

Intervention Fidelity Checklist

Modification with permission of The Fidelity Checklist, originally published by Dr. Susan M. Breitenstein and obtained with permission to use and modify along with instruction manual for coding from Dr. Breitenstein

*** Please note that these checklists can be modified for each session**

Competence

Please rate the group leader on the following scale:

1= skill rarely or never demonstrated (skill demonstrated < 25% of the time)

2= skill sometimes/occasionally demonstrated (skill demonstrated 25-75% of the time)

3= skill consistently demonstrated (skill demonstrated > 75% of the time)

Skill	Always/ almost always	Sometimes	Missed opportunity
1. Actively engages all participants in the discussion.	1	2	3
2. Actively listens when a participant is talking.	1	2	3
3. Communicates with all participants in a respectful, positive, and non-judgmental manner.	1	2	3
4. Appropriately reinforces participants' ideas and opinions.	1	2	3
5. Correctly conveys/communicates program principles.	1	2	3
6. Communicates to participants that participants are experts about their own patients.	1	2	3
7. Facilitates problem solving.	1	2	3
8. Facilitates sharing of ideas among participants.	1	2	3
9. Does not impose his/her ideas on participants.	1	2	3
10. Effectively responds when participants are resistant to new strategies or ideas.	1	2	3
11. Effectively manages challenging behavior from participants in the group (e.g., monopolizing, anger, prolonged silence).	1	2	3
12. Maintains a good pace for group discussion (not too fast, not too slow).	1	2	3
13. Effectively uses role-play or group activity to teach a principle or strategy.	1	2	3
14. Builds on participants' knowledge by incorporating strategies discussed in previous sessions into this session.	1	2	3
15. Helps participants anticipate challenges using the new skills at home.	1	2	3

16. Overall tone of this group (quality and affective tone of discussion)

Negative Neutral Positive

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Adherence*

Session 1: Introduction and data feedback

Please answer yes or no whether the group leader performs the following actions:

The Group Leader

1. Take attendance.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Review the agenda.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Welcome and make introductions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4. Begin and end the group on time.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5. Explain and post the "Ground Rules".	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6. Make a list of parents' goals for program.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
7. Present program goals (to help identify and address gaps in care related to HPV vaccination and help providers more feel more effective recommending the vaccine and creating systems changes to support vaccination).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
8. Explain the format for meetings.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
9. Review site-specific HPV vaccination data.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
10. Compare site-specific data to state and national rates.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
11. Solicit participants' responses to the data.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
14. Hand out evaluation forms.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
15. Mention date for next session.	Yes <input type="checkbox"/>	No <input type="checkbox"/>