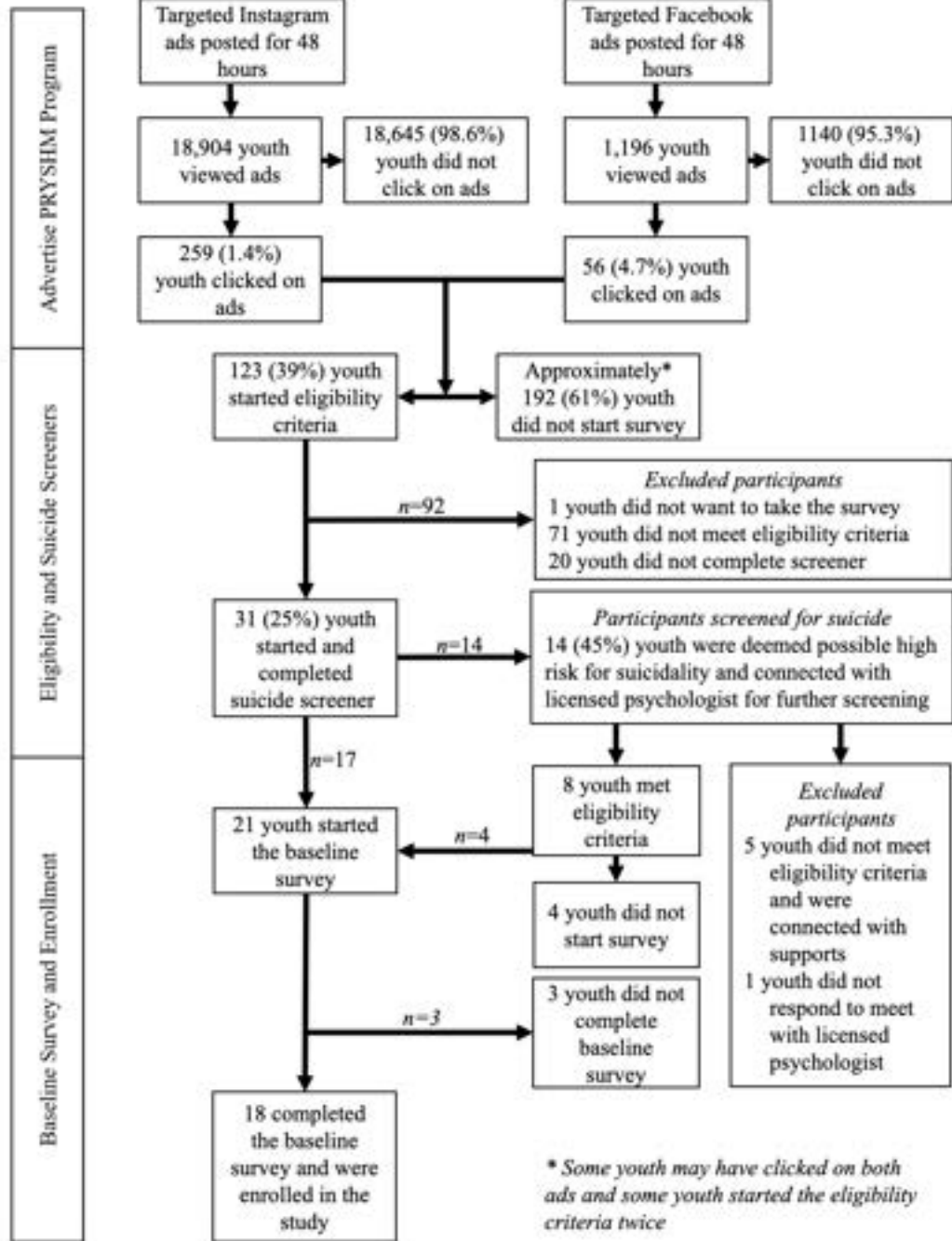
We are recruiting people who we are never going to meet in person and they also know we are never going to meet in person.

Recruiting from across the US in a very public way.



# Recruitment

	Pre-pilot + open pilot trial Fall 2021 + Spring 2022	Fall RCT Fall 2022	Winter RCT Spring 2023
Targeted advertising	Instagram; Facebook	Instagram; Facebook	Instagram, Facebook, TikTok; Grindr; YouTube; Snapchat; Twitter, etc.
For how long?	3 weeks each	1.5 months	3 months
n =	723; 18	113	215
Eligibility screening procedure	(1) Eligibility screener; (1) Eligibility screener	(1) Eligibility screener, (2) Fraudulent classification based on meta-data, (3) post-zoom video verification	(1) Eligibility screener, (2) Enhanced fraudulent classification based on meta-data, (3) zoom video verification



# Recruitment

**YOUR VOICE MATTERS**

Participate in a research study online program for LGBTQIA2S+ teens and take surveys for up to \$240!

**REQUIREMENTS:**  
 LGBTQIA2S+  
 15-18 years old  
 Live in the US  
 Speak/read English  
 Commit to attending nine, 60 minute meetings online  
 In a dating and/or hook-up relationship in the past three months

Participants do not need to be "out" to be in this project. Teens questioning their sexual orientation and/or gender identity are welcome!

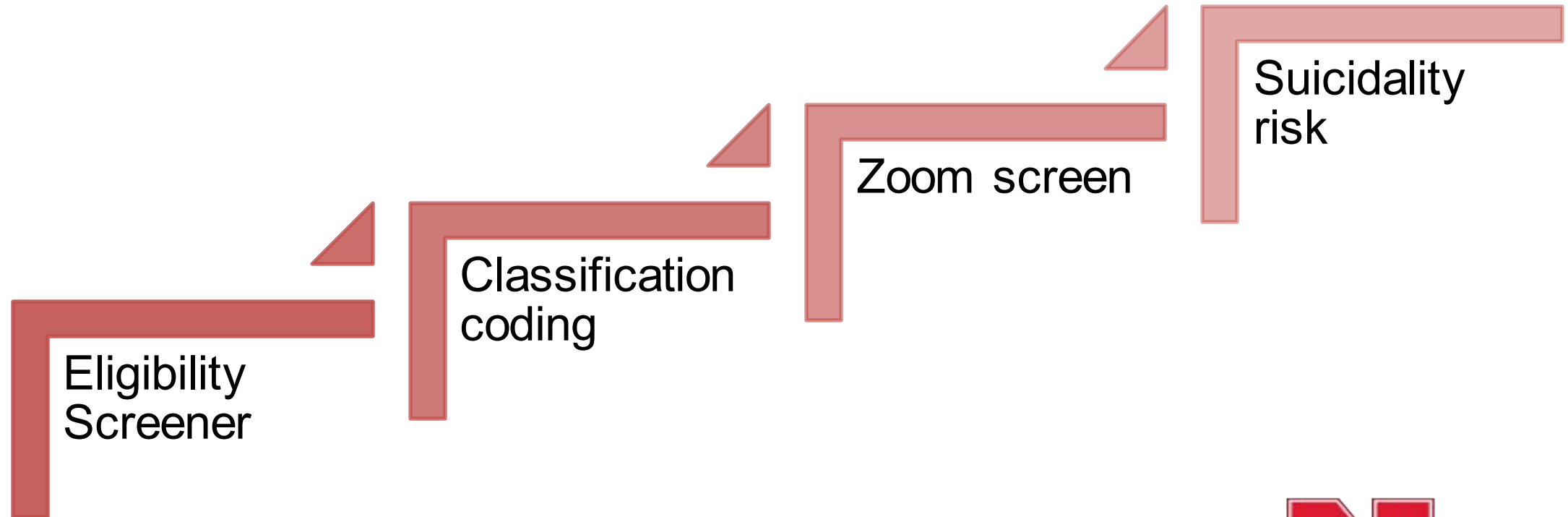
SCAN ME!

PRYSHM



# Fraudulent Responder Screening

Four step screening process



# Classification coding

## Classification coding criteria

- Meta-data
  - IP Address  
(scamalytics.com IP address fraud check)
  - Response location
- Respondent identifying information
- Respondent contact information
- Respondent social media accounts
- Open-ended responses

## Zoom call classification criteria

- Verified reported eligibility and classification criteria
- Asked additional questions that only the respondent would know
  - E.g., what is the name of your high school? School mascot?

# Quality Delivery

Goal: High quality delivery, delivered with fidelity

- Hired talented facilitators
- Clear roles
- Clear, concrete responsibilities specified in protocols
- Strong, regular supports
- Prompt quality monitoring
- Information management, problem-solving and feedback systems

# Engagement and Retention Strategy

1. Engaging and active sessions
2. Minimize burdens during protocol design
3. Explain importance of their participation
4. Promptly respond to inquiries
5. Send reminders for study interactions
6. Accommodate participant schedules as much as possible
7. Provide a comfortable and friendly environment
8. Show appreciation and recognition



# Next steps

- Measure and analyze process and impact
- Make sense of key issues
  - E.g., Safety
  - E.g., Recruitment (including fraudulent activity)
  - E.g., Feasibility
- Apply for R01 as appropriate

# Contact Information

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Laboratory

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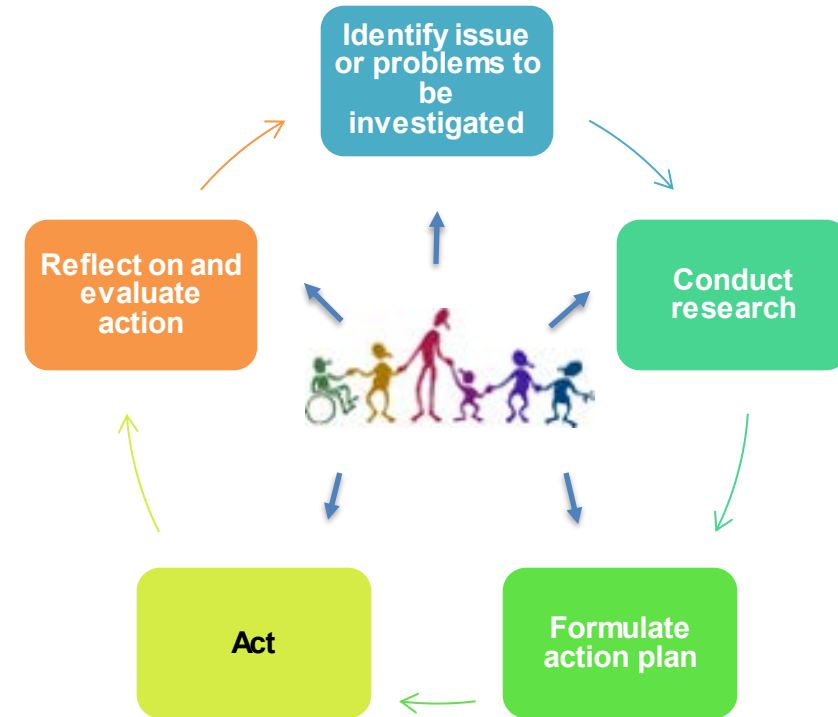




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# Capacity Building Strategies

- Hiring, training, and supporting
  - Action research team
  - Expert queer adult facilitators
- Establish and engage boards
  - Expert Advisory Board (as needed)
  - Youth Advisory Board (~monthly)
  - Data and Safety Monitoring Board (~monthly)

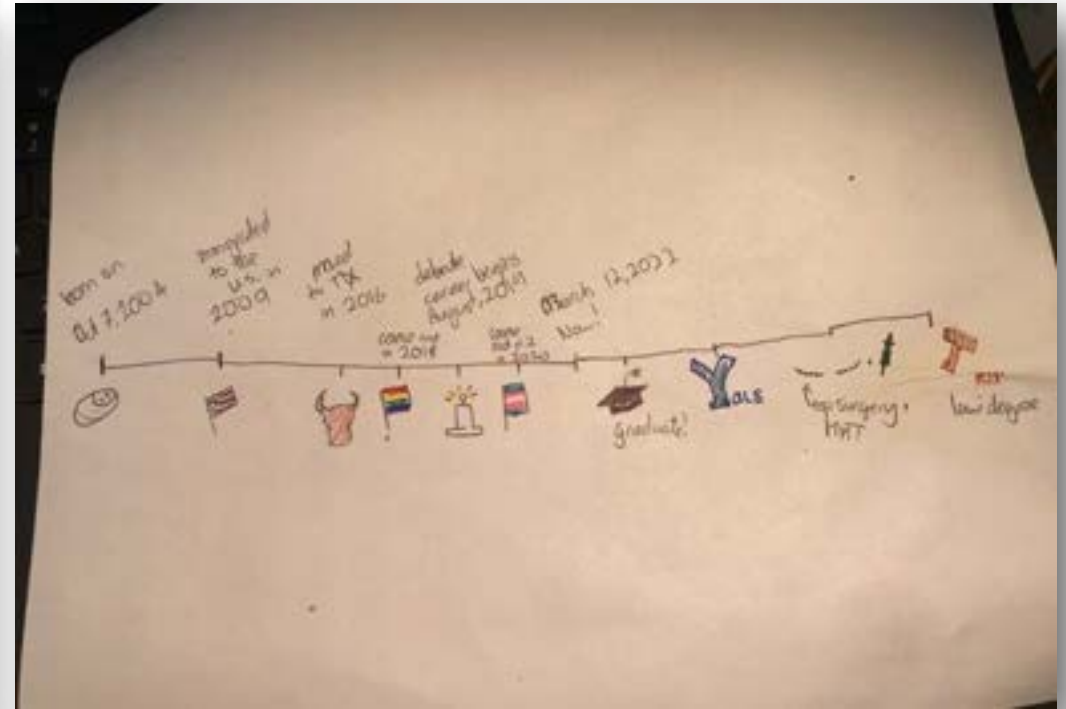
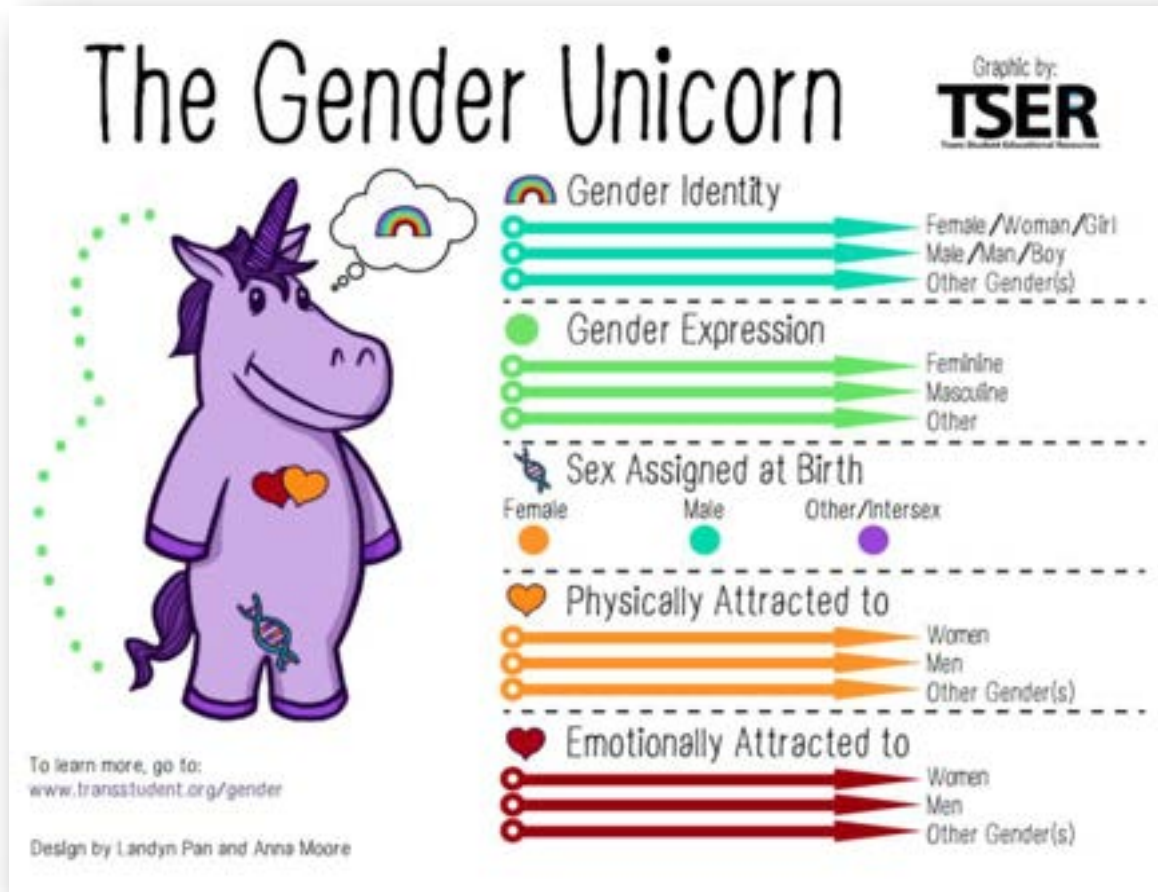


# Ongoing Reflections On Team Building

## Core team building-blocks

- Talent
- Clear strategies and roles
- Strong collaboration structures and culture
- Problem-solving skills across the team
- Project and information management

# What PRYSHM Looks Like



# What PRYSHM Looks Like

Word Final Program\_8\_21\_22 (NEW MENTIMETER) - Search (Option + Q)

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Times New Roman 12 B I U ...

## SESSION 1

### NAMING AND CELEBRATING MYSELF

#### Session Objectives

- 1.) Ensure teens feel welcome, gain awareness of the premise of the program, and understand community agreements.
- 2.) Foster a shared understanding of important terminology (e.g., sexual orientation, gender identity, gender expression, intersectional identities).
- 3.) Review myths and facts about L.G.B.T.Q.I.A.2S+ people.
- 4.) Learn and practice positive affirmations.

#### Session Materials

- Laptop with webcam and working speakers/microphone
- Headphones (if needed)
- Reliable Wi-Fi
- PowerPoint slides
- Program manual
- Cell phone (in case you need to call Katie, Heather, or Alex).
- In a quiet and private location so no one can see or hear you/teens.

#### Welcomes & Introductions (slide 1 & 2)

While we are waiting for the program to start, please take a few minutes to complete this quick 2-3 minute survey: <https://go.unl.edu/er22>

An alternative link is: [https://unleducation.zl.qualtrics.com/jv/Form/SV\\_1HA04GQRWID82](https://unleducation.zl.qualtrics.com/jv/Form/SV_1HA04GQRWID82) BUT the link above should work! It basically takes you to the Qualtrics link!

If a youth says they already did it, they might have! Just say ok thanks, no need to do it again.

Page 14 of 124 43,808 words English (U.S.) Text Predictions: On Editor Suggestions: Showing 100% Give Feedback to Microsoft

Word Final Program\_8\_21\_22 (NEW MENTIMETER) - Search (Option + Q)

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#### Facilitation Tips

*One of the strongest predictors of positive program outcomes is highly trained facilitators. No matter how well-written the content of the program is, without highly effective and engaging facilitators, the program will not be effective. Thus, it is critical that facilitators be highly trained and deliver the program with high levels of fidelity and demonstrate other critical facilitation skills (e.g., enthusiasm, engagement) known to affect program outcomes.*

#### Strategies that will help ensure strong facilitation

**Deliver program with fidelity.** Fidelity means delivering the program as it is intended. Fidelity includes things like sticking to the script and making sure all program activities are delivered as described. In other words, fidelity means doing everything that is in this program manual. We know from research that programs are most effective when they are delivered with fidelity. It also helps us to be more conclusive in saying what is and what is not working when we evaluate the program to determine its impact. We will be monitoring fidelity via the session recordings. If you drift from the curriculum, you will be asked to share why (e.g., ran out of time) after each session so we can document reasons for deviations and work with you to improve fidelity.

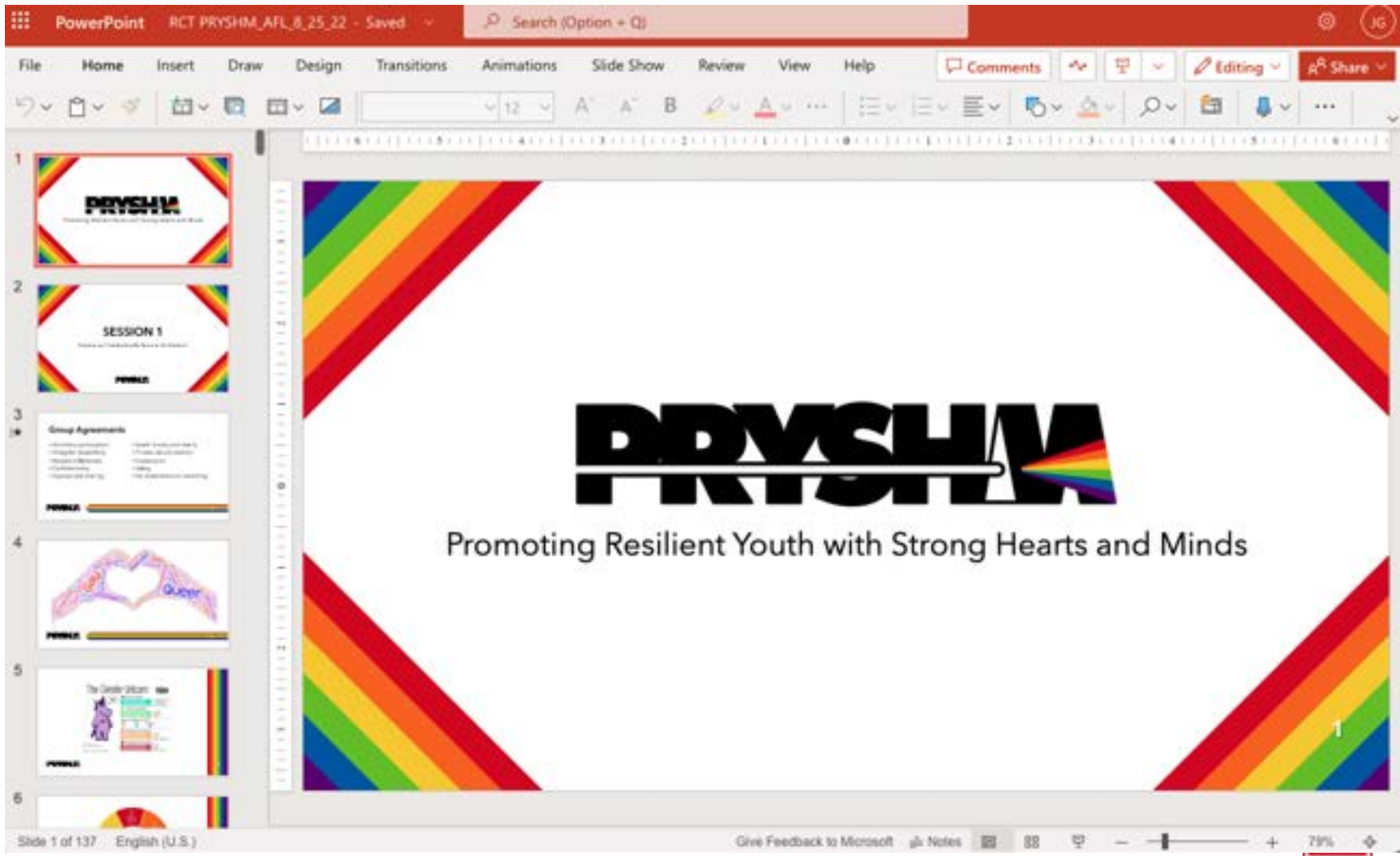
**Practice tip:** It is important that you repeatedly review the content of the program so that you can deliver it with fidelity without having to rely heavily on the program manual when talking during sessions. Reading from a program manual to teens will lead to participant boredom, lack of engagement, and make it difficult for them to build rapport with you. Connecting on a personal level with teens is critical to the success of a prevention program. Fidelity is particularly critical when delivering skills-based program content, such as helping teens to learn how to communicate assertively or intervene if another teen is drinking or experiencing dating violence.

**Study program manual frequently with a co-facilitator.** In addition to intensive training and weekly supervision sessions, it is important that you "study" this program manual frequently. Always practice with your co-facilitator at least once, if not more, before each session, especially when you are new to learning the program. This will help you to feel more confident and deliver the program with fidelity, and without the need to rely too much on your manual during the session. You should always reach out to Katie, Heather, Nia, and/or Alex with questions on the program, how to improve your facilitation skills, etc. In addition to the training, you will be participating in weekly supervision while facilitating the program.

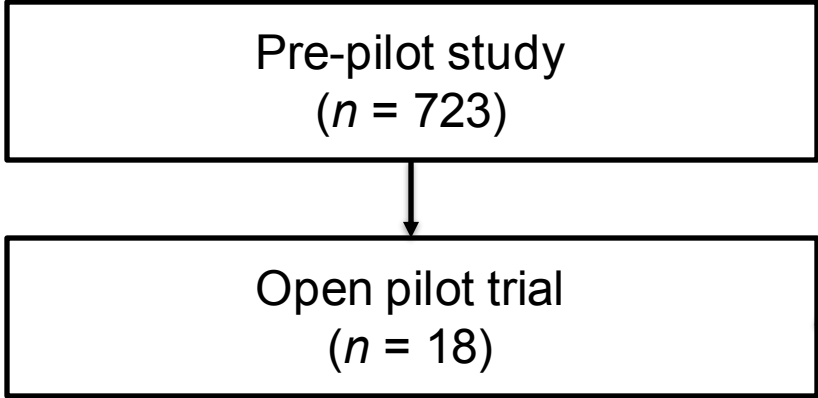
**Prepare yourself before the start of a session.** In addition to practicing prior to a session with

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# What PRYSHM Looks Like



# PRYSHM Flow Diagram



Pre-Screening  
Day -30 – Day 1

Time 1  
Day -30 – Day 1

Intervention  
Day 1 – Day 60-87 ± 10

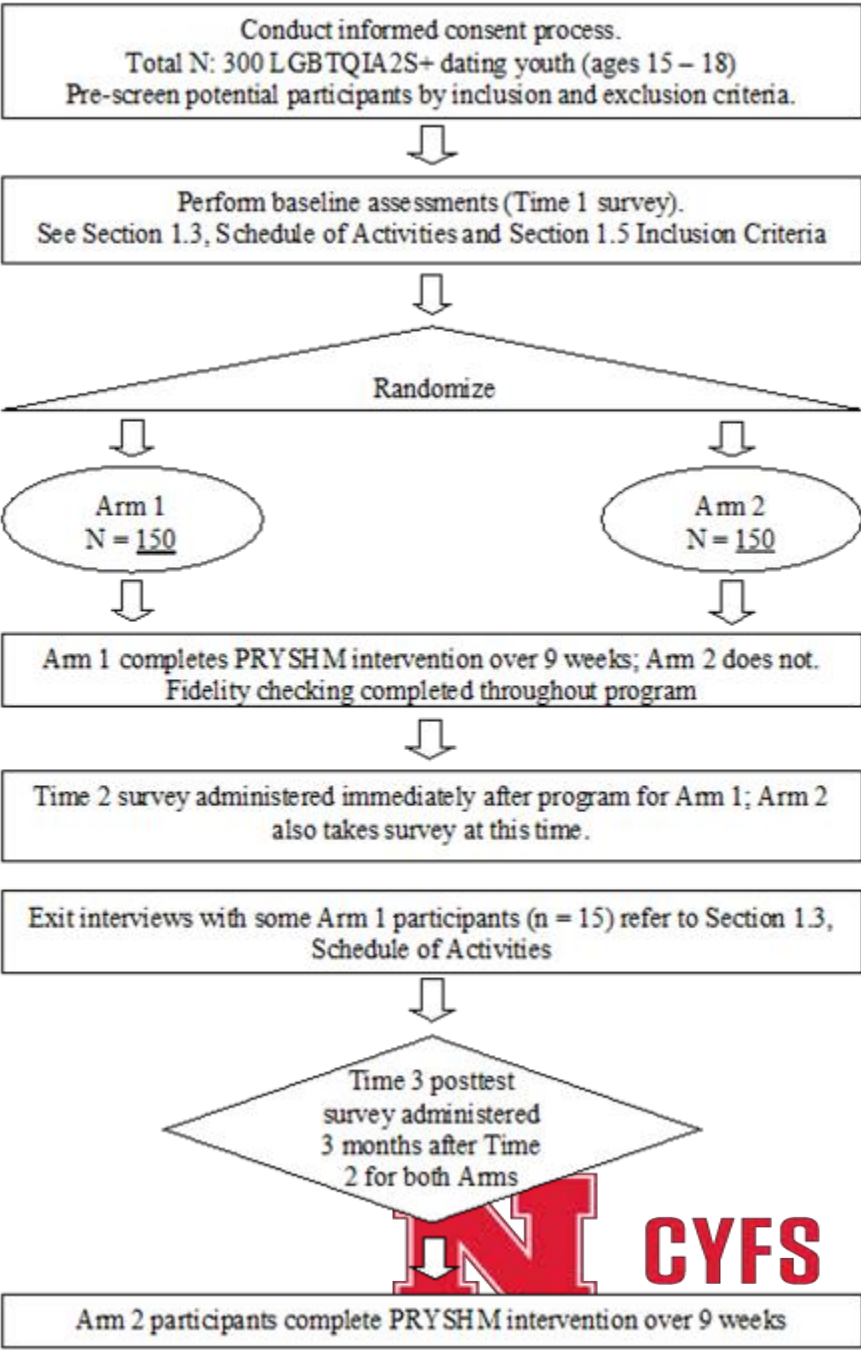
Time 2  
Day 60 – 87 ± 10

Exit Interviews  
Day 70 – 97 ± 10

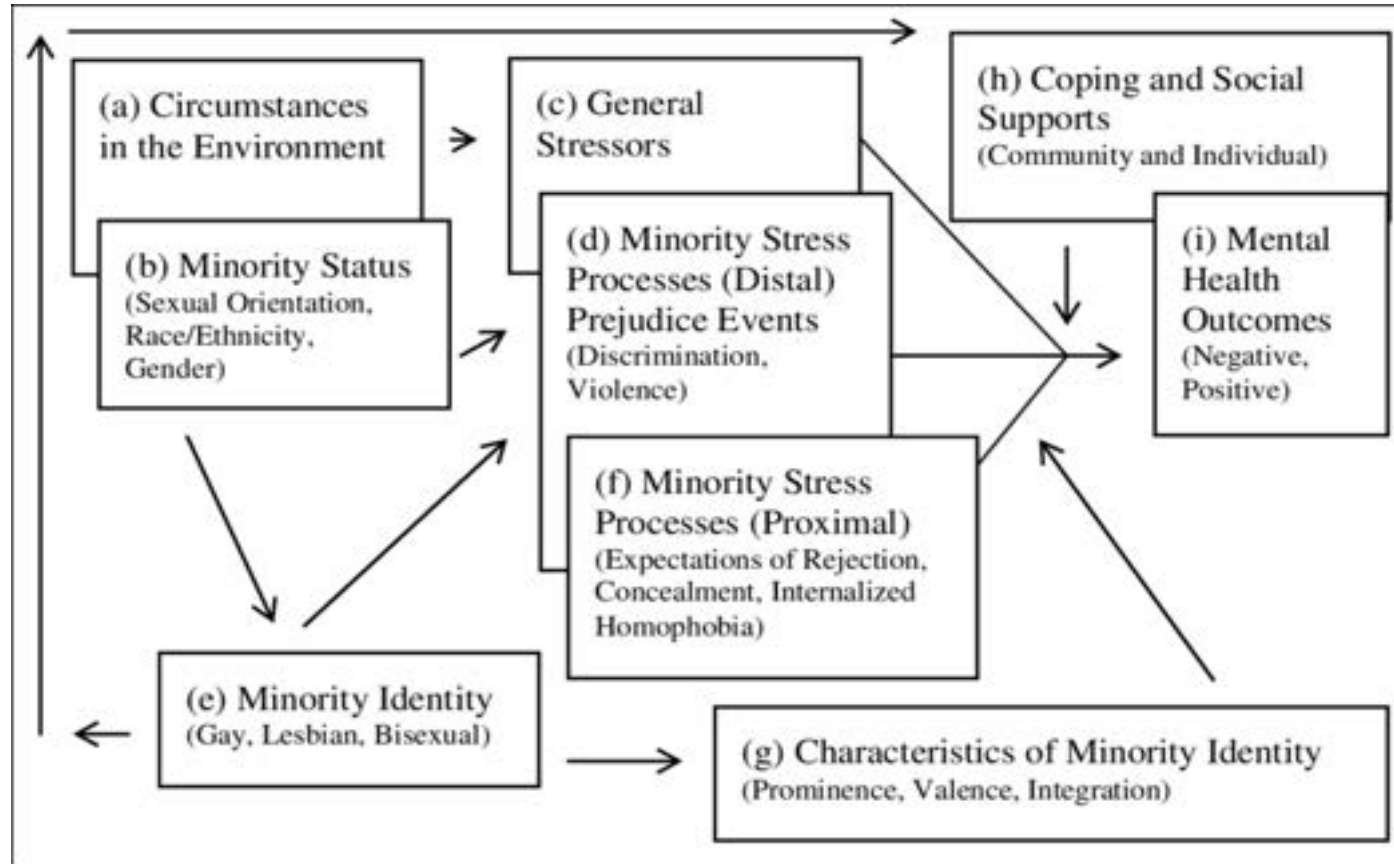
Time 3  
Day 150 – 177 ± 10

Intervention for Arm 2  
Day 160 – 187 ± 10

## Flow Diagram (randomized controlled trial)



# Minority Stress Theory

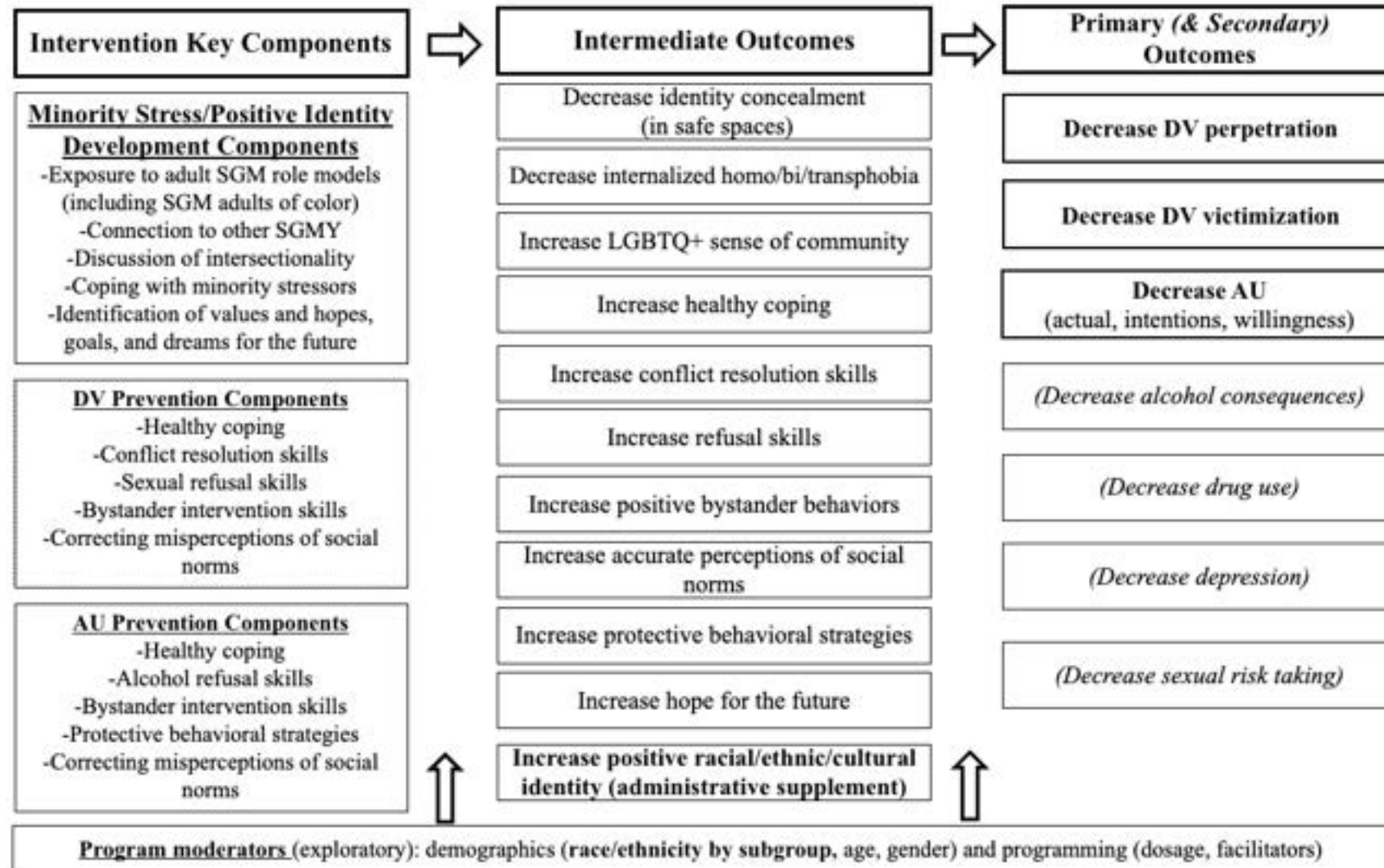




# Minority Stress Model



# PRYSHM Programming + Logic Model



Online intervention:  
9 weekly sessions with 10-20 queer youth and 2 adult queer facilitators