

Nursing Training Curriculum: HIV practice and reducing stigma

Facilitator version

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In conjunction with:

Horizons
Population Council
SHARAN
HRSA
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Center for Health and Behavior Training
NACO
JHPIEGO

Acknowledgements:



Population Council is an international non-profit, nongovernmental institution that seeks to improve the well-being and reproductive health of current and future generations around the world and to help achieve a humane, equitable, and sustainable balance between people and resources. The Council conducts biomedical, social science, and public health research and helps build research capacities in developing countries. Established in 1952, the Council is governed by an international board of trustees.

Horizons is a global operations research program designed to identify solutions to improve prevention, care and support programs, and service delivery. Horizons is implemented by the **Population Council** under a cooperative agreement with the US Agency for International Development. Horizons partners are the International Center for Research on Women (ICRW), the Program for Appropriate Technology in Health (PATH), the International HIV/AIDS Alliance, the University of Alabama at Birmingham, and Tulane University.

SHARAN is a New Delhi based non-governmental development organization. It has been involved in improving the lives of the urban poor communities since 1981. In order to empower the marginalized slum population, SHARAN's major areas of intervention include health care; prevention and management of drug use; education; HIV/AIDS and tuberculosis; income generation and cooperative banking projects.

This collaborative group provided the basis for much of the curriculum.

Center for Behavior Training (CHBT) is a part of the STD/HIV Program, a collaboration of the University of Rochester and the Monroe County Department of Health in Rochester, New York. The mission of the STD/HIV Program is to provide high quality, integrated STD and HIV prevention services to the most at-risk and under-served populations in Monroe County. The mission of the CHBT is to provide training and the prevention and management of STD/HIV/TB and in the use of science-based prevention to improve public health prevention programs.

CHBT has a copyright on the Stage-based Behavioral Counseling. We are reproducing portions of their curriculum with their permission

Health Resource and Service Administration (HRSA) HIV Bureau is a United States federal government bureau that oversees all HIV related programs. In collaboration with **Helen Miramontes, MSN, RN, FAAN** of University of California San Francisco, HRSA commissioned a nursing curriculum focusing on HIV and antiretrovirals to be used in resource-poor nations.

JHPIEGO is a not-for-profit international public health organization affiliated with Johns Hopkins University in Baltimore, MD. It has been working to improve the health of women and their families throughout the world. The organization's work spans a continuum of client-centered care from prevention to treatment in reproductive health and family planning, HIV/AIDS, maternal and neonatal health and cervical cancer.

National AIDS Control Organization (NACO) is a part of the Ministry of Health and Welfare of India. They are charged with the organization and formulation of policy and implementation of programs for prevention and control of HIV/AIDS in India.

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INTRODUCTION:

This curriculum was developed as a collaborative effort between Johns Hopkins University AIDS Service and the nursing staff and leadership at Sassoon Hospital Pune, India. Through several needs assessment meetings we jointly determined the content of this curriculum. We decided to employ various curricula that address the needs of the nursing staff. The developers of these curricula are: Population Council, Horizons, SHARAN, Center for Health and Behavioral Training, HRSA and Helen Miramontes, MSN, RN, FAAN.

Using a train-the-trainer model we hope that this curriculum can be used throughout India to increase knowledge about care for the HIV infected patient and to influence in a positive way the attitudes of those caring for HIV infected patients. We also hope this training will assist the participants in developing skills in clinical management and counseling for HIV infected patients.

The modules address HIV transmission, disease course, clinical management, confidentiality and stigma, and stage based behavioral counseling.

GOALS AND OBJECTIVES OF MODULES:

Goals:

- 1) To increase knowledge about HIV/AIDS; it's modes of transmission, prevention, disease course and clinical management.
- 2) To influence in a positive way the attitudes of participants toward caring for HIV infected patients
- 3) To assist the participant in developing skills in clinical management and counseling for HIV infected patients.

Objectives:

HIV Transmission

- Discuss modes of transmission
- Describe infection control measures including Universal Precautions
- Review the hospital's Post Exposure Prophylaxis policy and how to access it
- Brainstorm interventions to increase the protection of HCW when working with HIV infected patients

Disease Course

- Describe the natural history of HIV infection
- Define the relevance of CD4 count in immune decline
- List common opportunistic infections their treatment

Clinical Management

- Demonstrate assessment skills unique to caring for HIV patients
- Demonstrate knowledge in methods of treating HIV throughout the course of the disease in palliative care, prophylaxis and treatment.
- List medications available to treat HIV
- Describe the role of clinical trials in the treatment of HIV

Confidentiality/Stigma

- Describe your attitudes, values and prejudices and how they might affect how you care for HIV infected patients
- Describe the importance of confidentiality in caring for the HIV infected patient

Counseling

- Describe and demonstrate basic counseling skills
- Demonstrate ability to discuss prevention for positives and harm reduction with patients
- Describe and utilize brief interventions as a counseling methodology for patients and families

PROCEDURE FOR FACILITATING NURSING CURRICULUM:

Introductory Material:

1. Ensures that pre-test evaluation has been conducted on trainees
2. Sets out sign in sheet and nametags prior to arrival of participants
3. Introduces facilitator team to participants before beginning
4. Conducts Introductory Activity
5. Conducts Expectations Activity
6. Establishes ground rules
7. List of ground rules and expectations remain posted
8. Reviews curriculum with group
9. Assigns person each day to recap previous day/conducts recap sessions every day
10. Reminds group regularly about the importance of nursing in HIV care
11. Contacts Positive People network to establish speaker for Module 4
12. Gives group an agenda each day
13. Briefly reviews material from previous day each morning

Module 1: HIV transmission, Universal Precautions and PEP

1. Conducts myths or transmission exercise
2. Gives factual information on modes of transmission of HIV
3. Includes information on routes of transmission
4. Includes information on infectious and non-infectious bodily fluids
5. Leads a debriefing of the exercise
6. Brainstorm definition of universal precautions
7. Lectures using slides on Universal Precautions
8. Reviews checklist of infection control indicators
9. Reviews selection of protective barriers
10. Small group discussions on Universal Precautions at Sassoon using three questions
11. Administers PEP survey
12. Lectures using slides on PEP
13. Define occupational exposure
14. Describe risk of exposure to HCW
15. Discusses BJMC PEP policy
16. Discusses how to access PEP at Sassoon
17. Emphasizes the support needed to HCW after an exposure

18. Conducts case study activity on PEP/universal precautions
19. Leads a debriefing of exercise
20. Summarizes Module 1
Module 2: Disease Course
1. Lectures using slides on disease course
2. Defines HIV/AIDS/Opportunistic Infection/CD4/Viral Load
3. Describes natural history of HIV
4. Lists signs and symptoms of early and late disease
5. Discusses WHO classification system
6. Conducts WHO/OI activity
7. Debrief using key points from this module
Module 3: Clinical Management
<i>Opportunistic Infections:</i>
1) Introduces topic
2) Brainstorm common opportunistic infections and their symptoms
3) Lecture on Opportunistic Infections and management using slides
4) Breaks group into small groups of three for role play activity
5) Assigns each person role of nurse, patient, and observer
6) Conducts role play #1
7) Has one group demonstrates role play #1 with observer for that group reporting to entire group
8) Has observer from each group report to large group
9) Has group reconvene and asks them to switch roles
10) Conduct role play #2
11) Has one group demonstrate role play #2 with observer from that group reporting to entire group
12) Has observer from each group report to large group
13) Debrief using key points for this module
<i>Antiretroviral medications</i>
1) Introduces topic
2) Lectures using slides on Antiretroviral medications
3) Discusses side effects
4) Discusses guidelines for treatment
5) Discusses adherence issues
6) Brainstorms methods to assist patients with adherence to medications
7) Debrief using key points for module

<i>Nursing Care</i>
1) Introduces topic
2) Brainstorm meaning of Palliative Care
3) Lecture using slides on Palliative care and the Continuum of Care
4) Break into groups to conduct case scenarios on Palliative Care
5) Debrief using key points
Module 4: Stigma, Confidentiality and Partner Notification
1) Introduces topic
2) Have each participant write down definition of confidentiality
3) Group discussion allowing each person to give definition
4) Writes each definition on flip chart
5) Lectures using slides on confidentiality
6) Conducts case scenario activity (Ramu)
7) Debriefs activity discussing key points such as barriers on the ward, informed consent and human rights
8) Conducts stigma statement exercise (page 7 of module)
9) Ensures that group is respectful to all answers
10) Corrects myths if they arise
11) Lectures using slides on levels and forms of stigma
12) Briefs group about guest speaker
13) Has HIV positive person speak with a question and answer period
14) Brainstorms what a nurse can and should not do if stigma is to be reduced
15) Lecture using slides on partner notification and ethical issues
16) Debrief using key points
Module 5: Stage Based Counseling
1) Introduces topic
2) Brainstorms what is counseling
3) Brainstorms what counseling is not
4) Lecture using slides
5) Defines counseling
6) Lists counseling skills
7) Describes stage based behavioral counseling
8) Presents research on effectiveness of brief interventions
9) Breaks group into pairs to conduct role play scenarios
10) Allows each pair to conduct a counseling session
11) Debriefs asking questions in facilitator notes
12) Reviews counseling principles

Conclusion:

- 1) Has group members write down 5 things they learned in this training
- 2) Allows each person to read list
- 3) Writes list on board
- 4) Conducts groups discussion using following questions:
- 5) Asks group what went well for them in the training
- 6) Asks what will be challenges for their practice
- 7) Asks what enhanced confidence
- 8) Conducts post-test
- 9) Conducts evaluation of training (pg 12-14 immediately following this checklist) Print and administer to participants at the end of course
- 10) Presents certificates to participants (certificates can be printed from CD ROM)

**NURSING TRAINING FOR SASSOON HOSPITAL
PARTICIPANT EVALUATION**

1. For each module or activity listed in the left column, tick (✓) the box, which you found practical and useful for your daily nursing practice

	Very useful	Useful	Somewhat useful	Useless
HIV Transmission, Universal Precautions and PEP				
Disease Course				
Clinical Management				
Stigma, Confidentiality and Ethics				
Stage Based Counseling				

2. For each module or activity listed in the left column, tick (✓) the box, which you found informative

	Very Informative	Informative	Somewhat Informative	Not Informative
HIV Transmission, Universal Precautions and PEP				
Disease Course				
Clinical Management				
Stigma, Confidentiality and Ethics				
Stage Based Counseling				

3. Which module or part of the module, did you find especially difficult to understand? Why?

4. For each activity listed below, tick one box to indicate which activity you found most useful.

Type of Activity	Useful	Very Useful	Useless
Group Discussions			
Role plays			
Exercises			
Lectures			

5. To what extent were your expectations met?

6. What did you like the most about the training course?

7. What did you like the least about the training course?

8. Please offer any suggestions you might have about how would you change the curriculum?

9. How will you use what you gained from the training in your present work (List three ways)

10. Overall, what do you think about the participatory approach used during the training programme?

11. Please provide feedback for the facilitators:

For each question please circle 1-5

5= Strongly agree with statement

4= Agree with statement

3= Neither agree or disagree

2 = Disagree with statement

1 = Strongly disagree with statement

The facilitators were well prepared for all activities	5	4	3	2	1
The facilitators allowed for free expression of ideas	5	4	3	2	1
The facilitators met your expectations for the course	5	4	3	2	1
The facilitators were knowledgeable about the topic	5	4	3	2	1

Please provide your comments below:

12. Any other suggestions:

Overall rating:

Poor _____ Unsatisfactory _____ Average _____ Good _____ Excellent _____

Acronyms and Abbreviations

AIDS	Acquired Immunodeficiency Syndrome
HCW	Health Care Workers
HIV	Human Immunodeficiency Virus
NACO	National AIDS Control Organization
NGO	Non-Governmental Organization
PEP	Post Exposure Prophylaxis
PLHA	Person or People Living with HIV/AIDS
PLWHA	Persons Living with HIV or AIDS
PMTCT	Prevention of Mother To Child Transmission
SHARAN	Society for Urban Poverty
STD	Sexually Transmitted Diseases
STI	Sexually Transmitted Infection
UNAIDS	Joint United Nations Program on HIV/AIDS
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing
WHO	World Health Organization