

PN. ACT-294
105714

**AIDS AND FAMILY
PLANNING**



***THE ROLE OF THE
PRIVATE SECTOR
IN MALAWI***

PEER EDUCATOR'S CURRICULUM

PEER EDUCATORS TRAINING CURRICULUM
FOR THE WORK PLACE IN MALAWI

Designed and Developed

by

Cuthbert Q. Nyirenda

JSI/STAFH COMMUNITY SERVICES ASSOCIATE

APRIL, 1997



USAID Contract No. 623-0238-C-00-4058, Support to AIDS and Family Health (STAFH) Project 612-0238

B

TABLE OF CONTENTS

ACKNOWLEDGMENT.....	ii
INTRODUCTION.....	iii
THE DUTIES OF A PEER EDUCATOR IN THE WORK PLACE.....	iii
COURSE AIMS AND OBJECTIVES.....	iv
THE CURRICULUM UNITS.....	v
CONTENT SUMMARY.....	vi
UNIT 1: PEER EDUCATION IN THE WORK PLACE.....	1
PEER EDUCATION OVERVIEW.....	2
THE PEER EDUCATOR.....	3
UNIT 2: FAMILY PLANNING.....	5
UNIT 3: HIV/AIDS TRANSMISSION AND PREVENTION.....	11
HIV/AIDS CARE AND SUPPORT AT THE WORK PLACE.....	14
SEXUALLY TRANSMITTED DISEASES.....	16
UNIT 4: CONDOM USE.....	18
THE MALE CONDOM.....	19
HOW TO USE A CONDOM.....	20
UNIT 5 COMMUNICATION.....	22
COMMUNICATION OVERVIEW.....	23
METHODS OF COMMUNICATING MESSAGES.....	25
PLANNING PEER EDUCATION SESSIONS.....	26
CONDUCTING A PEER EDUCATION SESSION.....	27
UNIT 6: HIV/AIDS AND FIRST AID IN THE WORK PLACE.....	28
FIRST AID AT THE WORK PLACE.....	29
FIRST AIDER'S PRECAUTIONS AT THE WORK PLACE.....	30
EVALUATION.....	33
APPENDICES.....	34

ACKNOWLEDGMENT

I wish to extend my sincere thanks to all Advisors and Associates who directly contributed to the development of this curriculum by way of commenting on the document. Without their kind cooperation and support this important task would not have been accomplished on time.

A special word of thanks goes to Mrs. M. Smitson who spent sometime reviewing this document as part of her consultancy with JSI/STAFH Project.

Support for the development of this curriculum was provided by JSI-STAFH Project with funds from the U.S. Agency for International Development (USAID) under the cooperative agreement No. 623-0238-C-00-4058.

Cuthbert Q. Nyirenda

INTRODUCTION

Malawi presently faces two insidious health related challenges: the AIDS epidemic and a rapid growing population. Both the HIV/AIDS epidemic and high fertility rate are severely impacting private sector companies with added costs due to illness, absenteeism, funerals and retraining. Without sustained interventions, these two problems will retard Malawi's economic growth and development.

It is therefore, envisaged that the private sector companies could benefit in the future by investing in HIV/AIDS and Family Planning prevention interventions in the work places. One such intervention is the provision of peer education on HIV/AIDS and Family Planning. Peer education involves working with existing networks within the target communities by identifying key persons who can be trained to work amongst their peers (fellow workers).

The training of those who have been identified to be peer educators is necessary in order to effect behavioral change amongst their peers in the work place. This curriculum has been designed to impart prerequisite knowledge and skills peer educators need in order for them to perform their duties effectively and efficiently

DUTIES OF PEER EDUCATORS IN THE WORK PLACE

1. Plan peer education sessions on STDs/HIV/AIDS and Family Planning in the work place
2. Conduct peer education sessions on HIV/AIDS/STDs and Family Planning in the work place
3. Assist on the distribution of Information, Communication and Education materials in the work place.
4. Assist on the promotion and distribution of condoms in the work place.
5. Participate in meetings related to STD/HIV/AIDS and Family Planning in the work place
6. Reports peer education activities

AIMS AND OBJECTIVES

COURSE AIM: The course has been designed to prepare key persons in companies to become effective peer educators so that they can change and support the behavior of their colleagues to practice measures that can prevent STDs and HIV/AIDS transmission; and promote family planning.

OBJECTIVES: It is expected that at the end of the course:

1. The participants will have knowledge and understanding of the duties of peer educators in the work place.
2. The participants will motivate fellow employees to practice family planning work place.
3. The participants will effectively communicate essential knowledge of and practices that can help employees prevent the transmission of Sexually Transmitted Diseases (STDs) and HIV/AIDS.

THE CURRICULUM UNITS

The units in this document have been designed to allow the participants learn basic information and skills which they need in order to perform their role as peer educators in the work place. Each unit has the following parts:

- Subject aim** : A general statement of the basic knowledge and/or skill to be learnt
- Task:** : A related activity to be performed by the peer educator after completing the unit
- Specific Objective:** A statement of intent indicating what the learner should do at the end of each lesson.
- Content** : The substantive material such as concepts, facts, relationships, principles, topics to be learned and practiced.
- Trainers Activity:** Activities designed to help the trainer to impart essential knowledge and skill on the participants
- Teaching Methods:** Three categories of teaching methods have been indicated for use in this document and these include presentation or reception methods, practical teaching and discussion methods. The trainer can add other methods which can suit the situation at a particular time.

NB A pretest and posttest can be given at the beginning and end of the course

COURSE CONTENT

1. PEER EDUCATION AT THE WORK PLACE

- Definitions
- Benefits of peer education
- Sources of support for peer education
- Problems being addressed by peer educators
- The need for addressing these problems at the work place
- Duties of a peer educator
- Qualities of a peer educators

2. FAMILY PLANNING

- Definition
- Advantages of family planning
- Family planning methods
- Fears, rumors and misconceptions
- Family planning services at the work place
- Important peer education messages about family planning

3. STD AND HIV/AIDS PREVENTION

(a) HIV/AIDS

- Definitions
- Mode of HIV transmission
- Common signs and symptoms
- Risky behaviors
- Misconceptions and rumors
- Prevention
- Important peer education messages

(b) HIV/AIDS CARE AND SUPPORT AT THE WORK PLACE

- Definitions
- Time for HIV/AIDS care and support
- Reasons for HIV/AIDS care and support
- Living positively with HIV/AIDS

(c). STDs

- Definition
- Risky behaviors
- Common STDs
- Common signs and symptoms
- Dangers of STDs
- Measures of prevention and control
- Important peer education messages about STDs

4. HIV/AIDS AND FIRST AID

- **Majors concerns in first aid in relation to HIV transmission**
- **Precautions for first aider in the work place**
- **Things which workers should do when exposed to blood in the work place**

5. CONDOM USE

- **Definition**
- **The need for condom use**
- **Myths and misconceptions**
- **Role of peer educators in condom promotion**
- **Instruction for use, storage and disposal**

6. COMMUNICATION

- **Definition**
- **Types of communication**
- **Elements**
- **Barriers to effective communication**
- **Guidelines for effective communication**
- **Methods of communication**
- **Elements of a peer education lesson plan**
- **A peer education lesson plan**
- **Conducting a peer education session**

PEER EDUCATORS TRAINING COURSE

UNIT 1

PEER EDUCATION AT THE WORK PLACE

NUMBER OF HOURS: 1 HOUR

SUBJECT AIMS: Provide participants with the knowledge and understanding of the role and duties of peer educators at the work place

TASK: Describe duties of the a peer educator at the work place.

UNIT 1.1: PEER EDUCATION OVERVIEW

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Define the term 'peers' and 'peer education' (10 Minutes)</p>	<p>*Definition of terms</p> <ul style="list-style-type: none"> • Peers are individuals who are equal or similar in status of age, interests, goals, tasks, etc. • Peer education is the process of sharing information, ideas, opinions between/amongst people of similar status in terms of interests, age, goals, tasks for purposes of changing behaviour. 	<p>*Ask participants to define peers and peer education. <i>Comment</i> as appropriate. <i>Let</i> participants write down the definitions. <i>Emphasize</i> the fact that people are more willing to listen to and follow advice from their peers</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*Identify the benefits of peer education at the work place (10 Minutes)</p>	<p>*Benefits of peer education at the work place</p> <ul style="list-style-type: none"> • People are more likely to listen to their peers, especially if the peers are trained and more knowledgeable than they are. • Large numbers of employees can be reached at the work place • It does not require expense or transport since it occurs in the work place and reaches workers directly • Peer can meet and discuss at their own convenience • Privacy can be enhanced • It is easy to sustain as long as the company encourages it. 	<p>*Ask participants what they would consider to be the benefits of peer education in the work place. <i>Comment</i> as appropriate. <i>Summarise</i> the benefits for them and <i>give</i> a hand out</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*Identify the sources of support for peer education activities at the work place (10 Minutes)</p>	<p>*Sources of support for peer education activities</p> <ul style="list-style-type: none"> • Company management is of priority • ECAM • PVOs • AIDSEC • NFWC • NGOs e.g. Banja La Mtsogolo • MOH&P, JSI/STAFH Project 	<p>*Ask participants to list down the sources of support for peer education activities at the work place on flip chart. <i>Let</i> them indicate the kind of support they can get from each source. <i>Comment</i> as appropriate. <i>Summarise</i> with the participants. <i>Emphasize</i> more on peer educators getting support from the company's management.</p>	<p>Discussion</p>

UNIT 1.2: THE PEER EDUCATOR

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>* Mention the problems being addressed by peer educators at the work place (5 Minutes)</p>	<p>*Problems being addressed by peer educators at the work place</p> <ul style="list-style-type: none"> • Sexuality • Sexually Transmitted diseases including HIV/AIDS • Family Planning 	<p>*Ask participants to mention the problems they will be addressing through peer education. <i>Emphasize</i> more on STD/HIV/AIDS and family Planning</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*State the need for preventing HIV/AIDS at the work place through peer education. (10 Minutes)</p>	<p>*The need for preventing HIV/AIDS at the work place</p> <ul style="list-style-type: none"> • There is increased productivity of the company as workers are not absent due to illness or to caring for the sick relatives or attending funerals • The burden on companies of health care, burial expenses, death benefits, and pensions are reduced • There are no disruptions in production due to illness and loss of workers • The costs of retraining of workers are drastically reduced 	<p>*Ask participants on the need for preventing HIV/AIDS at the work place <i>Comment</i> as appropriate. <i>Give</i> a hand out</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*State the need for promoting family planning at the work place through peer education. (10 Minutes)</p>	<p>*The need for promoting family planning at the work place</p> <ul style="list-style-type: none"> • Workers are seldom preoccupied with family concerns and illness if their family size is small 	<p>*Ask participants on the need for and promoting Family Planning at the work place. <i>Comment</i> as appropriate. <i>Give</i> a hand out</p>	<p>Lecture/Discussion</p>

UNIT 1.2: THE PEER EDUCATOR

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*State the duties of a peer educator at the work place (10 Minutes)</p>	<p>*The duties of a peer educator at the work place</p> <ul style="list-style-type: none"> • Plans peer education sessions on STDs, HIV/AIDS and Family planning in the work place • Conduct peer education sessions in the work place • Assists on the distribution of information, education and communication materials • Assists on the promotion and distribution of condoms in the work place • Participates in meetings related to STDs, HIV/AIDS and Family Planning in the work place • Reports on peer education activities to management 	<p>*Ask participants to list down the duties they will be required to perform as peer educators. <i>Comment</i> as appropriate. <i>Give</i> them a copy of their job description and <i>go</i> through together with them. <i>Ask</i> the participant each why duty in the job description is important for them. <i>Comment</i> as appropriate.</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>* Identify the good qualities of a peer leader who can be trained as a peer educator (10 Minutes)</p>	<p>*Qualities peer leaders who can be trained as peer educators at the work place</p> <ul style="list-style-type: none"> • Should be liked, trusted and respected by colleagues • Should have a good sense of humour (getting along with people well) • Should be willing to volunteer • Should be ready to learn more about HIV/AIDS and Family Planning • Should have good communication skills • Be well dressed and presentable • Should be able to read and write 	<p>*Ask participants to list down the qualities of peer leaders who can be trained as peer educators. <i>Comment</i> as appropriate. <i>Summarise</i> the qualities. <i>Give</i> out a hand out</p>	<p>Lecture/Discussion</p>

Teaching Aids: A hand out, OHP, Flip Charts

Assessment Methods: Question and Answer

PEER EDUCATORS TRAINING COURSE

UNIT 2: **FAMILY PLANNING**

NUMBER OF HOURS 1½ HOURS

SUBJECT AIME Provide participants with the knowledge and understanding of modern family planning methods and their advantages

TASK Teach fellow employees on the benefits and methods of family planning for purposes of motivating them to practice family planning

UNIT 2 FAMILY PLANNING

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Define family planning (5 Minutes)</p>	<p>*Definition of family planning</p> <ul style="list-style-type: none"> • Family planning is a way of enabling couples and individuals to choose when to start having children, when to stop having children and the interval between birth <p>Family Planning enables people to avoid risk pregnancies known as the four Toos</p> <ol style="list-style-type: none"> 1. <i>Too early</i>: Pregnancies occurring in girls who are under 20yrs. At this age girls are too young and not yet developed 2. <i>Too late</i>: Pregnancies occurring in older women i.e 35 yrs and above 3. <i>Too soon</i>: Pregnancies occurring less than 3 yrs apart. Such pregnancies do not allow mothers to recover and babies do not have adequate time to breast feed. 4. <i>Too many</i>: Having more than four 	<p>*Ask participants to define family planning. <i>Comment</i> as appropriate</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*Explain the advantages of family planning to the child, mother and family and work place (15 Minutes)</p>	<p>*Advantages of family planning to:</p> <p>(a). To the child</p> <ul style="list-style-type: none"> • The child grows healthy. Infant illness and death is reduced • There is enough time for the child to breast feed • There is love between child and mother • The child gets enough attention during feeding and illness 	<p>*Ask participants to mention the advantages of family planning they know. <i>Comment</i> as appropriate. <i>Emphasize</i> on the benefits of family planning at the work place</p>	<p>Lecture/Discussion</p>

UNIT 2 FAMILY PLANNING

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Explain the advantages of family planning to the child, mother and family and work place (15 Minutes)</p>	<p>(b). To the mother</p> <ul style="list-style-type: none"> • Mother has adequate time to recover from effects of child bearing and pregnancy • She has time to complete vaccination schedules of her child • Mother has time to participate in national development and can have time to attend adult education <p>(c). To the Family</p> <ul style="list-style-type: none"> • There is more love among the couples e.g. freedom of sex because there is no fear of unwanted pregnancy • The family can better support a smaller family i.e. send the children to school, good clothing etc. • Parents can go to work or fields with free mind • Parents can participate fully in social, cultural and development activities <p>(d) The work place</p> <ul style="list-style-type: none"> • Workers will remain productive as they are not preoccupied with family concerns and illness if they practice family planning. • The rate of absenteeism is very low if the workers are not preoccupied with family concerns and illness • Companies social and health costs on workers due to maternal, infant and child illness and mortality related to high pregnancy rates are drastically reduced. 	<p>*Ask participants to mention the advantages of family planning they know. <i>Comment</i> as appropriate. <i>Emphasize</i> on the benefits of family planning at the work place</p>	<p>Lecture/Discussion</p>

UNIT 2 FAMILY PLANNING

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Describe the common modern family planning methods in Malawi emphasizing more on the condom (10 Minutes)</p>	<p>*Modern family planning methods</p> <ul style="list-style-type: none"> • Condoms and diaphragms • Depo provera • Noloplant • Pills • Foams/spermicides • Intrauterine devices or loop e.g. Copper T • Voluntary Sterilisation i.e. vasectomy and Tubal ligation 	<p>*Ask participants to make a list of these methods. <i>Comment</i> as appropriate. <i>Explain</i> what these methods are, how they prevent pregnancies, their advantages and disadvantages. <i>Show</i> them the contraceptives. <i>Emphasize</i> on the use of condom as a contraceptive as well as barrier to HIV infection.</p> <p>.....</p>	<p>Lecture/Discussion/ Demonstration</p>
<p>*Identify the fears, rumours and misconceptions people have about family planning methods (10 Minutes)</p>	<p>*Fears, rumours and misconception about family planning methods</p> <ul style="list-style-type: none"> • causes infertility • Leads to prostitution 	<p>*Ask participants to mention the fears , rumours circulating and misconceptions they have or have heard about family planning. <i>Comment</i> as appropriate</p> <p>.....</p>	<p>Discussion</p>
<p>*Mention the common causes of fears, rumours and misconceptions among individuals (10 Minutes)</p>	<p>*Causes of rumours, fears and misconceptions</p> <ul style="list-style-type: none"> • Inadequate or inaccurate information • Deliberate statements uttered by people who oppose family planning • Dissatisfied clients • Illiteracy 	<p>*Ask participants where they got the rumours, why they fear and why they have the misconception. <i>Comment</i> as appropriate</p>	<p>Discussion</p>

UNIT 2 FAMILY PLANNING

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Dispel the fears, rumours and misconceptions about family planning methods (30 Minutes)</p>	<p>*Dispelling fears, rumours and misconceptions about family planning methods</p> <ul style="list-style-type: none"> • Spend some time with an individual or a group of people to listen to their fears, rumours and misconceptions about family planning. Discuss each of these and tell them the truth about family planning and its advantages. Site existing examples like yourself as a peer educator or other known figures in society. Use the right message. 	<p>*Ask participants to brain storm on how they can dispel fears, rumours and misconceptions and come up with a feasible approach participants can take in dispelling these rumours. <i>Role play</i> a session for dispelling rumours, fears or misconceptions. <i>Comment</i> on each role play</p>	<p>Discussion</p>
<p>*Identify the family planning services the company can provide (5 Minutes)</p>	<p>*Family Planning services the company can provide</p> <ul style="list-style-type: none"> • Information, education and communication at company level about family planning • Clinic services providing: <ul style="list-style-type: none"> ⇒ Health Assessment including screening ⇒ Provision of broad range contraceptives • Providing a suitable place within the companies premises for FP activities • Identifying Family Planning clinics and referring clients to these clinics 	<p>.....</p> <p>*Clarify the possible Family Planning services the company can offer</p>	<p>Lecture/Discussion</p>
<p>*Identify the important peer education messages on family planning (5 Minutes)</p>	<p>*Important peer education messages on family planning</p> <ul style="list-style-type: none"> • Benefits of family planning to the child, mother, family and work place • Methods of family planning and where to get them 	<p>.....</p> <p>*Review the important messages to be included during a family planning lessons</p>	<p>Lecture/Discussion</p>

Teaching Aids: A variety of contraceptives, Demo pen, FP posters and FP charts

Assessment Methods: Question and Answer

PEER EDUCATORS TRAINING COURSE

UNIT 3

SEXUALLY TRANSMITTED DISEASES AND HIV/AIDS

NUMBER OF HOURS

4 HOURS

SUBJECT AIM

Provide participants with the knowledge and understanding of STDs and HIV/AIDS transmission and prevention which they can use to clear people's misconceptions/rumours about HIV/AIDS.

TASKS:

1. *Teach people in the work place on the transmission and prevention of STDs and HIV/AIDS.*
2. *Give advice to people in the work place on how to live positively with HIV/AIDS.*

UNIT 3.1: HIV/AIDS TRANSMISSION AND PREVENTION

OBJECTIVE	CONTENT	TRAINER'S ACTIVITY	TEACHING METHODS
<p>*Define HIV/AIDS (5 Minutes)</p>	<p>*Definitions</p> <ul style="list-style-type: none"> • HIV which stands for Human Immuno deficiency Virus is the causative organism of AIDS • AIDS which stands for Acquired Immuno Deficiency Syndrome is a disease whereby a person suffers from many opprtunistic infections due to the lowered body immune system 	<p>*Ask participants what they understand by HIV/AIDS and <i>comment</i> as appropriate. <i>Make</i> a clear distinction between HIV and AIDS</p>	<p>Lecture/Discussion</p>
<p>*State the routes through which HIV/AIDS is transmitted (10 Minutes)</p>	<p>*HIV/AIDS transmission</p> <ul style="list-style-type: none"> • Having sexual intercourse with an infected person • Use of unsterile needles, razor blades, which have infected blood • Transfusion with infected blood • Infected mothers to the baby before and during birth 	<p>*Ask participants to state the methods. <i>Comment</i> as appropriate . <i>Emphasize</i> on participants stating all the modes of transmission during peer education sessions.</p>	<p>Lecture/Discussion</p>
<p>*State the common signs and symptoms of HIV/AIDS (10 Minutes)</p>	<p>*Common signs and symptoms of HIV/AIDS These depend of the infection that attack the patient. A person with HIV infection can remain healthy for many years. In Malawi the most common AIDS related symptoms include;</p> <ul style="list-style-type: none"> • Persistent diarrhoea for more than a month • Significant weight loss of up to 10% of ones weight within a month or two • Prolonged fever for more than a month • Repeated chest infections eg TB and Pneumonia • Generalised skin rashes • Generalised enlargement of the glands • Oral thrush <p><i>Anybody may show these signs without being HIV infected and that it is important that blood is tested in order to determine one's HIV status.</i></p>	<p><i>Ask</i> participants what signs and symptoms they know. <i>Comment</i> as appropriate. <i>Give</i> them a hand out. <i>Emphasize</i> on the fact that anybody may show these signs without being HIV infected and that it is important that blood is tested in order to determine one's HIV status.</p>	<p>Lecture/Discussion</p>

UNIT 3.1: HIV/AIDS TRANSMISSION AND PREVENTION

OBJECTIVE	CONTENT	TRAINER'S ACTIVITY	TEACHING METHODS
<p>*Identify the risky behaviours leading to the transmission of HIV/AIDS (10 Minutes)</p>	<p>*Risk behaviours/factors leading to the transmission of HIV/AIDS</p> <ul style="list-style-type: none"> • Having sex with many partners without any form of protection • Having sex with individuals at risk such as bar girls • Having sexually transmitted diseases (STDs) and recurrent attacks • Receiving injections from untrained persons who may then use contaminated needles • Using unsterile skin piercing objects like razor blades, needles etc., that others have used. • Having children when the woman is known to be HIV positive. There is 50% chance that the baby will also be HIV+ 	<p>*Ask participants what behaviours put people at risk of getting infected with HIV <i>Comment as appropriate.</i> <i>Give them a hand out.</i></p>	<p>Lecture/Discussion</p>
<p>*Identify the misconceptions or rumours about HIV/AIDS transmission (20 Minutes)</p>	<p>*Misconceptions /Rumours about HIV/AIDS transmission</p> <ul style="list-style-type: none"> • You can get AIDS by shaking hands with people • You can get AIDS by walking with an infected person • You can get AIDS by staying in the same room with a person who has AIDS. • You can get AIDS through air ,water, the food we eat • Taking a capsule before sexual intercourse does protect you against aids . There is no medicine in capsule to protect you against AIDS There is no cure against AIDS. • You can get AIDS by using the same public toilet, telephones ,with an infected person. 	<p>.....</p> <p>*Ask participants first to tell you the misconceptions they have and hear from people . <i>Emphasize</i> that peer educators should give the facts about HIV / AIDS transmission to clear people's misconception. <i>Emphasize</i> that peer educators should avoid telling workers about those misconceptions the peer educator hear of but instead to focus learning about the workers issues.</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*Identify the cultural factors that influence HIV transmission</p>	<p>*Cultural factors (beliefs, values) that influence HIV transmission</p> <ul style="list-style-type: none"> • Chokolo, fisi, chimwanamayi, jando etc 	<p>*In small groups <i>ask</i> participants <i>identify</i> on cultural factors (beliefs and values) that influence HIV transmission and list them on the flip chart</p>	<p>Discussion</p>

UNIT 3.1: HIV/AIDS TRANSMISSION AND PREVENTION

OBJECTIVE	CONTENT	TRAINER'S ACTIVITY	TEACHING METHODS
<p>*Explain the ways of preventing HIV/AIDS (10 Minutes)</p>	<ul style="list-style-type: none"> • You can get AIDS by insect bite (mosquitoes, bed bugs) • You can get AIDS by stepping on infected persons clothes <p>*HIV /AIDS Prevention</p> <ul style="list-style-type: none"> • Abstainance from sex until marriage • Have only one faithful sexual partner • Use condoms • Not having sex with an infected person • Not becoming pregnant if infected • Not sharing piercing instruments such as needles, razor blades etc., • Avoid having unnecessary injections from untrained health personnel 	<p>.....</p> <p>*Ask participants which methods of HIV/AIDS prevention they know . <i>Comment</i> as appropriate . <i>Emphasize</i> on them including all methods of HIV/AIDS prevention in thier peer education sessions . <i>Emphasis</i> on condom use and where they can obtain them should be stressed in the peer education lessons.</p> <p>.....</p>	<p>Lecture /Discussion</p>
<p>*Identify important peer education messages on HIV/AIDS (10 Minutes)</p>	<p>*Important peer education messages on HIV/AIDS transmission and prevention at the work place.</p> <ul style="list-style-type: none"> • Tell employees the modes of transmission • Tell employees the methods of prevention with emphasis on abstinence and having only one uninfected partner • Tell them to use the condoms • Tell them to avoid risky partners such as bargirls 	<p>*Review the important peer education messages on HIV/AIDS</p>	<p>Lecture/Discussion practical</p>

UNIT 3.2: HIV/AIDS CARE AND SUPPORT IN THE WORK PLACE

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Define HIV/AIDS care and support at the work place (10 Minutes)</p>	<p>*Definition of HIV/AIDS care at the work place</p> <ul style="list-style-type: none"> • It is the physical, psycho-social, economic and spiritual care and support provided to people living with HIV/AIDS at the work place 	<p>*Ask participants what HIV/AIDS care and support at the work place is. <i>Comment</i> as appropriate. Give possible examples of physical, psycho-social, economic and spiritual care and support</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*State the time when HIV/AIDS care and support is needed at the work place (5 Minutes)</p>	<p>*Time to provide HIV/AIDS care and support at the work place</p> <ul style="list-style-type: none"> • When individuals are identified as being HIV+ • When HIV+ individuals start experiencing HIV/AIDS related symptoms • When people with HIV/AIDS and their families start experiencing the stress that accompanies this chronic disease. 	<p>Ask participants when this care and support is required. <i>Comment</i> as appropriate</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*State the reasons for providing HIV/AIDS care and support at the work place (5 Minutes)</p>	<p>*Reasons for HIV/AIDS care and support at the work place</p> <ul style="list-style-type: none"> • To alleviate the stress and boost the morale of the infected worker and the affected family rather than giving up • To lengthen the productive life of the infected worker 	<p>Ask participants on what they think could be the reasons for HIV/AIDS care and support in the work place. <i>Comment</i> as appropriate.</p>	

UNIT 3.2: HIV/AIDS CARE AND SUPPORT AT THE WORK PLACE

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Give advice on how people can live positively with HIV/AIDS at the work place (40 Minutes)</p>	<p>*How people can live positively with HIV/AIDS at the work place</p> <ul style="list-style-type: none"> • Maintain a positive attitude towards oneself and others • Do not blame others for the problem • Do not feel guilty or ashamed • Follow medical advice. This means <ul style="list-style-type: none"> ◊ Seek medical care quickly when infection appear ◊ Eat plenty of foods rich in proteins, vitamins and carbohydrates ◊ Get enough rest and do not get overtired ◊ Do not smoke or drink alcohol • Take enough exercise to keep fit (but not strenuous exercises) • Continue to work if possible • Occupy yourself with non-stressful activities • Accept both physical and emotional affection • Socialise with your friends and family • Seek counselling to maintain a positive attitude and talk about your feelings, whether angry, sad, blaming or hopeful • Always use a condom during sex • Avoid pregnancy as it may further lower the body's immunity 	<p><i>Ask</i> participants in small groups to brainstorm on what HIV infected persons can do in order to live positively with HIV/AIDS. <i>Comment</i> as appropriate. Give them a hand out. <i>Emphasize</i> on the fact that there is no harm in working with people who are HIV infected. <i>Show</i> them a video on "Living positively with AIDS"</p>	<p>Discussion</p>
<p>*Explain the need to live positively with AIDS (5 Minutes)</p>	<p>*The need to live positively with AIDS</p> <ul style="list-style-type: none"> • Person with HIV infection can make the most of their time at the work place and even extend it 	<p>*<i>Ask</i> participants on the need to live positively with AIDS. <i>Comment</i> as appropriate.</p>	<p>Lecture/Discussion</p>

Teaching Aids: Video on "Living Positively with AIDS"

Assessment Methods: Question and Answer

UNIT 3.3: SEXUALLY TRANSMITTED DISEASES

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
*Define "Sexually Transmitted Diseases" (5 Minutes)	*Definition of STDs A group of infectious diseases that are transmitted mainly through unprotected sexual intercourse	*Ask participants to define STDs and <i>comment</i> as appropriate. <i>Let</i> them write down the definition.	Lecture/Discussion
*Mention the risky behaviours leading to getting STDs (5 Minutes)	*Risk behaviours leading to getting STDs <ul style="list-style-type: none"> • Having more than one sexual partner • Having unprotected sex with an infected partner 	*Ask participants the risky behaviours they know. <i>Comment</i> as appropriate.	Lecture/Discussion
*Mention the common STDs (5 Minutes)	*The common STDs in Malawi <ul style="list-style-type: none"> • Gonorrhoea • Syphilis • Chancroid • Lymphogranuloma • Venereal warts 	*Ask participants to list down the common STDs they know. Emphasize use of venacular names. <i>Comment</i> as appropriate	Lecture/Discussion
*Mention the common signs and symptoms of STD (10 Minutes)	*Common signs and symptoms of STDs <ul style="list-style-type: none"> • Genital sores • Urethral discharge • Swollen scrotum • Swollen groin • Itching penis or vagina • Abnormal vaginal discharge • Lower abdominal pain in women • Pain when passing urine 	*Ask participants the signs and symptoms of STDs they know. <i>Comment</i> as appropriate. <i>Show</i> them slides or pictures of some of the common STDs	Lecture/Discussion
*State the dangers of STDs (10 Minutes)	*Dangers of STDs <ul style="list-style-type: none"> • The risk of infection with HIV is very high if either partner has an STD like syphilis, chancroid, herpes because of open sores, ulcers on or near the genitalia • STDs can lead to serious complications such as fertility, blindness, urethral rapture in gonorrhoea; and heart disease, mental illness in syphilis 	*Ask participant on the dangers of STDs they know. <i>Comment</i> as appropriate. <i>Emphasize</i> more on the relationship between STDs and HIV/AIDS	Lecture/Discussion

UNIT 3.3: SEXUALLY TRANSMITTED DISEASES

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Explain the measures of prevention and control of STDs (10 Minutes)</p>	<p>*Measures of prevention and control</p> <ul style="list-style-type: none"> • Persons with STDs should seek treatment immediately together with their partner (s). Failure to do this will result in a high number of reinfections • Abstain from sex during treatment or use a condom if you cannot abstain. • Persons with HIV infection should always use a condom to protect them and their partners from STDs • Have one faithful partner 	<p>*Ask the participants the measures of prevention they know. <i>Comment</i> as appropriate. <i>Emphasize</i> more on the ABC's of STD prevention; Abstaining from sex, Being faithful to along life partner, and Condom use with casual partners</p>	<p>Lecture/Discussion</p>
<p>*Identify important peer education messages on the prevention and control of STDs at the work place (15 Minutes)</p>	<p>*Important peer education messages for the prevention of STDs at the work place</p> <ul style="list-style-type: none"> • Encourage people to use condoms consistently and correctly every time they have sex • Encourage people to practice other safer sex behaviours eg forms on non penetrative sex • Encourage individuals especially the youth to abstain from or delay sexual intercourse until marriage • Encourage individuals to have only one faithful partner • Teach people on the kinds and dangers of STDs • Teach people about the signs and symptoms so that they can easily recognise them and seek prompt treatment • Tell people that if infected with an STD should notify their partner and refer them for treatment 	<p>.....</p> <p><i>Divide</i> the participants in small groups of 5-6. <i>Ask</i> them to compile STD prevention messages they would tell their peers at the work place. <i>Comment</i> as appropriate. <i>Summarise</i> the messages for them.</p>	<p>Discussion</p>

Teaching Aids: Slides on STDs, Slide Projector, posters and charts on STDs, a hand out

Assessment Methods: Question and Answer

PEER EDUCATORS TRAINING COURSE

UNIT 4

CONDOM USE

NUMBER OF HOURS: 1 HOUR

SUBJECT AIM: Provide participants with the knowledge and skill on the use of condoms as a method of HIV/AIDS/STDs prevention and family planning.

- TASKS:
1. Teach employees on the importance of and how to use the condom.
 2. Distribute condoms in the work place.

UNIT 4.1: THE MALE CONDOM

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Define male condom (5 Minutes)</p>	<p>* Definition of male condom</p> <ul style="list-style-type: none"> • A fine rubber sheath which a man puts on his erect penis just before having sex so that there is no direct contact with female body fluids and that male sperms and other body fluids are prevented from entering the vaginal canal of the woman. 	<p>*Ask participants to define a male condom in their own understanding. Comment as appropriate.</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*Explain the need for using condoms (10 Minutes)</p>	<p>*The need for using condoms</p> <ul style="list-style-type: none"> • It is a contraceptive. It helps in the prevention of unwanted or unplanned pregnancy. • It prevents the transmission of STDs and HIV/AIDS • Encourages male participation in family planning • Delays ejaculation especially with men who have a problem of premature ejaculation 	<p>*Ask participants on the importance of using condoms. Comment as appropriate. Emphasize the need for condom use in the prevention of STDs/HIV/AIDS and a contraceptive</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*Identify the common myths and misconception about condoms (10 Minutes)</p>	<p>*Common myths and misconceptions</p> <ul style="list-style-type: none"> • The size of the HIV is so small that it can pass through the condom • Condoms often break during sex • Condoms that arrive in Malawi are not big enough • Condoms ruin sex 	<p>Ask participants on the myths and misconceptions they have or have heard. Comment as appropriate. Clarify these myths and misconceptions. Present findings of the study on the use of condoms among married partners</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*State the role of peer educators in condom promotion at the work place (5 Minutes)</p>	<p>*Role of peer educators in condom promotion at the work place</p> <ul style="list-style-type: none"> • Give correct information about condoms • Distributes and sells condoms to fellow employees • Keeps proper records of condoms issued or sold 	<p>*Ask participants what they think would be their role in condom promotion at the work place. Clarify their role.</p>	<p>Lecture/Discussion</p>

UNIT 4.2: HOW TO USE A CONDOM

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Explain the instructions to be given to people on the use of the condom (10 Minutes)</p>	<p>*Instructions for condom use</p> <ul style="list-style-type: none"> • When to use <ul style="list-style-type: none"> ◊ Every time you want to have intercourse • How to use <ul style="list-style-type: none"> ◊ Check the colour of the condom packet and the expiry date ◊ Check condom packet for holes by pressing the packet ◊ Remove condom from the packet ◊ With one hand pinch the tip of the condom with thumb and finger to expel air before putting it on ◊ With the other hand put the condom on the end of the erect penis and roll it all the way down before it goes near the vagina or have your partner put the condom on you ◊ If you are not circumcised, pull the foreskin back ◊ Immediately after ejaculation, hold the rim of the condom at the base of the penis and take the penis out of the vagina before it loses erection. ◊ Wrap the used condom in paper and dispose of it either in a latrine or burn it. ◊ Do not use the condom more than once ◊ Avoid lubricants • Storage of condoms <ul style="list-style-type: none"> ◊ Condoms should be stored in a cool, dry, dark place. In such conditions they can last for more than 3 years. ◊ Do not store condoms in wallets or pockets ◊ Heat, direct sunlight, humidity, mould and water can damage or weaken condoms ◊ If the company stocks some condoms always use first, those which were manufactured earlier 	<p>*Ask participants on what instructions they can give to their fellow employees on how to use a condom. <i>Comment</i> as appropriate. <i>Give</i> a hand out.</p>	<p>Lecture/Discussion/ Demonstration</p>

UNIT 4.2: HOW TO USE A CONDOM (Cont.)

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Explain the instructions to be given to people on the use of the condom (cont.,)</p> <p>*Demonstrate on how to use a condom (20 Minutes)</p>	<ul style="list-style-type: none"> • Disposal of condoms <ul style="list-style-type: none"> ◊ Dispose condoms in a pit or latrine ◊ Wrap it in a piece of paper and flush it ◊ You can burn the condoms after use ◊ Wash hands with soap after use *Procedure on how to use a condom <i>Show on how to use a condom by:</i> <ul style="list-style-type: none"> ◊ Checking the colour of the condom packet and the expiry date ◊ Checking condom packet for holes by pressing the packet ◊ Removing the condom from the packet ◊ With one hand pinching the tip of the condom with thumb and finger to expel air before putting it on ◊ With the other hand putting the condom on the end of the demo penis and rolling it all the way down. ◊ Informing the group that if user is not circumcised, he should pull the foreskin back ◊ Informing the group that immediately after ejaculation, the user should hold the rim of the condom at the base of the penis and take the penis out of the vagina before it loses erection. ◊ Wrap the used condom in paper and dispose of it either in a latrine or burn it. ◊ Do not use the condom more than once 	<p>*Ask participants on what instructions they can give to their fellow employees on how to use a condom. <i>Comment</i> as appropriate. <i>Give</i> a hand out.</p> <p>.....</p> <p>*Ask participants to recall the instructions on how to use the condom. <i>Demonstrate</i> the procedure. <i>Ask</i> each participant for any questions. <i>Ask</i> each participant to make a return demonstration. <i>Comment</i> on each demonstration</p>	<p>Lecture/Discussion/ Demonstration</p> <p>Lecture/discussion/ Demonstration</p>

Teaching Aids: Male Condoms, Demo Penis and Hand out

Assessment Methods: Question and Answer, Practical Observation

PEER EDUCATORS TRAINING COURSE

UNIT 5: **COMMUNICATION**

NUMBER OF HOURS: 9 HOURS

SUBJECT AIM: Impart on participants knowledge and skill for communicating peer education messages.

- TASKS:*
- 1. Plan for a peer education session.*
 - 2. Conduct a peer education session on STDs, HIV/AIDS and Family Planning in the work place.*

UNIT 5.1: COMMUNICATION OVERVIEW

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
*Define communication (5 Minutes)	*Definition of Communication <ul style="list-style-type: none"> • Communication is the process of sharing information, ideas, experiences, feelings etc., with others in order to change behaviour so that workers can adopt measures to prevent HIV/AIDS and STDs transmission and promote family planning 	<i>Ask</i> participants to define communication. <i>Comment</i> as appropriate. <i>Emphasize</i> the importance behavioural change in communicating peer education messages in the work place	Lecture/Discussion
*Mention the types of communication (10 Minutes)	*Types of communication <ul style="list-style-type: none"> • One way communication • Two way communication • Closed communication • Open communication 	* <i>Explain</i> one-way and two-way communication. <i>Give</i> examples of both <i>Emphasize</i> on the use of two-way communication in peer education.	Lecture/Discussion
*Mention the elements of the communication process (10 Minutes)	*Elements of the communication process <ul style="list-style-type: none"> • The Source: the person who brings the message to the employers. In this case the peer educator. • The Message: This is the information, idea, feeling that is being communicated to. • Channel: Is the means by which the message is transmitted from the source to the receiver. • The Receiver: This refers to the person to whom the message is being communicated to. In this case a fellow employee. • Feedback: The message sent back to the source. 	* <i>Ask</i> participants what they consider to be the elements of the communication process. <i>Comment</i> as appropriate. <i>Go</i> through each element thoroughly.	Lecture/Discussion

UNIT 5.1: COMMUNICATION OVERVIEW

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Identify the barriers to effective communication (20 Minutes)</p>	<p>*Barriers to effective communication The most common barriers include;</p> <ul style="list-style-type: none"> • The worker may not understand the language • The worker may be tired, busy, ill, or has pain • The worker does not trust the peer educator • Differences in social class/status • Different sex • Different beliefs and values about FP and STD/HIV • Some workers may be illiterate • Inaccurate information • Inattention • Information overload 	<p>Divide participants into small groups. Ask them to list down communication barriers they are likely to meet. Let them brainstorm how these barriers could be eliminated/avoided. Comment as appropriate. Give them a handout summarising the communication barriers</p> <p>.....</p>	<p>Discussion</p>
<p>*State the guidelines for effective communication with fellow employees (10 Minutes)</p>	<p>*Guidelines for effective communication</p> <ul style="list-style-type: none"> • Communicate clearly: Make your message and conversation as clearly and as simple as possible. Communicate the important and essential information only • Ask for feedback: Ask for ideas, comments and suggestion from your peers. Insist on feedback from your peers in all communication. • Listen actively: Listen actively to the ideas, suggestions, comments from your peers. Try to understand their point of view. • Understand others mood: Be aware of your peers mood and attitude that may be affecting communication • Ask questions: Ask your peers questions to make sure they understand your message and that you understand their message 	<p>*Ask participants what would make communication effective. Give them a hand out. Clarify the points in the hand.</p> <p>.....</p>	<p>Lecture/Discussion</p>

UNIT 5.2: METHODS OF COMMUNICATING MESSAGES

OBJECTIVE	CONTENT	TRAINER'S ACTIVITY	TEACHING METHODS
<p>*List the common methods for communicating peer education messages at the work place. (5 Minutes)</p>	<p>*Common methods for communicating on messages</p> <ul style="list-style-type: none"> • Talks to individuals and groups • Demonstrations • Discussions • Role plays • Counselling (one to one) 	<p><i>Ask</i> participants to mention the methods they know. <i>Comment</i> as appropriate.</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*Describe the procedure of each method of communicating peer education messages (120 Minutes)</p>	<p>*Procedure of each method of communicating peer education messages (see details attached)</p>	<p><i>*Demonstrate</i> each method. <i>Ask</i> participants to make a return demonstration on each method. <i>Comment</i> as appropriate on each return demonstration</p>	<p>Lecture/Discussion</p>

UNIT 5.3: PLANNING A PEER EDUCATION SESSION

OBJECTIVE	CONTENT	TRAINER'S ACTIVITY	TEACHING METHODS
<p>*List down the elements of a good peer education lesson plan. (20 Minutes)</p>	<p>*Elements of a good peer education lesson plan</p> <ul style="list-style-type: none"> • Target Group. • Topic eg HIV/AIDS prevention, Benefits of family planning • Time • Specific Objectives (what you want your peers to do at the end of the lesson) • Content (List down up to date information of the subject to be communicated to.) • Teaching methods. • Teaching Aids. eg condoms, poster, charts 	<p>*Ask participants on the elements of a lesson plan they know. <i>Comment</i> as appropriate. <i>Ask</i> them to take notes. <i>Emphasize</i> in the importance of time and specific objectives.</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*Prepare a peer education lesson plan (30 Minutes)</p>	<p>*A peer education lesson plan</p> <ul style="list-style-type: none"> • Choose a topic • Write down the specific objectives • List down the content according to the objectives • List down the methods to be used • Determine the time for the lesson • Identify the teaching methods to be used • Identify the teaching aids to be used eg condoms, STD/FP posters and charts 	<p>*Review the elements of a good peer education lesson plan. <i>Give</i> participants a sample of a lesson plan. <i>Let</i> them comment as appropriate. <i>Ask</i> them in small groups to prepare lesson plans on HIV/AIDS transmission; HIV/AIDS prevention; STD prevention; Benefits of family planning. <i>Discuss</i> the plans with the participants</p> <p>.....</p>	<p>Lecture/Discussion/ Practical</p>

UNIT 5.4: CONDUCTING A PEER EDUCATION SESSION

OBJECTIVE	CONTENT	TRAINER'S ACTIVITY	TEACHING METHODS
<p>*Conduct a peer education session on the identified topics (5Hours)</p>	<p>*Conducting a peer education session</p> <ul style="list-style-type: none"> • Greet the audience • Introduce yourself • State the topic • State the specific objectives • Ask the audience what they know about the topic/problem • Present the message step by step • Summarise the session at the end by mentioning the important points of the lesson • Let audience ask you questions • Ask the audience question to assess if they have understood 	<p>*Ask each participants to conduct a peer education session. Let other evaluate the presentation using the checklist. Comment as appropriate.</p> <p>.....</p>	<p>Lecture/Demonstration/ Practical</p>

Teaching Aids: Hand outs, sample lesson plan, checklist for each peer education method

Assessment Methods: Question and Answer, Practical Observation

PEER EDUCATORS TRAINING COURSE

UNIT 6

HIV/AIDS AND FIRST AID IN THE WORK PLACE

NUMBER OF HOURS

1 1/2 HOURS

SUBJECT AIM

Provide participants with knowledge and understanding of the measures to prevent HIV transmission to people providing first aid in the work place.

TASK:

Teach employees the measures to prevent HIV transmission while providing first aid in the work place

UNIT 6.1: FIRST AID IN THE WORK PLACE

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Review the modes of HIV transmission (10 Minutes)</p>	<p>*Modes of HIV transmission</p> <ul style="list-style-type: none"> • Having sexual intercourse with an infected person • Use of unsterile needles, razor blades, which have infected blood • Transfusion with infected blood • Infected mothers to the baby before and during birth 	<p>*Ask participants to recall the modes of HIV transmission. <i>Comment</i> as appropriate. <i>Remind</i> them on the misconceptions regards transmission <i>Emphasize</i> on participants stating all the modes of transmission during peer education sessions.</p> <p>.....</p>	<p>Lecture/Discussion</p>
<p>*Mention the major concerns in first aid in relation to HIV transmission (10 Minutes)</p>	<p>*Major concerns in first aid and HIV transmission</p> <p>(a). Mouth to Mouth Resuscitation</p> <ul style="list-style-type: none"> • A worker who is unconscious and no longer breathing spontaneously may require mouth to mouth resuscitation. • Resuscitation must be started immediately. • Mouth to mouth resuscitation is a life saving procedure and should not be withheld through fear of contracting HIV or other infections • HIV infection through mouth to mouth resuscitation has not been reported. Although not substantiated, there is a theoretical risk that HIV could be transmitted if the person in need of mouth to mouth resuscitation is bleeding from the mouth. <p>(b). Bleeding</p> <ul style="list-style-type: none"> • Workers who are bleeding require immediate attention • The first aider must not hesitate to help them as some wounds may be life threatening 	<p>*<i>Explain</i> to participant the need for mouth to mouth resuscitation and controlling bleeding as part of first aid in the work place. <i>Emphasize</i> on life saving of the victims.</p>	<p>Lecture/Discussion</p>

UNIT 6.2: THE FIRST AIDER'S PRECAUTIONS IN THE WORK PLACE

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Explain precautions a first aider should take when giving first aid to avoid the risk of HIV transmission in the work place (30 Minutes)</p>	<p>*First aider's precautions when giving first aid in the work place</p> <p>(a). Mouth to Mouth Resuscitation</p> <ul style="list-style-type: none"> • A first aider should use a clean cloth or hand kerchief, when available to wipe away any blood from the person's mouth <p>(b). Bleeding</p> <ul style="list-style-type: none"> • The first aider should instruct the person bleeding to apply pressure to the wound himself or herself using a clean thick cloth • If he/she is unconscious or uncooperative, or if the wound is too large or located in a place the person cannot reach, the first aider should apply pressure to the wound with a clean cloth or clothes or another barrier, avoiding direct contact with the blood. • Gloves or plastic bags (e.g. empty sugar bags) should be used if available. However, since bleeding may be life threatening, the absence of gloves should not be used as reason to withhold first aid. • The first aider should not allow blood come into contact with his/her eyes, mouth or any sore or lesion • The first aider should not touch his/her own eyes or mouth if his/her hands are contaminated with blood. • The first aider should always wash hands with soap and water as soon as possible 	<p>*Ask participants what precautions to workers should take when giving first aid in the form of mouth to mouth resuscitation and controlling bleeding. <i>Comment</i> as appropriate. <i>Emphasize</i> more on a first aider voiding body contact with blood and other body fluids of the victim. Give participant a hand out.</p>	<p>Lecture/Discussion</p>

UNIT 6: THE FIRST AIDER'S PRECAUTIONS IN THE WORK PLACE

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*Explain precautions a first aider should take when giving first aid to avoid the risk of HIV transmission in the work place</p>	<p>*First aider's precautions when giving first aid in the work place (cont.,)</p> <p>(c). Cleaning up blood spills</p> <ul style="list-style-type: none"> • Spilt blood should be cleaned up using a cloth, rag, paper towel, or sawdust or any any other absorbent materials soaked in 0.5 % chlorine bleach (solution). Direct skin contact with the blood should be avoided. • The cloth, rag, paper towel, or any absorbent material that has been used for cleaning spilt blood should then be disposed of in a plastic bag, burnt or buried • The area contaminated with blood should then be washed with a disinfectant • If possible rubber gloves or plastic bags should be worn when cleaning spilt blood • Hands should be washed with soap and water after cleaning up blood or other body fluids • Clothes or cloths that are visibly contaminated with blood should be handled as little as possible • Place or transport the clothes or cloths in leak proof bags. They should soaked (decontaminated) in 0.5 % chlorine solution and then washed with soap and hot water for 25 minutes • First aiders should be careful with broken glass or other sharp objects that may be in the accident area. They should ensure that any open cuts, wounds they have are covered while they are providing first aid 	<p>*Ask participants what precautions to workers should take when giving first aid in the form of mouth to mouth resuscitation and controlling bleeding. <i>Comment as appropriate. Emphasize more on a first aider avoiding body contact with blood and other body fluids of the victim. Give participant a hand out.</i></p>	<p>Lecture/Discussion</p>

UNIT 6: FIRST AID AT THE WORK PLACE

OBJECTIVE	CONTENT	TRAINERS ACTIVITY	TEACHING METHOD
<p>*State what workers should do when exposed to blood (10 Minutes)</p>	<p>*What workers should do when exposed to blood</p> <ul style="list-style-type: none"> • Wash the affected area with soap and water as soon as possible. Exposed mucous membranes should be washed with water • A first aider who is injured by a sharp object that is contaminated with blood should encourage bleeding, wash the wound thoroughly with soap and water. If appropriate apply a clean cloth or bandage. 	<p>*Ask participants what one should do when exposed to blood in the work place. <i>Comment</i> as appropriate. <i>Give</i> them a hand out</p>	<p>Lecture/Discussion</p>

Teaching Aids:

Hand out

Assessment Methods:

Question and Answer

EVALUATION

Why Evaluate?

As peer education activities gather momentum, managers will need to know how effective the program has been for the promotion of safer behavioral practices to reduce HIV/AIDS and STDs and adopt Family Planning methods. Managers can use this information to improve the program. From time to time, external evaluators from government or donor agencies may also come to request this information. Most importantly, observation of the impact of peer education on the workers would be a powerful source of motivation for the key peer leaders and also the employees.

What should be evaluated?

As the peer education goal is to increase awareness about HIV/AIDS and Family Planning and to subsequently change behavior, the indicators of success must be derived from knowledge levels of workers and their behavior. Because behavior change results from the ability of an individual to accurately assess himself or herself at risk, it is important to include risk assessment as an indicator of success. Benefits of family planning must be understood and recognized before a choice is made of family planning methods.

What are the evaluation indicators?

- Attendance and frequency of peer education meetings
- Knowledge of STDs symptoms
- Knowledge of HIV transmission and prevention
- Knowledge that infected people can look healthy
- Perception of risk
- Belief that there is no treatment for AIDS
- Knowledge of AIDS fatality
- Availability of condoms
- Increased demand in condom use
- Established referral systems for STD treatment
- Knowledge of family planning benefits
- Knowledge of family planning methods
- Workers practicing family planning after training on FP

How should the program be evaluated?

A baseline survey should be conducted before workplace programs on HIV/AIDS, STDs and Family Planning begin. Before training it is necessary to give a pretest to assess participants present level of knowledge and a post test to assess level of knowledge gained.

DAY 1.

8.00 - 8.30 am	OPENING REMARKS *Introduction *Course aims and objectives *Training schedule *Logistics
8.30 - 9.30 am	PEER EDUCATION IN THE WORK PLACE <ul style="list-style-type: none"> • Definitions • Benefits of peer education • Sources of support for peer education • Problems being addressed by peer educators • The need for addressing these problems at the work place • Duties of a peer educator • Qualities of a peer educators
9.30 - 10.00 am	BREAK
10.00-11.30	FAMILY PLANNING <ul style="list-style-type: none"> • Definition • Advantages of family planning • Family planning methods • Fears, rumors and misconceptions • Family planning services at the work place • Important peer education messages about family planning
12.00-1.00	LUNCH
1.00-2.00 p.m.	HIV/AIDS TRANSMISSION AND PREVENTION <ul style="list-style-type: none"> • Definitions • Mode of HIV transmission • Common signs and symptoms • Risky behaviors • Misconceptions and rumors • Prevention • Important peer education messages
2.00 - 2.30 p.m.	Small Group Activity 1 <i>*Identify the rumors and misconceptions that you have or you have heard about HIV/AIDS transmission</i>
2.30 - 3.00 p.m.	Plenary
3.00 - 3.30 p.m.	BREAK

3.30 - 4.30 p.m.

HIV/AIDS AND FIRST AID IN THE WORK PLACE

- Major concerns in first aid in relation to HIV transmission
- Precautions for first aider in the work place
- Things which workers should do when exposed to blood in the work place

DAY 2.

8.00 - 9.00 am

HIV/AIDS CARE AND SUPPORT AT THE WORK PLACE

- Definitions
- Time for HIV/AIDS care and support
- Reasons for HIV/AIDS care and support
- Living positively with HIV/AIDS

9.00 -10.00 am

Video show on "Living positively with HIV/AIDS" followed by group comments

10.00-10.30 am

BREAK

10.30-11.30 am

SEXUALLY TRANSMITTED DISEASES

- Definition
- Risky behaviors
- Common STDs
- Common signs and symptoms
- Dangers of STDs
- Measures of prevention and control
- Important peer education messages about STDs

11.00 - 12.00 Noon

Slide show on common STDs

12.00-1.00 p.m.

LUNCH

1.00-2.00

CONDOM USE

- Definition
- The need for condom use
- Myths and misconceptions
- Role of peer educators in condom promotion
- Instructions for use, storage and disposal

2.00-3.00 p.m.

CHISHANGO CONDOM AND SOCIAL MARKETING

3.00-3.30 p.m.

BREAK

3.30-4.30 p.m.

COMMUNICATION OVERVIEW

- Definition
- Types of communication
- Elements
- Barriers to effective communication
- Guidelines for effective communication

4.30 - 5.00

Days Summary/Evaluation

DAY 3.

8.00 - 9.30 am

COMMUNICATION METHODS

- Talks
- Discussion
- Demonstration
- Role play
- Counseling

9.30-10.00 am

PEER EDUCATION LESSON PLAN

- Elements of a peer education lesson plan
- A sample lesson plan

10.00-10.30 am

BREAK

10.30-11.00 am

Small group Activity 2

Prepare lesson plans on STDs/HIV/AIDS Transmission and prevention; Benefits of Family Planning; Family Planning methods; How to use a condom; Danger of STDs

11.00-12.00

Plenary

1.30- 4.30 p.m.

PRACTICAL

Conducting peer education sessions

4.30 - 5.00 p.m.

Days Summary/Evaluation

Course Evaluation

Wrap Up

CLOSE

Give your assessment of each presentation covered today

Score

9,8,7,
(Very Successful)

6,5,4,
(Successful)

3,2,1
(Unsuccessful)

Instructions:

Choose the number which you think describes how successful each presentation was. Write the number you have chosen in front of each topic you have learned.

Day 1

- 1. Peer Education in the Work Place
- 2. Family Planning
- 3. HIV/AIDS Transmission and Prevention
- 4. HIV/AIDS and First Aids in the work place

Day 2

- 1. HIV/AIDS Care and Support in the Work Place
- 2. Video Show (Living Positively with Aids)
- 3. Sexually Transmitted Diseases
- 4. Condom Use
- 5. CHISHANGO Condom and Social Marketing
- 6. Introduction to communication

Day 3

- 1. Communication Methods
- 2. Conducting a Peer Education Session

APPENDIX 3 OVERALL COURSE EVALUATION QUESTIONNAIRE

Instructions:

Please answer the following questions by either ticking (✓) or writing in the spaces provided. Your name is not necessary. This is aimed at getting information which would help us improve on future courses. Thank you for your openness.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>
WORKSHOP OBJECTIVES			
1. The course objectives were clear	_____	_____	_____
2. The course objectives have been achieved	_____	_____	_____
PAPERS AND PRESENTATIONS			
3. Topics of the presentations were relevant to the problems of STDs, HIV/AIDS and those related to pregnancies	_____	_____	_____
4. Contents of the papers and presentations were informative	_____	_____	_____
5. Information was clearly presented	_____	_____	_____
6. As a result of the course, I am better informed about STDs, HIV/AIDS and family planning	_____	_____	_____
7. The teaching methods were appropriate	_____	_____	_____
8. As a result of the course, I am better informed about how I can help my fellow workers on how to prevent STDs, HIV/AIDS and how to promote family planning	_____	_____	_____
LOGISTICS			
8. The venue was appropriate for this course	_____	_____	_____
9. There was an appropriate length of time for the course	_____	_____	_____

**Strongly
Agree**

Agree

Disagree

DISCUSSIONS

- | | | | | |
|-----|--|-------|-------|-------|
| 10. | Sufficient time was given for questions and discussions | _____ | _____ | _____ |
| 11. | The small group discussions provided an important opportunity for us to discuss the issues at length | _____ | _____ | _____ |
| 12. | An opportunity was given during the course to put new knowledge and skills into practice | _____ | _____ | _____ |

OTHERS

13. Which aspect of the course impressed you most favorably?
- _____
- _____
- _____
14. Which aspects of the course impressed you least favorably?
- _____
- _____
- _____
15. What can we do better next time to improve the peer educators course?
- _____
- _____
- _____

PEER EDUCATION

- 1. Pee education is the process (formal or informal) of sharing information, ideas, opinions about family planning and HIV/AIDS including STDs between/amongst people of similar status in terms of interests, age, goals, tasks for purposes of changing behavior TRUE/FALSE
- 2. Mention any four duties of peer educators on family planning and HIV/AIDS in the work place
.....
.....
.....
.....

FAMILY PLANNING

- 3. What is family planning?
.....
.....
.....
- 4. What are the benefits of family planing? Mention any four.
.....
.....
.....
- 5. Like the HIV/AIDS epidemic, fertility rate is severely impacting private companies with added costs due to illness, absenteeism. funerals and retraining. TRUE/FALSE
- 6. An investment in family planning does not reduce pregnancy and birth related illness; and does not lower social and health costs to businesses and employees in areas such as housing, schools, health and other social support services. TRUE/FALSE
- 7. Workers are seldom preoccupied with family concerns and illness if their family size is small TRUE/FALSE

HIV/AIDS TRANSMISSION AND PREVENTION

- 8. AIDS is caused by a virus called HIV TRUE/FALSE
- 9. List down any four ways through which the AIDS virus is transmitted from one person to another.
.....
.....
.....
- 10. Mention any four risky behavior that can promote the spread of the AIDS virus
.....
.....
.....

11. Mention any four ways of preventing HIV/AIDS transmission
.....
.....
.....
.....

12. *Please circle the right answer*

It is important to start AIDS prevention activities in the work place because of the following except

- (a). There is increased productivity of the company as workers are not absent due to illness or to caring for the sick relatives or attending funerals
- (b). The burden on companies of health care, burial expenses, death benefits, and pensions are reduced
- (c). There are no disruptions in production due to illness and loss of workers
- (d). The program will lead to prostitution in the work pace
- (e). The costs of retraining of workers are drastically reduced

SEXUALLY TRANSMITTED DISEASES

13. Mention any four sexually transmitted diseases you know. (Use Chichewa or Tumbuka names if possible)
.....
.....
.....

14. List down any five common signs and symptoms of sexually transmitted diseases
.....
.....
.....
.....

15. The risk of infection with HIV is very high if either partner has an STD like syphilis, chancroid, herpes because of open sores, ulcers on or near the genitalia TRUE/FALSE

16. Mention any three ways of preventing the spread of sexually transmitted diseases.
.....
.....
.....

HIV/AIDS CARE AND SUPPORT

17. What is HIV/AIDS Care and Support in the work place
.....
.....
.....

18. Person with HIV infection should live positively with HIV/AIDS so that they can live longer and make the most of their time at the work place. TRUE/FALSE

19. What advice can you give to your friend so that he/she can live positively with HIV/AIDS. Mention any five points.

.....
.....
.....
.....
.....
.....

HIV/AIDS AND FIRST AID IN THE WORK PLACE

20 Which of the following statements is **TRUE OR FALSE**

- a) When a person is bleeding and there are no gloves nearby, it is best to tell the person to apply pressure on the bleeding site if it is possible TRUE OR FALSE
- b) Touching eyes with unwashed hands or gloved hands after handling blood or infected blood is not risky TRUE OR FALSE
- c) Avoid direct skin contact with any body fluids such as blood TRUE OR FALSE
- d) It is important to wear gloves or plastic paper when dressing a bleeding wound TRUE OR FALSE
- e) A first aider can do mouth to mouth resuscitation without getting HIV infection. Therefore it is necessary to provide this kind of first aid. TRUE OR FALSE

CONDOM USE

21 Mention two uses of a condom

.....
.....

22 Mention any three places where you can get a condom.

.....
.....

APPENDIX 5 PEER EDUCATORS REPORTING FORM (SAMPLE)

NAME OF COMPANY:

NAME OF PEER EDUCATOR:

NAME OF SUPERVISOR:

MONTH:.....

1. PEER EDUCATION SESSIONS

SUBJECT	NO. OF SESSIONS	TOTAL NO. OF ATTENDANTS
Family Planning
HIV/AIDS
Sexually Transmitted Diseases
Condom Use
HIV/AIDS Care and Support

2. CONDOMS SOLD/DISTRIBUTED

No. of Condoms sold

No. Condoms distributed

3. IEC MATERIALS

Kinds of leaflets, fliers, charts and posters used

- i) ii) iii)
- iv) v) vi)

Kinds of leaflets and fliers given out to fellow workers.

- i) ii) iii)
- iv) v) vi)

4. OTHER REQUIREMENTS FOR PEER EDUCATION

.....

APPENDIX 6 IMPACT EVALUATION QUESTIONNAIRE FOR WORKERS (SAMPLE)

QUESTIONNAIRE NO.
 DATE:
 INTERVIEWER:
 SUPERVISOR:

1. KNOWLEDGE AND BEHAVIOR ON HIV/AIDS/STDs

- 1.1 Have you attended a peer education session?
- 1.2 If yes, how many sessions have you attended?
- 1.3 How many symptoms of STDs can you name?
 - a). Genital sores
 - b). Urethral discharge
 - c). Swollen scrotum
 - d). Swollen groin
 - e). Itching penis or vagina
 - f). Abnormal vaginal discharge
 - g). Lower abdominal pain in women
 - h). Pain when passing urine
- 1.4 What do you do to avoid getting STDs?
 - a). Abstain
 - b). Sex with one partner
 - c). Use of Condoms
- 1.5 How is HIV/AIDS transmitted?
 - a). Sexual intercourse
 - b). Transfusion with infected
 - c). Sharing sharp piercing instruments e.g. razor blades
 - d). Others
- 1.6 What do you do to prevent getting HIV/AIDS?
 - a). Abstain
 - b). Sex with one partner
 - c). Use of Condoms
- 1.7 Can people who look health be infected with the AIDS virus? **Yes/No**
- 1.8 Do you believe that there is any treatment for AIDS? **Yes/No**
- 1.9 Do you think you are at risk of getting HIV? **Yes/No**

- 1.10 If yes, would you rate yourself as
- High risk
 - Medium risk
 - Low risk
 - Don't know

2. KNOWLEDGE AND BEHAVIOR ON FAMILY PLANNING

- 2.1 Which methods of family planning do you know?
- a). Pills
 - b). Condoms
 - c). Injection
 - d). Loop
 - e). vasectomy and Tubal ligation

2.2 Do you think family planning is beneficial to the family? **Yes/No**

- 2.3 If yes, how does family planning benefit?
- a). Health
 - b). Education
 - c). Economic

2.4 Are you currently on any family planning method? **Yes/No**

- 2.4 If yes, which one?
- a). Pills
 - b). Condoms
 - c). Injection
 - d). Loop
 - e). vasectomy and Tubal ligation

3. CONDOM

3.1 Since you attended a peer education session on condoms, have you received condoms from your peer leader? **Yes/No**

3.2. Since you attended your first peer session, how many CHISHANGO condoms have you bought from your peer educator?

4 Since you attended a peer education session on STDs and HIV/AIDS, have you shared the information with your colleagues? **Yes/No**

1. **ACTIVITIES TO INCREASE AWARENESS OF HIV AND STDs AMONG PEERS**
 - Conduct informal small group discussion about HIV/AIDS
 - Organise and conduct formal small group discussions about HIV/AIDS
 - Teach peers about reproductive health and STD detection and treatment
 - Organise meetings and educational sessions (to be taught by someone else)
 - Participate in World AIDS Day and other public events
 - Hold regular meetings
 - Distribute educational materials
 - Display posters and other educational materials
 - Present videos screenings
 - Design and develop educational materials
 - Perform dramas
 - Organise sports events that can help promote HIV awareness

2. **ACTIVITIES TO MOTIVATE AND SUPPORT BEHAVIOUR CHANGE**
 - Talk to peers one-on one
 - Teach peers how to do personal risk assessment
 - Teach peer how to negotiate safer sex (including condom use)
 - Provide individual counselling
 - Recommend or refer peers for HIV testing

3. **CONDOM PROMOTION, DISTRIBUTION AND EDUCATION ACTIVITIES**
 - Distribute free condoms
 - Sell condoms
 - Give condom demonstrations
 - Teach condom use (buying, storing, opening, disposing) skills

4. **ACTIVITIES RELATED TO CARE AND SUPPORT OF PEOPLE LIVING WITH AIDS**
 - Support people affected by HIV/AIDS
 - Teach peers about home care
 - Make visits to hospitals or homes of AIDS patients

5. **OTHER ACTIVITIES**
 - Provide referrals to health care facilities
 - Take part in income generating activities
 - Write articles about peer education activities

1. **AIDSCAP, How to create an effective peer education project: Guidelines for AIDS Prevention Project.**
2. **Celum, C.L. et al The Management of Sexually Transmitted Diseases, Health Sciences Centre for Education Resources, Washington, 1994.**
3. **Health centre Management: Supervising and Supporting Mid-Level Health Workers, Student Text. The Medex Primary Health Care Series No. 27. Hawai, U.S.A**
4. **Namate, D.E, and Kornfield, R. Condom use in marriage among urban workers and their wives. Report Series No. 5. STAFH Project, Lilongwe**
5. **National AIDS Control Programme, MOHP in conjunction with the STAFH Project (USAID), Management of Sexually Transmitted Diseases: Training Manual for Health Workers, Lilongwe, 1995.**
6. **National Council for Population and Development and Ministry of Health and other collaborating Agencies, Family Planning Handbook for Community Based Distributors in Kenya, 1993.**
7. **National Family Welfare Council of Malawi, Training Manual for Core Family Planning Service Providers, Lilongwe, August 1995.**
8. **Zimbabwe National Family Planning Council, Interpersonnal Communication and and Counselling.**