

A TOOLKIT FOR REDUCING **HIV** STIGMA & discrimination in clinic settings





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About the organisations involved



The USAID | Health Policy Initiative, Task Order 1, strives to improve the enabling environment for health, especially family planning/reproductive health, HIV and AIDS, and maternal health. This objective is accomplished by helping countries to put policies into practice; strengthening the capacity of public sector and civil society policy champions; ensuring efficient and equitable resource use; promoting multisectoral collaboration; and fostering evidence-based decision-making. The initiative also assists countries in devising strategies to address issues that cut across technical areas and hinder service quality and access. These crosscutting issues include poverty, gender inequality, and stigma and discrimination.



The Association of Southeast Asian Nations (ASEAN) was established on August 8, 1967. To date, ASEAN has 10 Member States, namely, Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Viet Nam. The aims of ASEAN are: (1) to accelerate economic growth, social progress, and cultural development in the region; and (2) to promote regional peace and stability through abiding respect for justice and the rule of law in the relationship among countries in the region and adherence to the principles of the United Nations Charter.

ASEAN recognizes the threat of HIV in the region and agrees to coordinate efforts in curbing the spread of the virus. ASEAN's Collaboration with USAID on HIV and AIDS began in August 2005 with a one-year project under the Operational Framework of the ASEAN Work Programme II. Following the success of the first phase, ASEAN and USAID continued their collaboration under the ASEAN Work Programme on HIV/AIDS III (2006-2010).



Established in 2002, the Center for Community Health Research and Development (CCRD) is a nongovernmental, nonprofit organization working in research and behavior change communication. CCRD has a staff of highly qualified and experienced professionals offering a wide range of technical expertise, including program and strategy design as well as development, implementation and monitoring of behavior change communication programs. A dedicated research staff offers expertise in qualitative and quantitative research design, execution and analysis, from national sample surveys to focus group discussions and in-depth interviews.



DIGISUN Film & TV Production Joint-stock company, established in early 2007, is a pioneering media company in Vietnam which innovates in producing films and communication programs for behavior change. With highly qualified staff and experts in the field, together with the most modern equipment, DIGISUN has succeeded in becoming the premiere production company to deliver messages on appropriate and healthy behaviors to the intended audiences via creative and original communication programs.

Introduction to the toolkit



How to use this facilitator's guide

Purpose

The purpose of this guide is to help facilitators and/or group leaders conduct a half-day (3-hour) or a 1 hour training to reduce stigma and discrimination in clinical care and HIV voluntary counseling and testing centers. After attending this training, participants should be able to:

- Begin thinking about their own values and attitudes regarding People Living with HIV (PLHIV) and compare this to the attitudes of others in the group
- Describe some of their own personal experiences of stigma and identify some of the feelings involved in being stigmatized
- Relate to what it feels like to be "left out" or different
- Describe examples of positive and negative behavior in a clinical care and/or Voluntary Counselling and Testing (VCT) setting
- Describe best practices in a clinical and/or VCT setting
- Name at least one thing they want others in their communities or work settings to understand about stigma and PLHIV.

Target audience

The target audience for this training tool (DVD and training module) should include administrative staff (managers, receptionists and assistants); custodial staff (guards and cleaners); and clinical and counseling staff (counselors, nurses, doctors and volunteers).

Required skills

This guide can be used by anyone conducting a group session regardless of their experience in facilitating group sessions. It is designed to supplement the DVD "**Reducing HIV Stigma & Discrimination in Clinic Settings**". Facilitators can either show the DVD alone, or show the DVD and facilitate the discussion sessions in this guide to ensure that participants are able to discuss their reactions to the DVD. Facilitated discussions are more likely to help change attitudes and behaviors than showing the DVD alone.

Format of the DVD

The DVD is divided into three scenes. Each scene has two scenarios. In the first scenario in each scene, center staff demonstrate stigmatizing behavior toward clients. The second scenario in each of the three scenes shows the same situation, but with positive behaviors that are recommended good practices.

Introduction to the toolkit



Following each of the scenarios there is a pause. During the pause, a narrator on the DVD asks questions related to the key points. Viewers are asked to answer out loud. A few moments after each question, the narrator gives the correct response to the question. This allows individual viewers watching the DVD to see how their answers compare to the recommended answers.

Instructions

If you are using this guide along with the DVD (3 hours), you will begin by doing a few exercises before showing the DVD (Option A). If you only have time to see the DVD (1 hour) and will not be able to conduct group sessions, skip to (Option B).

A Group session & DVD 3 hour session

This guide contains warm-up exercises, guided questions, and participatory group work to facilitate learning and better practices in interacting with clients at your centers. It also provides materials needed for each activity as well as notes for the trainer and a suggested length of time for each activity. It is important for the facilitator to read the manual thoroughly and to view the entire DVD before any training session to be familiar with the content and the process.

Ensure that you allow time for discussion among the participants. Research has shown that this reflection is an essential part of learning and attitude and behavior change.

(Proceed to Exercises A through F)

B DVD only 1 hour session

If it isn't possible to conduct a 3-hour session, then view the video only as a group and answer the questions built into the DVD. If there is a little extra time you can allow some open discussion about the points in the DVD in addition to answering the questions in the DVD.

(Proceed to Exercise C only)

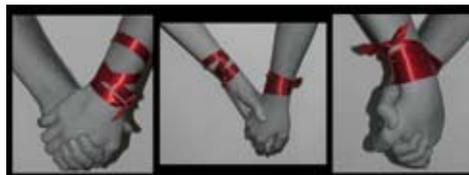
Introduction to the toolkit



The session plans – how to use them

The toolkit consists of a number of training exercises, each with a detailed session plan. The session plans provide a step-by-step description of how to facilitate a learning activity. The session plan will help you run each training exercise. Each exercise is divided into the following parts

	Objectives	What trainees will know or be able to do by the end of the session.
	Facilitator's notes	A brief note to the trainer on the importance of the exercise or extra advice on how to facilitate it.
	Time	Estimated amount of time needed for the exercise. This is a rough estimate – it will vary according to the size of the group. Larger groups will require more time (especially for report backs).
	Materials	Role plays, stories, pictures, etc. that are used during the training session.
	Preparation	Any specific preparation the facilitator needs to do before starting the exercise.
	Steps	The learning activities or training methods involved in the exercise, described 'step-by-step', and the training content.





Exercise

Introductions and warm-up

A



Objectives

By the end of this session participants will be able to:

Know each other's names, job responsibility and something personal about each person

Time

15 minutes

Facilitator's notes

This is a suggested warm-up activity. Facilitators may wish to modify this activity using their own (or a group member's) technique; there are many types of introduction techniques and "ice-breakers" that are fun and innovative. Feel free to improvise for this step and create your own. Try to avoid using the standard practice where each person introduces themselves.

If the group is small and already knows each other well, you can have participants skip to the third question about telling something that nobody knows about himself or herself. The purpose is to reveal outside of work interests or hobbies to bring the people closer together.

Step-by-step activity

(proposed but feel free to improvise)

1. Divide participants into pairs with someone they do not know or do not know well.
2. Each person interviews the other and asks 3 questions:
 - Name
 - Job title
 - Something unusual or different about the person that most people do not know
3. After 5 minutes each person introduces their partner to the group giving the three pieces of information, and vice versa.



Exercise

Values Voting

B



Objectives

By the end of this session participants will be able to:

- Begin thinking about their own values and attitudes regarding PLHIV
- Compare their attitudes and beliefs to others in the group.



Time

15 to 20 minutes



Materials

Cards, markers and tape

Reference

Adapted from **"VIPP: Visualization in Participatory Programmes"**, Salas et. al., UNICEF, Bangladesh, Southbound, Penang, 2007.



Facilitator's notes

- This exercise is a non-threatening way to begin to get the participants to start thinking about the issues of stigma and discrimination by relating it to their own attitudes and beliefs.
- Because it is done in a group people can see where they stand in relation to others and discuss and debate their reasons with others. They can change their opinion, if they wish, based on more information or another perspective.
- The atmosphere should be supportive, not threatening, and people should volunteer, but not be required, to share.



Step-by-step activity

1. Write down one or two value statements (e.g. "People living with HIV have done something bad in their life". Or "People living with HIV should be separated from other patients in the ward.")
2. Tape three word cards high up in different parts of the room that read: **"Agree"**, **"Disagree"**, **"Not Sure"**.
3. Put up one of the value statements and ask participants to move close to the card which represents their position on the statement.
4. Allow three people in each group to say why they have chosen their position.
5. Tell the participants they can move any time to another group if they change their mind. They can also be asked if they want to move after all arguments are heard.
6. Put up the second value card and go through the same steps.
7. At the end ask the participants
 - a) *what they have learned about the issue,*
 - b) *about their own values and perceptions,*
 - c) *about the thoughts of others.*

Exercise C



➔ Objectives

By the end of this session participants will be able to:

- Describe some of their own personal experiences of stigma
- Identify some of the feelings involved in being stigmatized.

🕒 Time

15 minutes

Reference

Adapted from *“Understanding and Challenging HIV Stigma: Toolkit for Action”* developed by the International HIV/AIDS Alliance, the Academy for Educational Development, and the International Center for Research on Women.

☑ Facilitator’s notes

This important exercise enables participants to step back and reflect on the effects of stigma and discrimination and to personalize it by relating it to their own lives. It is a sensitive topic and must be handled carefully and in a supportive environment.

This exercise looks at stigmatization in general, not HIV-related stigma.

If possible, go outside for this reflective exercise to allow for more space and freedom of movement/thought.

You might have to help people to sit alone rather than with friends for Step 1 to reflect on their own lives.

The sharing of their stories in part 5 should be voluntary only – no one should be forced to share his or her own story.

A short role-play may be useful to share more of the emotions associated with stigma, but only if the participants are comfortable with this.



Values clarification on stigma and discrimination



Step-by-step activity

Individual reflection

1. Ask the participants to find some space alone, at a distance from other participants. If possible move the group outdoors.
2. Then say, "Spend a few minutes thinking about a time in your life when you felt isolated or rejected for being seen to be different from others." Explain that this does not need to be about HIV. It could be any form of isolation or rejection for being seen to be different by others.
3. Ask them to think about: "What happened? How did it feel? What impact did it have on you?" Tell participants to spend a few minutes reflecting alone, and then when they feel ready they can share their experience with someone with whom they feel comfortable.

Report back

4. Arrange chairs in a close circle. Begin by asking, "How was the exercise? What kind of feelings came up?"
5. Invite participants to share their stories in the large group. Give people time. There is no requirement to share – people will share if they feel comfortable.
6. Wrap up by asking them to think about how this applies to their work and their interaction with clients who may face this type of discrimination every day, and how they can apply this to their future work.



Exercise

DVD modules

D



Objectives

By the end of this session participants will be able to:

- Describe examples of positive and negative behavior in a clinical care and/or VCT setting
- Be able to describe best practices in a clinical and/or VCT setting

Time

1 hour

Preparation

The DVD player and TV/monitor should be set up in advance, the DVD loaded and tested for picture and sound quality so it is ready to play. Ensure that the participants are arranged so all have a clear view.

The facilitator needs to view the DVD and be familiar with it before the training session.

Facilitator's notes

This exercise requires little input initially from the facilitator since it is using the self explanatory DVD modules.

It is suggested that each of the three scenarios demonstrating negative then positive interactions of the DVD is shown in turn, with time for responding to the questions shown at the end of each scene.

Encourage the participants to answer the questions at the end of each section out loud.

Step-by-step activity

1. Tell the participants that they are about to view a DVD with different scenes from VCT and clinical care centers.
2. Ask the participants to pay careful attention to the behaviors in the DVD so they can answer the questions at the end of each scene.
3. Play each of the scenes until you reach the 'Pause' scene. This comes just before the questions.
4. Ask the questions in turn and allow 2-3 minutes for each. Do take notes on the discussion so you can summarize or raise points for more discussion at the end of the session.
5. Answer any questions the participants have.



Exercise

Wrap-up and reflection

E



Objectives

By the end of this session participants will be able to:

- Describe the key learning from the whole session
- List one or two things they hadn't considered before
- List at least one thing they want others in their communities or work settings to understand about stigma and PLHIV

Time

15 minutes

Preparation

A flip chart or white board and marker should be ready for this exercise.

Facilitator's notes

This session is a short, open-ended forum. It provides an opportunity for final sharing by the participants and suggestions or thoughts from them on how practical this short training was and how they can apply it to their work.

Step-by-step activity

1. Gather all participants back into the large group and ask them if they have any questions or concerns.
2. Conduct a quick brainstorming session on the key lessons of the day and record them on the flip chart.
3. Ask participants if there were any points that came up which they had not considered before. Acknowledge and reinforce any 'new' observations. Allow 2-3 minutes for this discussion.
4. Ask participants to take one minute to think of one thing they want to tell someone else to help them better understand about stigma and how it affects people who are stigmatized. Ask them to write it down: explain they don't need to share it if they don't want to. Allow a minute.
5. Ask if anyone is willing to share their idea. Give positive recognition of any positive idea.
6. Distribute any materials and thank participants for their participation.

Exercise

“Lifeboats”

F



➔ Objectives

By the end of this session participants will be able to:

- Relate to what it feels like to be “left out” or different
- Have a positive, fun experience to wrap up the day and reflect on the lessons they learned

🕒 Time

10 to 15 minutes

☑ Facilitator’s notes

Tell the group that they are on the “Titanic” and have just hit an iceberg. They need to get into “lifeboats” which each only holds a certain number of people.

👤 Step-by-step activity

1. They form the lifeboat by forming groups and holding hands with each other in the number as determined by the facilitator.
2. For each round only the correct number in each group is allowed, anyone else is not “saved” or “drowns” in the sea.
3. Call out “3” or “2” or any low number and the participants have 5 seconds to form their groups by joining hands with each other. In each round one or two people will be left out and will not be saved. Repeat this about 5 times, changing the number from 2, 3, 4 or 5 each time.
4. At the end ask how the people felt when they were not part of a lifeboat and therefore not saved.
5. Relate this to the whole training and remind them how people feel if they are “outsiders” or not accepted by the group.



Acknowledgments For Facilitator's Guide



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