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**AIDS HOTLINES
A GUIDE TO
DEVELOPMENT &
IMPLEMENTATION
IN THE CARIBBEAN**

130-17



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INTRODUCTION

This notebook contains all the materials you will need for an AIDS Hotline Development Workshop. This workshop is intended for members of National AIDS Committees, Ministries of Health, staff at clinics, educators, and other community leaders in a position to help implement AIDS prevention activities. The AIDS Hotline Development Workshop was developed in response to the interest expressed in hotline operations from representatives from a number of Caribbean countries.

The idea for a regional workshop followed the successful workshop held in September 1988 in Washington D.C. for representatives of two Caribbean countries in the early stages of hotline development. Both of these countries -- Jamaica and Trinidad and Tobago -- reported that the workshop was very helpful to their process. Trinidad and Tobago's hotline began operations in December 1988. Jamaica's line began taking calls in late 1989.

The curriculum developed for the workshop last September has been modified to reflect the suggestions of the participants, staff and volunteers of operating hotlines, people in countries working to establish hotlines, and representatives of CAREC and Ministries of Health and CAREC in the Caribbean.

The intent of the curriculum is to provide all the tools necessary to develop a national hotline. These tools are necessarily developmental in nature; each country's situation is different, and each hotline developed will be unique.

The curriculum does not offer a recipe to follow to create a hotline. It does provide steps to build skills, resources to answer questions, exercises to address feelings and attitudes related to AIDS, and a process to connect these elements into a meaningful learning experience.

HOW TO USE THIS GUIDE

This Trainer's Guide includes all the material which your participants have as well as some suggestions on training methods and exercises for each session, and some training tips to assist your delivery of each session. This workshop is designed to incorporate cognitive and experiential learning and to convey skills as well as to address attitudes and feelings.

Your Guide (and the Participants' Manual) is organized by days. Behind the first tab, you will find an overview, the workshop agenda, and introductory material. Behind each successive tab you will find all the material for each day's work. There is a table of contents for the materials for each day. The days are divided into sessions --three or four per day. For each session, the participants' overview sheet includes the session's summary, purpose, objectives, and list of resources.

Your overview sheet also includes a time recommendation, training methods and exercises to use for the session as well as training tips. Study these sections prior to the training. Of course, you may need to modify the exercises and sessions to accommodate the needs of this group; however, we recommend that you attempt to stay approximately on schedule because the workshop is developmental in nature and needs to be completed to be of most benefit to participants. In the training methods section, each separate task for you to accomplish is indicated by the notation ">". The primary action you need to perform to accomplish the task is underlined.

Example: >Note these expectations on a flip chart for group observation and review.

Each session overview is followed by the worksheets for the session. The worksheets are followed by a wide range of resources assembled for each session. These range from reference articles to sample forms to fact sheets. Any resources recommended for use or reference during the session are mentioned in the training methods. Others may be helpful during small group work or for reference between sessions and when participants return home.

This workshop can be facilitated by one or more individuals with assistance from a number of guests including staff and operators from an operating hotline as well as other AIDS experts. In addition to the participants' manuals and this guide, you will need several large pads of newsprint, different colored markers, a slide projector (if available), a video player and a video about AIDS counselling and risk reduction (if available). If possible the room should include movable tables and chairs to facilitate easy transition between group discussion and small group work.

AIDS HOTLINE DEVELOPMENT AND TRAINING WORKSHOP OVERVIEW

DAY ONE

- I. **Introductions and Overview**
- II. **AIDS and STD Update**
- III. **AIDS Prevention Programmes and Roles for Hotlines in Caribbean Countries**
 Participants' country presentations
 Hotline goals

DAY TWO

- IV. **Developing Hotline Policies**
- V. **Responding to Calls: Introduction and Calls**
- VI. **Site Visit to an Operating Hotline**
- VII. **Voices of Operators: On-the-Job Experiences**
- VIII. **Development of a Referral Resource System: Help Callers Get More Help**

DAY THREE

- IX. **Risk Reduction Counselling**
- X. **Recruiting and Selecting Hotline Staff**
- XI. **Training the Hotline Staff**

DAY FOUR

- XII. **Hotline Research and Evaluation: Are you Making A Difference?**
 Research potential of hotlines
 Data collection
 Evaluation of impact
- XIII. **Promotion: How to Encourage Hotline Use**
 Identifying populations to reach
 Developing publicity materials
 Working with the media
- XIV. **Hotline Management: Maintaining A Smooth Operation**
- XV. **Action Planning: What are the Next Steps?**

(workshop evaluation)

TABLE OF CONTENTS

DAY ONE

I. INTRODUCTION/OVERVIEW

Overview

II. AIDS/STD UPDATE

Overview

AIDS/STD Update Outline

AIDS Surveillance Data for the Region

III. AIDS PREVENTION PROGRAMMES AND ROLES FOR HOTLINES

Overview

Country Presentations Guide

Goal Statement of the Jamaica National Hotline

What Hotlines Can and Cannot Do

National AIDS/STD Hotline Goal Worksheets

TABLE OF CONTENTS

DAY TWO

IV. DEVELOPING HOTLINE POLICIES

Overview

Policy Statement from Trinidad and
Tobago National AIDS Hotline

Policy Statement from Jamaica National AIDS/STD Hotline

Worksheet on Confronting Some Ethical Issues

Scenarios for Identifying Policy Issues

List of "Difficult Policy Issues"

V. RESPONDING TO CALLS: INTRODUCTION AND CALLS

Overview

Most Frequently Asked Questions

Active Listening article

VI. VISIT TO AN OPERATING HOTLINE

Overview

VII. VOICES OF OPERATORS: ON-THE-JOB EXPERIENCES

Overview

Issues List from Survey of Current Operators

VIII. DEVELOPMENT OF A REFERRAL RESOURCE SYSTEM

Overview

Sample Resource Referral Directory page

TABLE OF CONTENTS

DAY THREE

IX. RISK REDUCTION COUNSELLING

Overview

Client Profiles from Prevention Counselling Workshop

Role Play Worksheet

Risk Reduction Guidelines from Prevention Counselling Workshop
Trinidad and Tobago

Article: "Motivating Patients to Use Condoms,"
by Edward E. Bartlett, Ph.D.

Article: "Cutting the Risks for STDs,"
by Alan Grieco, Ph.D.

X. RECRUITING AND SELECTING HOTLINE STAFF

Overview

Sample Volunteer Application Form #1

Sample Volunteer Application Form #2

Sample Volunteer Commitment Form

XI. TRAINING THE HOTLINE STAFF

Overview

Hotline Training Programme
(Trinidad and Tobago)

Sample Certificate of Training Completion

TABLE OF CONTENTS

DAY FOUR

XII. HOTLINE RESEARCH AND EVALUATION: ARE YOU MAKING A DIFFERENCE?

Overview

Outline: Presentation on Research and Evaluation

Quality Assurance Monitoring Fact Sheet

Quality Assurance Monitoring Form

Feasibility Study Fact Sheet

Monitoring Study Fact Sheet

Impact Studies Fact Sheet

Knowledge, Attitudes, and Practices (KAP) Study
Fact Sheet

Sample KAP Study

Sample Operator Test

Sample Call Information Data Collection Form

Sample Hotline Monthly Report Charts

XIII. PROMOTION: HOW TO ENCOURAGE HOTLINE USE

Overview

Public Service Announcement Fact Sheet

Media Calls and Interview Fact Sheet

News Release Fact Sheet

Sample News Release

Paid Advertising Fact Sheet

Examples of News Stories on Hotlines

XIV. HOTLINE MANAGEMENT: MAINTAINING A SMOOTH OPERATION

Overview

Sample Advisory Board Terms of Reference -
Jamaica

Sample Advisory Board Terms of Reference -
Trinidad and Tobago

Sample Schedule Sheet

Sample Job Descriptions

Sample Operator Satisfaction Survey

Sample Agenda for Social and In-service Training

XV. ACTION PLANNING: WHAT ARE THE NEXT STEPS?

Overview

Worksheets