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“ \_\_\_\_\_  
*...I always felt there is no hope for those infected but the training changed this in me. I will be able to help those infected and affected in living positively – a chance they may not have had...*”  
 \_\_\_\_\_  
 (Kenya)

“ \_\_\_\_\_  
*...provided an excellent foundation to build on...*”  
 \_\_\_\_\_  
 (Thailand)

“ \_\_\_\_\_  
*...Actually beyond my expectations in all respects...*”  
 \_\_\_\_\_  
 (Pakistan)





## Course overview

Conflict-affected settings are associated with conditions in which HIV/AIDS and other sexually transmitted infections (STIs) may thrive. These settings often coincide with limited access to means of prevention, treatment and care. STIs, including HIV, if not addressed, may spread rapidly among conflict-affected populations for many reasons. The disturbance of community and family life among displaced populations may disrupt social norms governing sexual behavior. In the absence of traditional socio-cultural constraints, adolescents may begin sexual relations at an earlier age, take sexual risks and face exploitation. Women and children may be coerced into having sex to obtain their survival needs. During civil strife and flight, displaced persons, especially women and girls, are at increased risk of sexual violence, including rape. Proximity to armed forces, a population that has been associated with high rates of HIV, facilitates the spread of HIV in conflict situations. Finally, in displaced settings, populations from low HIV prevalence areas may mix with populations from high prevalence areas, increasing the overall HIV rate in the region.

Given the clear need to address HIV/AIDS in conflict settings and the opportunities which humanitarian interventions may bring, the Women's Commission for Refugee Women and Children (Women's Commission) has developed a course on HIV/AIDS prevention and control aimed at humanitarian workers. The course was developed on behalf of the Reproductive Health Response in Conflict (RHRC) Consortium with funding from the Andrew W. Mellon Foundation.

The course primarily targets health program management staff and clinical staff. Technical aspects of HIV/AIDS programs are presented, but there is a strong emphasis on broader programmatic issues and staff members from non-medical backgrounds will also find the course beneficial.

The course aims to deepen individual understanding of the complexities of HIV/AIDS and to equip participants with knowledge and skills to improve HIV/AIDS program design and implementation. A further important aim is the encouragement of positive attitudes toward people living with HIV/AIDS.

The teaching style is participatory, with short presentations alternating with group activities. The issues covered in the course are applicable to a variety of settings and activities encourage participants to apply information to their own contexts and share examples and experience from their own settings. Based on the topics covered each day, participants are encouraged to develop a daily objective and activities

applicable to their program and to review these with facilitators. Follow-up on the activities of course participants as a result of the course is encouraged to monitor and evaluate course outcomes.

A limitation of the course is the breadth of the subject matter to be covered in five days. Therefore, the course does not attempt to provide in-depth knowledge on any of the issues covered, but rather to offer an overview of a comprehensive approach to HIV/AIDS. Clinical aspects of HIV/AIDS management are not covered in detail. However, additional resource materials are suggested to supplement course content and may be used to extend the course for those who have more time to delve deeper into the range of issues presented. Due to the intense nature of the course, it is recommended that at least two facilitators conduct the course, and a maximum of 25 participants attend.

### Course outline:

- Day 1:** Basic facts: transmission routes; vulnerability; clinical manifestations
- Day 2:** Addressing HIV/AIDS; behavior change communication (BCC)
- Day 3:** Sexually transmitted infections; voluntary counseling and testing; condoms
- Day 4:** Universal precautions; mother-to-child transmission; stigma
- Day 5:** Care of people living with HIV/AIDS: a holistic approach

The course is structured as a cohesive whole, with sessions and days shaped to follow each other. However, it is possible to use individual days or sessions as stand-alone training courses, with adaptation according to audience needs.

For example, Day 1 could be a one-day course for basic awareness-raising among all staff. Day 1, the stigma session in Day 4 and the non-clinical sessions in Day 5 could be combined as a two-day course aimed at raising awareness and addressing attitudes towards people living with HIV/AIDS. The BCC component of Day 2 could be expanded into a two- to three-day BCC course. The Day 3 session on STIs, the Day 4 session on universal precautions and the Day 5 sessions on medical care could each be expanded into a course for clinical staff.

# How to use the manual

The manual provides detailed step-by-step direction through each day of the course. Daily session plans provide an outline of presentations and activities, with accompanying timing guides and teaching materials.

Detailed presentation content is provided to aid the facilitator. Presentations aim to be interactive and make use of PowerPoint, posters and flip charts to reinforce teaching. If PowerPoint is not available, an overhead projector can be used equally effectively.

Activities include group work, individual work, role-play, videos and CDs. The manual offers an introduction to each activity and provides notes to supplement plenary discussion.

It is suggested to determine the type of training experience, if any, participants have had prior to the course. This could help to tailor the training to the individuals in attendance and might also offer an opportunity to call upon some of the more experienced and knowledgeable participants to assist in some of the training exercises.

Visual aids are an important component of the course. Posters are used in conjunction with PowerPoint presentations. Facilitators are encouraged to obtain local posters and also to create simple visual aids using the examples provided. A wall display is created each day, building upon the previous day's learning, and remains in place for the duration of the course. The wall display serves as a reminder of subject material covered and also assists participants in reviewing concepts and forming a picture of the course as a whole.

Video and audio materials are also important teaching aids and facilitators should attempt to obtain the resources recommended. Facilitators are also encouraged to identify or create other audio or visual materials that highlight the local context.

Building positive attitudes toward people living with HIV/AIDS (PLWA) is a vital aim of the course and is achieved by drawing attention to the human element of the epidemic. Case studies are taken from the publication "A Broken Landscape" which, through words and photos, provides sensitive and informative insights into the lives of people living with HIV/AIDS in Africa. A

theme of the course is the participation of a group of HIV-positive university students from Cape Town, South Africa. They tell their stories through interviews and photographs. Participants are drawn along emotionally by this group and their counselors, who highlight many of the issues faced by PLWA. At the conclusion of the course, participants are given an opportunity to write messages to the group. The course facilitator may email these to them. The involvement with this group of "real people" has played a significant role in bringing about attitude change among course participants during pilot courses. Course facilitators are encouraged to engage with local or regional groups of PLWA to explore possibilities for creating similar context-specific teaching aids that are relevant and meaningful to the context in which the course is conducted. If possible, PLWA should also be involved in presenting the course.

Facilitators are encouraged to contact local government officials, such as representatives from the ministry of health, to invite them to participate in the course or to inform them of the training activities taking place in their region. In addition, facilitators are urged to contact UNAIDS (e.g., resident coordinator, country program advisor, country coordinating mechanism) in an effort to support the sustainability of HIV/AIDS prevention and control efforts in their area. Contact information for UNAIDS is available at [www.unaids.org](http://www.unaids.org).

Participants should be aware that the course is intensive, covering many subjects in a short period of time. Therefore, careful time keeping is important in order to cover all of the subject matter in the allotted time period. It is helpful to start each day with an overview noting the heavier and lighter sessions so that participants are clear about expectations. This is also a good time to briefly review any remaining questions from the previous day, conduct pre-tests and respond to any logistical concerns of workshop participants.

Frequent energizers help keep everyone focused and the discussions lively. A resource containing a selection of energizers is provided. Participants can be requested to assist in maintaining the time schedule, conducting energizers and reviewing concepts for their colleagues. A daily "host team" can be recruited, consisting of two participants who volunteer to assist facilitators with the day's activities.

# Resource materials



The International Rescue Committee's manual, *Protecting the Future: HIV Prevention, Care and Support Among Displaced and War-Affected Populations*, is the main training resource for participants. Sections of the manual are suggested as preparatory reading for each day of the course.

A number of additional materials are suggested for each day. As the course cannot cover subjects in adequate detail, facilitators may wish to provide additional information through handouts or on CD, according to the needs of the audience. Some of the suggested resources may also be helpful to facilitators in preparing for the course.

HIV/AIDS policies and practices are constantly improving and the list of published materials on HIV/AIDS is vast. The lists in this manual therefore serve as a guideline only. In preparing to deliver course content, facilitators should review global resources and national and agency guidelines to update the statistics and practice recommendations that are included in this course. Providing information relevant to the local context where the course is hosted will serve to engage participants.

- ⊙ Protecting the Future: International Rescue Committee (2003) *Protecting the Future: HIV Prevention, Care and Support Among Displaced and War-Affected Populations*. The manual may be ordered from [www.kpbooks.com/details.asp?title=Protecting+the+Future](http://www.kpbooks.com/details.asp?title=Protecting+the+Future) (\$30 USD)
- ⊙ Case studies from "A Broken Landscape": Gideon Mendel (2001) "A Broken Landscape: HIV and AIDS in Africa." M&G Books, Auckland Park, South Africa. Amazon books - [www.amazon.com](http://www.amazon.com) (\$21 USD)
- ⊙ Handouts: Provided on CD.
- ⊙ Additional resources: Provided on CD and website addresses provided.
- ⊙ Visual aids: Provided on CD: may be used in PowerPoint or as examples for making posters.

- ⊙ Videos: Pandemic: Facing AIDS: [www.amazon.com](http://www.amazon.com) Guilty, The Moment, Mother to Child, A Fighting Spirit and A Red Ribbon around my House: Day Zero Film & Video P.O. Box 21545, Kloof Street, Cape Town, 8008, South Africa, [steps@dayzero.co.za](mailto:steps@dayzero.co.za)
- ⊙ Audio materials: Provided on CD.
- ⊙ Energizers: International HIV/AIDS Alliance. 100 ways to energize groups: games to use in workshops, meetings and the community. [www.aidsalliance.org](http://www.aidsalliance.org) Provided on CD.
- ⊙ Contact for UWC student group: Bonile Peter. Email: [2350497@uwc.ac.za](mailto:2350497@uwc.ac.za)

## Course preparations

Course facilitators should allow sufficient time for:

- ⊙ Arranging an appropriate venue which has sufficient wall space for displaying visual aids
- ⊙ Ordering or downloading "Protecting the Future"
- ⊙ Ordering "A Broken Landscape"
- ⊙ Downloading additional resources
- ⊙ Photocopying handouts
- ⊙ Photocopying evaluation tools
- ⊙ Obtaining local posters, videos and other media examples, e.g., newspaper articles
- ⊙ Making visual aids
- ⊙ Obtaining activity supplies (e.g., HIV test kit, vinegar, gloves, etc.)
- ⊙ Ordering recommended videos and CDs
- ⊙ Obtaining equipment and other supplies such as name tags, folders, colored paper, etc.
- ⊙ Engaging local PLWA groups to participate in the course or in making audio-visual materials
- ⊙ Preparing transparencies if not using LCD projector
- ⊙ Preparing certificates of course completion for participants

# Summary of learning objectives

By the end of the course participants will be able to:

## DAY 1

- ⊙ Critically consider their attitudes toward people with HIV/AIDS
- ⊙ Have an awareness of the extent of the epidemic
- ⊙ Understand how HIV affects the immune system and the body
- ⊙ Explain the stages of the disease and the difference between HIV and AIDS
- ⊙ Describe the transmission routes
- ⊙ Describe biological factors which increase risk
- ⊙ Analyze the socio-economic factors which increase vulnerability to HIV infection
- ⊙ Understand the role of individual, community and societal influences on vulnerability

## DAY 2

- ⊙ Understand the need for a multidimensional approach to HIV/AIDS
- ⊙ Relate risk and vulnerability factors to interventions
- ⊙ Have an awareness of the processes underlying behavior change
- ⊙ Understand principles of communication
- ⊙ Assess the role of specific types of communication in behavior change communication strategies
- ⊙ Design and evaluate a poster
- ⊙ Develop participatory activities
- ⊙ Have an awareness of strengths and challenges of peer education

## DAY 3

- ⊙ Describe common symptoms and signs of STIs
- ⊙ Understand the consequences of STIs
- ⊙ Explain the concept of a syndromic approach to STI management
- ⊙ Design a community-based approach to STIs
- ⊙ Discuss the advantages and disadvantages of HIV testing
- ⊙ Understand the counseling and testing process
- ⊙ Have an awareness of issues impacting confidentiality
- ⊙ Understand issues impacting condom use
- ⊙ Conduct condom demonstrations

## DAY 4

- ⊙ Understand the risks of HIV transmission in health care settings and through traditional practices
- ⊙ Describe universal precautions
- ⊙ Have an awareness of the management of occupational and rape-related exposure, including post-exposure prophylaxis
- ⊙ Describe mother-to-child transmission
- ⊙ Analyze options for preventing mother-to-child transmission
- ⊙ Explain the meanings of stigma, prejudice and discrimination
- ⊙ Analyze causes of stigma
- ⊙ Propose approaches for reducing stigma

## DAY 5

- ⊙ Explain the term "PLWA"
- ⊙ Analyze the impacts of HIV/AIDS
- ⊙ Describe the components of comprehensive care
- ⊙ Understand issues impacting treatment options
- ⊙ Appreciate the value of support groups for PLWA
- ⊙ Acknowledge the role of PLWA in addressing HIV/AIDS



# Summary of teaching aids

PowerPoint



## General

HIV/AIDS tree

## DAY 1

- 1.3a Definitions & immune system
  - 1.4a(i) Measuring the epidemic
  - 1.4a(ii) UNAIDS epidemic update 2003
  - 1.4a(iii) Regional prevalence 1986-2001
  - 1.5b(i) Timeline of HIV/AIDS
  - (ii) Symptoms & signs, diagnosis, opportunistic infections
  - 1.6a Transmission routes
  - 1.7a Biological risk factors.ppt
  - 1.7b Poster: Everyone he is sleeping with
  - 1.7d Disasters maps
- Teaching aids Day 1

## DAY 2

- 2.3a Behavior change
  - 2.4a BCC
  - 2.5a Posters for analysis
  - 2.5b Introduction to communication
  - 2.6a Participatory approaches
  - 2.8a BCC in conflict setting
- Teaching aids Day 2

## DAY 3

- 3.2a Why worry about STIs?
  - 3.2c Diagnosis and management of STIs
  - 3.2e Important STI service issues
  - 3.2g STIs in conflict settings
  - 3.3b HIV testing
  - 3.3c VCT service delivery
  - 3.3h VCT in conflict settings
  - 3.4b Condoms (optional)
- Teaching aids Day 3

## DAY 4

- 4.2b Blood route facts
  - 4.2c Implementing universal precautions
  - 4.2d Accidental exposure
  - 4.2f Managing accidental exposure
  - 4.3a MTCT
  - 4.4b Illustrating stigma
  - 4.4e Fighting stigma
- Teaching aids Day 4

## DAY 5

- 5.4a Medical care of PLWA
  - 5.4c Antiretroviral therapy
  - 5.4d(i) Introduction to debate
  - 5.4d(ii) ARVs in resource-poor settings
- Teaching aids Day 5



## DAY 1

Examples in teaching aids Day 1 and HIV tree:

- ⊙ Immune system army (Show with 1.3a)
- ⊙ Timeline of HIV/AIDS (Show with 1.5b(i))
- ⊙ Transmission routes (Show with 1.6a)
- ⊙ Vulnerability areas (Show with 1.7e)
- ⊙ HIV/AIDS tree: lower branches, roots, fertilizers, soil

## DAY 2

- ⊙ Intervention areas (In PowerPoint: Teaching aids for Day 2)
- ⊙ ABCD (Make from text: 2.3a)
- ⊙ Stages of change model (In PowerPoint 2.3 & 2.4)
- ⊙ Diffusion of ideas model (In PowerPoint 2.3 & 2.4)
- ⊙ Target group assessment (Make from text in 2.4a)
- ⊙ Posters for analysis (In PowerPoint: Posters for analysis)
- ⊙ Communicator and receiver: two way (In PowerPoint: Teaching aids Day 2; show with 2.5b)
- ⊙ Communicator and receivers: one way (In PowerPoint: Teaching aids Day 2; show with 2.5b)
- ⊙ Building blocks of communication (Make from text: diagram in 2.5b)

## DAY 3

- ⊙ List of STI symptoms and signs (Make from text: 3.2b)
- ⊙ STI syndrome table (Make from text: 3.2c)
- ⊙ What people need to know about STIs (Make from text: 3.2e)
- ⊙ HIV testing flowchart (Make from text: 3.3b and PowerPoint 3.3b & 3.3c)

## DAY 4

- ⊙ Blood route (Show with PowerPoint 4.2b)
- ⊙ Universal precautions: make poster of 7 points (Show with PowerPoint 4.2b)
- ⊙ Managing occupational exposure (Make from text 4.2f)
- ⊙ MTCT/PMTCT (Make from text: 4.3a & b)
- ⊙ PMTCT poster by Kenya participants (Show as introduction to debate 4.3e)
- ⊙ "What is stigma?" (Show with 4.4a)
- ⊙ Stigma quotations (Make from text: 4.4d)

## DAY 5

- ⊙ Infected and affected (In PowerPoint: Teaching aids Day 5)
- ⊙ Holistic approach (Make from diagram in text: 5.4a)
- ⊙ AIDS is not a death sentence (In PowerPoint: Teaching aids Day 5)
- ⊙ Mandela's speech (In PowerPoint: Teaching aids Day 5)

## Audio-visual



### DAY 1

- ⊙ Video: Pandemic: Facing AIDS
- ⊙ Video: Guilty

### DAY 3

- ⊙ Audio CD Tracks 01 to 06
- ⊙ Video: The Moment

### DAY 4

- ⊙ Audio CD Tracks 07 and 08
- ⊙ Video: Mother-to-child transmission
- ⊙ Video: A fighting spirit

### DAY 5

- ⊙ Audio CD Tracks 09 to 16
- ⊙ Video: A red ribbon around my house

## Miscellaneous



### DAY 1

- ⊙ A4 sheets of colored paper
- ⊙ One set of case studies per table of 5 or 6 participants from Gideon Mendel: "A Broken Landscape: HIV and AIDS in Africa". 2001. M&G Books, Auckland Park, South Africa. Case studies from: pp. 14-19; 22-23; 54-55; 69-70; 80-81; 130-131; 132-133
- ⊙ Cards for transmission picture card game
- ⊙ HIV epidemic game: clear glasses or plastic cups, white vinegar, water, phenol red, instruction cards

### DAY 3

- ⊙ HIV rapid test kits
- ⊙ Condoms: male, female, novelty
- ⊙ Penis model (a cucumber works well and adds humor)
- ⊙ Female anatomical diagram
- ⊙ Oranges/mangoes for condom game

### DAY 4

- ⊙ PEP kit

### DAY 5

- ⊙ Case studies from "A Broken Landscape"
- ⊙ Research on drug availability

## Summary of resource materials



### DAY 1

#### Handouts:

- ⊙ Adapted from: UNAIDS. (2002) Report on the Global HIV/AIDS Epidemic. Table of country-specific HIV/AIDS estimates and data, end-2001. [http://www.unaids.org/bangkok2004/GAR2004\\_html/GAR2004\\_32\\_en.htm](http://www.unaids.org/bangkok2004/GAR2004_html/GAR2004_32_en.htm)
- ⊙ From: WHO. (2004) Scaling up antiretroviral therapy in resource-limited settings: treatment guidelines for a public health approach: WHO staging systems for HIV infection and disease in adults, adolescents and children. [http://www.who.int/hiv/pub/prev\\_care/en/arvrevision2003en.pdf](http://www.who.int/hiv/pub/prev_care/en/arvrevision2003en.pdf)

#### Additional resources:

- ⊙ Reproductive Health Response in Conflict Consortium. (2003) Monitoring and Evaluation Toolkit. Draft for field testing. The Causal Pathway Framework. [www.rhrc.org](http://www.rhrc.org)
- ⊙ UNAIDS (1998). HIV-related opportunistic diseases. [http://data.unaids.org/Publications/IRC-pub05/opportu\\_en.pdf](http://data.unaids.org/Publications/IRC-pub05/opportu_en.pdf)
- ⊙ ICASO. (2003) The Science of HIV/AIDS Vaccines. <http://www.poline.org/docs/281973>
- ⊙ WHO. (Revised March 2004) Fact sheet no. 104. Tuberculosis. <http://www.who.int/mediacentre/factsheets/fs104/en/>
- ⊙ UNAIDS. (2003) Questions and answers. [http://www.unaids.org/epi/2005/doc/docs/en/QA\\_PartI\\_en\\_Nov05.pdf](http://www.unaids.org/epi/2005/doc/docs/en/QA_PartI_en_Nov05.pdf)
- ⊙ EngenderHealth. (2001) HIV and AIDS online minicourse. <http://www.engenderhealth.org/pubs/courses/about-hiv-aids-minicourse.php>

## DAY 2:

### Handouts:

- ⊗ World Bank. (2001) HIV/AIDS at a glance. [www.worldbank.org](http://www.worldbank.org)
- ⊗ Matrix from: Inter-Agency Standing Committee. (2004) Guidelines for HIV/AIDS Interventions in Emergency Settings. [http://hivaidsclearinghouse.unesco.org/ev.php?ID=4503\\_201&ID2=DO\\_TOPIC](http://hivaidsclearinghouse.unesco.org/ev.php?ID=4503_201&ID2=DO_TOPIC)
- ⊗ Course notes: Introduction to behavior change communication.
- ⊗ Course notes: Introduction to communication.
- ⊗ Course notes: Poster design form.
- ⊗ Extract from: Family Health International. (2002) Developing Materials on HIV/AIDS/STIs for Low-Literate Audiences. [www.fhi.org/en/HIVAIDS/Publications/manualsguidebooks/lowliteracyguide.htm](http://www.fhi.org/en/HIVAIDS/Publications/manualsguidebooks/lowliteracyguide.htm)
- ⊗ Course notes: Using codes.
- ⊗ Example for analysis: Commercial sex worker peer educators. From: Singhal A & Rogers EM. (2003) Combating AIDS.
- ⊗ Example for analysis: Adolescent peer educators. Adapted from: Campbell, C. & McPhail, C. (2002) Peer education, gender and the development of critical consciousness: participatory HIV prevention by South African youth. *Social Science and Medicine*. 55. pp331-345.

### Additional resources:

- ⊗ Inter-Agency Standing Committee. (2004) Guidelines for HIV/AIDS Interventions in Emergency Settings. <https://www.unfpa.org/publications/detail.cfm?ID=165&filterListType=>
- ⊗ Family Health International. (2003) Control of Sexually Transmitted Diseases: A handbook for the design and management of programs. Chapter 4: An approach to effective communication. <http://www.fhi.org/en/HIVAIDS/pub/guide/stdhandbook/index.htm>
- ⊗ FHI/AIDSCAP. (2003) How to create an effective communication project. [www.fhi.org/en/HIVAIDS/Publications/manualsguidebooks/BCC+Handbooks/effectivecommunication.htm](http://www.fhi.org/en/HIVAIDS/Publications/manualsguidebooks/BCC+Handbooks/effectivecommunication.htm)
- ⊗ FHI/AIDSCAP. (2003) How to create an effective peer education project. [www.fhi.org/en/HIVAIDS/Publications/manualsguidebooks/BCC+Handbooks/peereducation.htm](http://www.fhi.org/en/HIVAIDS/Publications/manualsguidebooks/BCC+Handbooks/peereducation.htm)
- ⊗ The International HIV/AIDS Alliance. (2003) Working with men, responding to AIDS: Gender, sexuality, and HIV - A case study collection. [http://www.aidsalliance.org/custom\\_asp/publications/view.asp?publication\\_id=82&language=en](http://www.aidsalliance.org/custom_asp/publications/view.asp?publication_id=82&language=en)
- ⊗ Family Health International. (2002) Developing Materials on HIV/AIDS/STIs for Low-Literate Audiences. [www.fhi.org/en/HIVAIDS/Publications/manualsguidebooks/lowliteracyguide.htm](http://www.fhi.org/en/HIVAIDS/Publications/manualsguidebooks/lowliteracyguide.htm)

## DAY 3:

### Handouts:

- ⊗ Course notes: Comprehensive care for sexually transmitted infections. From: Reproductive Health Response in Conflict Consortium. (2004) Guidelines for the Care of Sexually Transmitted Infections in Conflict-affected settings: Checklist for comprehensive STI care.
- ⊗ From: EngenderHealth. (2001) HIV and AIDS web course: Female Condom Instructions. [www.engenderhealth.org/res/onc/hiv/hiv.pdf](http://www.engenderhealth.org/res/onc/hiv/hiv.pdf)
- ⊗ How to talk about condoms with your partner. Adapted from: Grieco, A. (1987) Cutting the risks for STDs. *Medical Aspects of Human Sexuality*. March issue.

### Additional resources:

- ⊗ EngenderHealth. (2003) Sexually transmitted infections web course. [www.engenderhealth.org/res/onc/sti/sti.pdf](http://www.engenderhealth.org/res/onc/sti/sti.pdf)
- ⊗ UNAIDS. (2000) Voluntary counseling and testing. Technical update. <http://www.poline.org/docs/169778>
- ⊗ Family Health International. (2003) Models of VCT Service Delivery. [www.fhi.org](http://www.fhi.org) > HIV/AIDS > Fact Sheets > Models of VCT Service Delivery
- ⊗ UNAIDS. (2002) HIV voluntary counseling and testing: a gateway to prevention and care – five case studies. [http://data.unaids.org/Publications/IRC-pub02/JC729-VCT-Gateway-CS\\_en.pdf](http://data.unaids.org/Publications/IRC-pub02/JC729-VCT-Gateway-CS_en.pdf)

## DAY 4:

### Handouts:

- ⊙ Course notes: Universal precautions.
- ⊙ Course notes: Management of occupational exposure.

### Additional resources:

- ⊙ EngenderHealth. (2001) Infection Prevention Online Course. [www.engenderhealth.org/ip/about/ip.pdf](http://www.engenderhealth.org/ip/about/ip.pdf)
- ⊙ Centers for Disease Control and Prevention. (2001) Updated US Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis. MMWR 2001; 50 (No. RR-11). [www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm](http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm)
- ⊙ UNAIDS. (2001) Counseling and voluntary testing for pregnant women in high HIV prevalence countries. [http://data.unaids.org/Publications/IRC-pub01/JC245-Couns\\_Test\\_en.pdf](http://data.unaids.org/Publications/IRC-pub01/JC245-Couns_Test_en.pdf)
- ⊙ WHO/UNICEF/UNAIDS. (1998) HIV and infant feeding: a guide for health care managers and supervisors. [http://www.who.int/nutrition/publications/HIV\\_IF\\_guide\\_for\\_healthcare.pdf](http://www.who.int/nutrition/publications/HIV_IF_guide_for_healthcare.pdf)
- ⊙ Understanding and challenging HIV stigma – a toolkit for action. (2003) Facilitator's guide. The CHANGE project. [www.changeproject.org/technical/hivaids/stigma.html](http://www.changeproject.org/technical/hivaids/stigma.html)
- ⊙ WHO/UNHCR. (2002) Clinical Management of Survivors of Rape - A guide to the development of protocols for use in refugee and internally displaced person situations. <http://whqlibdoc.who.int/publications/2004/924159263X.pdf>
- ⊙ Asia Pacific Network of People Living with HIV/AIDS. (2004) AIDS-related Discrimination in Asia. [http://www.synergyaids.com/documents/Asia\\_AIDSDiscrimination.pdf](http://www.synergyaids.com/documents/Asia_AIDSDiscrimination.pdf)
- ⊙ Engender Health. (2004) Reducing Stigma and Discrimination Related to HIV and AIDS: Training for Health Care Workers, Trainer's Manual and Participant's Handbook. <http://www.ponline.org/docs/273667>

## DAY 5:

### Handouts:

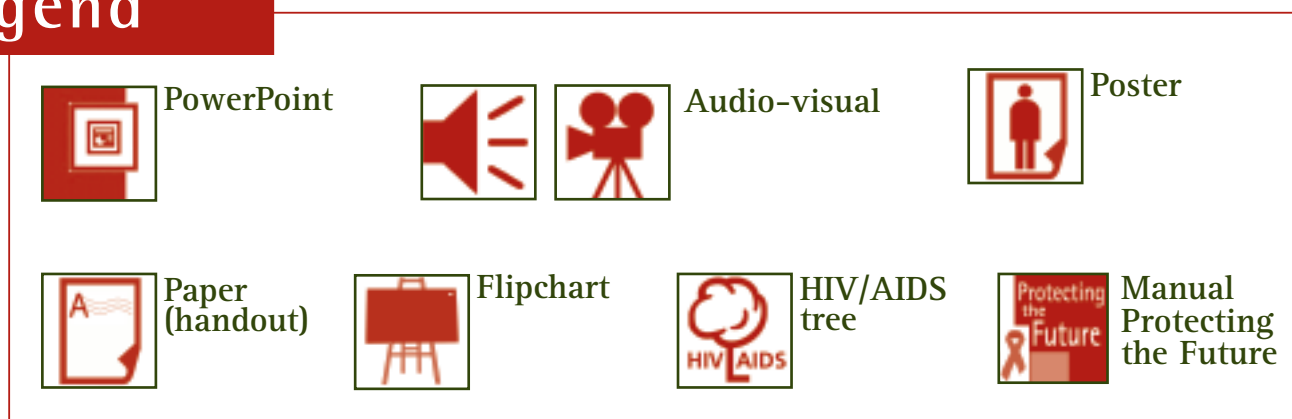
- ⊙ Course notes: Experiences of managing a support group.
- ⊙ From: EngenderHealth. (2001) HIV and AIDS online minicourse. Common side effects of antiretroviral drugs. <http://www.engenderhealth.org/pubs/courses/about-hiv-aids-minicourse.php>

### Additional resources:

- ⊙ Food and Agriculture Organization. (2002) Living well with HIV/AIDS. <http://www.fao.org/DOCREP/005/Y4168E/Y4168E00.HTM>
- ⊙ WHO. (undated) Caregiver booklet: A guide for patients, family members and community caregivers. [www.who.int/entity/3by5/publications/documents/en/IMA1\\_Caregiver.pdf](http://www.who.int/entity/3by5/publications/documents/en/IMA1_Caregiver.pdf)
- ⊙ WHO. (2002) Community home-based care in resource-limited settings. A framework for action. [http://www.who.int/hiv/pub/prev\\_care/isbn9241562137.pdf](http://www.who.int/hiv/pub/prev_care/isbn9241562137.pdf)
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## Legend



## Acronyms

<b>3TC</b>	Lamivudine	<b>HAART</b>	Highly active anti-retroviral therapy	<b>PLWA</b>	Person/people living with HIV/AIDS
<b>AIDS</b>	Acquired immune deficiency syndrome	<b>HIV</b>	Human immunodeficiency virus	<b>PMTCT</b>	Prevention of mother-to-child transmission
<b>ART</b>	Antiretroviral therapy	<b>IEC</b>	Information, education and communication	<b>SARS</b>	Severe acute respiratory syndrome
<b>ARVs</b>	Antiretroviral medicines	<b>MTCT</b>	Mother-to-child transmission	<b>STI</b>	Sexually transmitted infection
<b>AZT</b>	Zidovudine	<b>NRTI</b>	Nucleotide reverse transcriptase inhibitor	<b>TB</b>	Tuberculosis
<b>BCC</b>	Behavior change communication	<b>NNRTI</b>	Non-nucleotide reverse transcriptase inhibitor	<b>UNAIDS</b>	Joint United Nations Program on HIV/AIDS
<b>CDC</b>	Centers for Disease Control and Prevention	<b>NVP</b>	Nevirapine	<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>CSW</b>	Commercial sex worker	<b>PEP</b>	Post-exposure prophylaxis	<b>VCT</b>	Voluntary counseling and testing
<b>EFV</b>	Efavirenz	<b>PCP</b>	Pneumocystis carinii pneumonia	<b>WHO</b>	World Health Organization
<b>ELISA</b>	Enzyme-linked immunosorbent assay	<b>PI</b>	Protease inhibitor		

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“  
*This training has changed my way  
of thinking on HIV/AIDS. The testimonies and videos  
were a challenge to my life and career.*”  
(Kenya)