

# Adapted Community Readiness Model (CRM)

## Questions for HIV/AIDS Prevention, Education and Screening with Inuit Communities



A PRODUCT OF A PARTNERSHIP BETWEEN



ᐱᐸᐸᐸ ᐱᐸᐸᐸ ᐱᐸᐸᐸ  
PAUKTUUTIT  
INUIT WOMEN OF CANADA



DALHOUSIE  
UNIVERSITY



## EXECUTIVE SUMMARY

This document presents the outcomes of a four-year research partnership between Pauktuutit Inuit Women of Canada, Dalhousie University, Nunavut Health and Social Services, the Canadian Aboriginal AIDS Network, the Canadian Inuit HIV/AIDS Network (CIHAN) and Colorado State University. In 2015 our research team received a grant from the Canadian Institutes of Health Research (CIHR) for a project called **Adapting the Community Readiness Model (CRM) for HIV/AIDS Prevention, Education and Screening with Inuit Communities Developing Strategies for HIV Prevention with Community Input & Collaboration.**

The project was facilitated through strong partnerships and built directly on priorities outlined by Inuit stakeholders. We looked at initiatives that focused on HIV because Inuit have expressed concerns that individuals living in northern communities do not have access to confidential and anonymous HIV prevention, education and screening. Since every Inuit community

in Canada is different, it is important to recognize that some communities are more (or less) ready to discuss HIV. The Community Readiness Model (CRM) is a tool that can help communities determine how ready they are to deal with specific issues like HIV.

Our research team worked together to adapt, validate, pre-test and use an Inuit-specific version of the CRM. First, our project team met and revised the CRM to be more inclusive of Inuit language, values and beliefs. Second, we had an expert panel review the adapted CRM questions in order to validate the changes made. Third, we pre-tested the validated CRM in three Nunavut communities (Arviat, Clyde River, Kugluktuk) to make sure that the questions were clear, understandable and culturally appropriate. Finally, we used the pre-tested CRM questions in the same three Nunavut communities to determine if the CRM was helpful in identifying how ready each community was to deal with HIV.

## GOAL OF THE DOCUMENT

The revised CRM questions presented in this document are intended to be used in place of the official CRM questions when working with Inuit communities in Canada.

This document is not intended to be a stand-alone document, rather it is an Inuit-specific supplement for the official CRM.

In order to learn more about the CRM and how to use these questions, please access the full manual for the CRM, available at: <https://nccr.colostate.edu/order>.

### This Inuit-specific CRM supplement includes the following four elements:

- 1. Introduction to the Questions:** This sample text introduces the HIV-related concepts that the interview will cover. If participants require an explanation in their Inuktitut dialect, translations are available in *Pauktuutit's Tukisiviit: Do you understand? Inuit Sexual Health Glossary of Terms*.
- 2. Visual rating scale:** A photocopy of the scale should be provided to the participant to facilitate questions that ask people to rank items from 1-10.
- 3. Interviewer Questions:** The revised questions are provided with associated comments and prompts for interviewers. There is also space provided for the interviewer to record responses.
- 4. Participant Questions:** The revised questions without interviewer comments. A photocopy of the questions can be provided to participants so that participants can also read the questions.

## Introduction to the Adapted Community Readiness Model (CRM) Questions for HIV/AIDS Prevention, Education and Screening with Inuit Communities

### INTRODUCTION TO THE PARTICIPANTS

---

Hello, my name is \_\_\_\_\_ from [your organization]. Thank you for agreeing to participate in this project. We are contacting key people to ask about HIV prevention efforts, programs, and activities in [community name].

This interview is focused on HIV. *HIV is a virus that attacks your body's immune system leaving it unable to fight certain infections. People with healthy immune systems can fight these infections off; people with HIV may not be able to.*<sup>1</sup> HIV is a sexually transmitted blood borne infection, or for short STBBI. This means that HIV can be passed through body fluids like blood, semen, and vaginal fluids. In some cases, when a person with HIV has sex without a condom, or shares needles like when tattooing, or breastfeeds HIV can be spread. HIV and other STBBIs are a type of sexually transmitted infection (STI). You might have also heard people call this type of infection a sexually transmitted disease (STD).

Do you have any questions about what HIV is?

We will now begin the interview.

I would like you to think about [community name] when you answer all of the questions. Everything that you say during the interview will be kept private and no names will be mentioned. We will write down your answers during the interview. You are welcome to look at the notes when the interview is finished, or I can read what you said back to you, and you can let us know if we have missed something.

Would that be okay with you? Do you have any other questions?

---

<sup>1</sup> Pauktuutit Inuit Women of Canada (2012). Tukisiviit: Do you understand? Inuit Sexual Health Glossary of Terms.

**Visual Rating Scale: Inuit Adapted Questions  
Community Readiness Model (CRM) for HIV/AIDS Prevention, Education and Screening with Inuit Communities**

**COMMUNITY READINESS MODEL VISUAL RATING SCALE**

---

1	2	3	4	5	6	7	8	9	10
NOTHING		LOW		MEDIUM		MEDIUM HIGH			VERY HIGH

# Introduction to the Adapted Community Readiness Model (CRM) Questions for HIV/AIDS Prevention, Education and Screening with Inuit Communities

## CRM QUESTIONS – INTERVIEWER VERSION

### Introductory / Icebreaker Question

Questions	Notes for Interviewer
<p><b>1.</b> Do you believe that people in this community think that sexually transmitted and blood borne infections are a concern?</p> <p>Please explain</p> <hr/> <hr/> <hr/>	<p>This is an icebreaker question and not used for assessment.</p>

### Community Efforts and Knowledge of Community Efforts (Evaluation Sections A & B)

<<Before asking the question provide participant with the scale>>

Questions	Notes for Interviewer
<p><b>2.</b> Using the numbers from 1 to 10, how much of a concern is HIV in this community?</p> <p>Please explain your choice</p> <hr/> <hr/> <hr/>	<p>Participant to use printed scale.</p>
<p><b>3. a)</b> Please describe any activities made by the community to prevent HIV.</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, making free condoms available, sexual wellness check-ups, sexual health education sessions in schools, education, prevention, screening, HIV/AIDS awareness walks, etc.</p>	<p><b>ACTION:</b> Write down the activities mentioned for later use when activity is highlighted.</p> <hr/> <hr/> <hr/>
<p><b>3. b)</b> How long have any of the activities that you mentioned been in place?</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, you mentioned <i>activities</i></p>	<p>Follow-up on activities mentioned in question 3a.</p>

Questions	Notes for Interviewer
<p><b>3. c)</b> What plans are in place for these activities to continue?</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, you mentioned <i>activities</i></p>	<p>Follow-up on activities mentioned in question 3a.</p>
<p><b>3. d)</b> Who are these activities for?</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, For example, sexual health education and/or HIV prevention tailored to serve Elders, youth, or any other certain age group</p>	<p>Follow-up on activities mentioned in question 3a.</p>
<p><b>3. e)</b> What are the best parts of these activities?</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, you mentioned <i>activities</i></p>	<p>Follow-up on activities mentioned in question 3a.</p>
<p><b>3. f)</b> What parts of these activities do not work well?</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, you mentioned <i>activities</i></p>	<p>Follow-up on activities mentioned in question 3a.</p>
<p><b>3. g)</b> Is there a need to do these activities more often? Please explain?</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, you mentioned <i>activities</i></p>	<p>Follow-up on activities mentioned in question 3a.</p>
<p>&lt;&lt;Ask 3h even if they answer no to 3a&gt;&gt;</p> <p><b>3. h)</b> Is there a need to add new activities to prevent HIV?</p> <hr/> <p style="text-align: center;"><u>If yes</u>, what kind of activities?</p> <hr/> <hr/>	<p><b>ACTION:</b> Ask 3h even if they answer no to 3a.</p>

Sections A and B questions continue on next page.

Questions	Notes for Interviewer
<p><b>4. a)</b> Please describe any policies to address or support HIV prevention that are in place in your community.</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If unable to answer use prompt&gt;&gt; For example, guidelines for prenatal women...</p>	<p>Not everyone will be able to answer this question.</p> <p><b>ACTION:</b> Let participants know that this may be difficult to answer.</p>
<p><b>4. b)</b> How long have these policies been in place?</p> <hr/> <hr/> <hr/>	<p>Not everyone will be able to answer this question.</p> <p><b>ACTION:</b> Let participants know that this may be difficult to answer.</p>
<p><b>5.</b> Using the numbers from 1 to 10, how aware are people of the activities and policies that you already mentioned? Please explain your choice.</p> <hr/> <hr/> <hr/>	<p>Participant to use scale</p> <p>Ask for clarification about who respondents are referring to.</p>
<p><b>6.</b> Please explain what you think people know about these activities. For example, their purpose, what is offered and how to access them.</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, you mentioned <i>activities</i></p>	<p>Follow-up on activities mentioned in question 3a.</p>
<p><b>7.</b> How do people learn about these activities?</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, you mentioned <i>activities</i></p>	<p>Follow-up on activities mentioned in question 3a.</p>

<<Let the participant know that they are about halfway through the interview if they would like to take a break>>

## Leadership (Evaluation Section C)

<<Section Introduction>> I'm going to ask you how the leadership in (community name) perceives HIV. By leadership, we are referring to those who could affect the outcome of this issue and those who have influence in the community and / or who lead the community in helping achieve its goals.

Questions	Notes for Interviewer
<p><b>8.</b> Using the numbers from 1 to 10, how important is HIV prevention to the leaders in this community? Please explain your choice.</p> <hr/> <hr/> <hr/> <p>&lt;&lt;Be sure that participants clarify who they see as leaders in their answer&gt;&gt;</p>	Participant to use printed scale.
<p><b>9.</b> How do the leaders in this community support and promote HIV prevention activities? Please explain.</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, you mentioned <i>activities</i> &lt;&lt;If second prompt required&gt;&gt; Are they involved in community events, sexual health awareness activities, a committee, task force, etc.?</p>	Follow-up on activities mentioned in question 3a.

## Community Climate (Evaluation Section D)

Questions	Notes for Interviewer
<p><b>10.</b> How does the community feel about HIV?</p> <hr/> <hr/> <hr/>	This might provide information about stigma.
<p><b>11.</b> Using the numbers from 1 to 10, how supportive are people in the community of HIV activities? Please explain your choice.</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, you mentioned <i>activities</i> &lt;&lt;If second prompt required&gt;&gt; Please explain how the community does (or does not) support HIV activities?</p>	<p>Participant to use printed scale.</p> <p><b>NOTE:</b> Scale is not included in assessment; only to help to get an answer.</p> <p>Follow-up on activities mentioned in question 3a.</p>

## Community Knowledge (Evaluation Section E)

Questions	Notes for Interviewer
<p><b>12.</b> What HIV information is available in your community?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>&lt;&lt;If prompt required&gt;&gt; We want to know if information about HIV is available and how information about how HIV is shared?</p>	
<p><b>13.</b> How much do you think community members know about HIV? Please explain.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>&lt;&lt;If prompt required&gt;&gt; For example, signs, symptoms and routes of transmission?</p>	
<p><b>14.</b> How do people in this community get information about HIV?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>&lt;&lt;If prompt required&gt;&gt; For example, the internet, health centre, posters, school, nurses, doctors, CHRs</p>	
<p><b>15.</b> Is there data, for example numbers of HIV infections available on in your region/territory?</p> <p>_____</p> <p style="text-align: center;"><u>If yes</u>, from where? And what kind?</p> <p>_____</p> <p>_____</p>	<p>Not everyone will be able to answer this question.</p> <p><b>ACTION:</b> Let participants know that this may be difficult to answer.</p>

## Resources for Prevention Efforts (time, money, people space, etc...) (Evaluation Section F)

Questions	Notes for Interviewer
<p><b>16.</b> What are community member's attitudes towards supporting HIV activities?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>&lt;&lt;If prompt required&gt;&gt; For example, do people volunteer their time or provide meeting space?</p>	<p>Individual community members' attitudes.</p>

Questions	Notes for Interviewer
<p><b>17.</b> Are you aware of any proposals or action plans that have been written to support HIV prevention? If yes, please explain</p> <hr/> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, safe sex practices; sexual health education, including efforts to address HIV; sexual health research.</p>	<p>Not everyone will be able to answer this question.</p> <p><b>ACTION:</b> Let participants know that this may be difficult to answer.</p> <p>If unable to answer use prompt.</p>
<p><b>18.</b> Do you know if any of these activities are being looked at to see what works and what does not?</p> <hr/> <p style="text-align: center;"><u>If yes</u>, are the results being used to make changes?</p> <hr/> <hr/> <p>&lt;&lt;If prompt required&gt;&gt; For example, you mentioned <i>activities</i></p>	<p>Not everyone will be able to answer this question.</p> <p><b>ACTION:</b> Let participants know that this may be difficult to answer.</p> <p>Follow-up on activities mentioned in question 3a.</p>
<p><b>19.</b> Do people in your community talk about HIV? Why or why not?</p> <hr/> <hr/> <hr/>	<p>Not used for assessment.</p> <p>This question aims to capture potential stigma.</p>
<p><b>20.</b> Do you want to add something that we may have missed?</p> <hr/> <hr/> <hr/>	
<p><b>21.</b> Would you be willing to be part of a group to address HIV in your community?</p> <hr/> <hr/> <hr/>	

## Participant Version: Inuit Adapted Questions

### CRM QUESTIONS – PARTICIPANT VERSION

---

#### Introductory / Icebreaker Question

1. Do you believe that people in this community think that sexually transmitted and blood borne infections are a concern? Please explain.

#### Community Efforts and Knowledge of Community Efforts

2. Using the numbers from 1 to 10, how much of a concern is HIV in this community?  
Please explain your choice.
3. **a)** Please describe any activities made by the community to prevent HIV.  
*<<Please keep these activities in mind for future questions>>*
  - b)** How long have any of the activities that you mentioned been in place?
  - c)** What plans are in place for these activities to continue?
  - d)** Who are these activities for?
  - e)** What are the best parts of these activities?
  - f)** What parts of these activities do not work well?
  - g)** Is there a need to do these activities more often? Please explain.
  - h)** Is there a need to add new activities to prevent HIV?
4. **a)** Please describe any policies to address or support HIV prevention that are in place in your community.
  - b)** How long have these policies been in place?
5. Using the numbers from 1 to 10, how aware are people of the activities and policies that you already mentioned? Please explain your choice.
6. Please explain what you think people know about these activities. For example, their purpose, what is offered and how to access them.
7. How do people learn about these activities?

#### Leadership

8. Using the numbers from 1 to 10, how important is HIV prevention to the leaders in this community?  
Please explain your choice.
9. How do the leaders in this community support and promote HIV prevention activities? Please explain.

#### Community Climate

10. How does the community feel about HIV?
11. Using the numbers from 1 to 10, how supportive are people in the community of HIV activities?  
Please explain your choice.

## **Community Knowledge**

- 12.** What HIV information is available in your community?
- 13.** How much do you think community members know about HIV? Please explain.
- 14.** How do people in this community get information about HIV?
- 15.** Is there data, for example numbers of HIV infections available on in your region/territory?

## **Resources for Prevention Efforts (time, money, people space, etc...)**

- 16.** What are community member's attitudes towards supporting HIV activities?
- 17.** Are you aware of any proposals or action plans that have been written to support HIV prevention?  
If yes, please explain.
- 18.** Do you know if any of these activities are being looked at to see what works/what does not?
- 19.** Do people in your community talk about HIV? Why or why not?
- 20.** Do you want to add something that we may have missed?
- 21.** Would you be willing to be part of a group to address HIV in your community?

## ACKNOWLEDGMENTS

---

We remain grateful to the many partners who shared their expertise through our research project including participants on the expert panel, community pre-testing and community assessments. Our project would not be possible without their contributions. This project was made possible through support from the Canadian Institutes of Health Research (CIHR).

### Lead Investigators

**Dr. Audrey Steenbeek**, Dalhousie University, Halifax, NS

**Tracy O'Hearn**, Pauktuutit Inuit Women of Canada, Ottawa, ON

### Project Team

**Ashlee-Ann Pigford**, Dalhousie University / Pauktuutit Inuit Women of Canada, Ottawa, ON

**Dr. Barbara Plested**, Colorado State University, Fort Collins, CO, USA

**Diane Sammurtok**, Nunavut Health and Social Services, Arviat, NU

**Igah Sanguya**, Nunavut Health and Social Services, Clyde River, NU

**Dr. Janet Curran**, Dalhousie University, Halifax, NS

**Jenny Rand**, Dalhousie University, Halifax, NS

**Manager**, Health Programs & Policies, Pauktuutit Inuit Women of Canada, Ottawa, ON

**Marni Amirault**, Canadian Aboriginal AIDS Network, Halifax, NS

**Dr. Pamela Jumper-Thurman**, Colorado State University, Fort Collins, CO, USA

**Renee Masching**, Canadian Aboriginal AIDS Network, Halifax, NS

**Rosie Kagak**, Nunavut Health and Social Services, Kugluktuk, NU

**Sherry Kadlun**, Nunavut Health and Social Services, Kugluktuk, NU

**Sipporah Enuaraq**, Pauktuutit Inuit Women of Canada, Ottawa, ON

### Canadian Inuit HIV/AIDS Network

**Harry Adams**, Urban representative, Montréal, Quebec

**Obed Anoe**, Arviat, Nunavut

**Annie Buchan**, Kitikmeot Inuit Association, Nunavut

**Peggy Day**, Inuvialuit Regional Corporation, Northwest Territories

**Travis Ford**, Nunatsiavut Government, Newfoundland and Labrador

**Igah Sanguya**, Clyde River, Nunavut

### Expert Panel

**Dr. Sarah Flicker**, York University, Toronto, ON

**Andrea Monahan**, Nunavut Health and Social Services, Iqaluit, NU

**Peggy Day**, Inuvialuit Regional Corporation, Northwest Territories

**Namaste Marsden**, Aboriginal Health Research Networks Secretariat (AHRNetS), Victoria, BC

**Ed Bennett**, Canadian Aboriginal AIDS Network, Vancouver, BC

**Carrie Martin**, Montreal Women's Shelter, Montreal, QC

**Joan Killulark**, Nunavut Health and Social Services, Baker Lake, NU

**Rick Kotowich**, Native Health Services, Regina, SK

## RESOURCES

---

Canadian Aboriginal AIDS Network (2012). Assessing Community Readiness & Implementing Risk Reduction Strategies

- Manual: <http://caan.ca/wp-content/uploads/2012/05/CR-manual-eng.pdf>
- Workbook: <http://caan.ca/wp-content/uploads/2012/05/CR-workbook-eng.pdf>

Pauktuutit Inuit Women of Canada (2012). *Tukisiviit*: Do you understand? Inuit Sexual Health Glossary of Terms. <https://www.pauktuutit.ca/project/tukisiviit-understand-revised-dialect/>

Plested, B.A., Jumper-Thurman, P., & Edwards, R.W (2016). Community Readiness Manual, The National Center for Community Readiness, Colorado State University, Fort Collins, Colorado. <https://nccr.colostate.edu/order>

