Training Peers to Support Clients in HIV Care and Treatment

December 9, 2010

*Introducing...*Building Blocks to Peer Success

PEER Center
Peer Education & Evaluation Resource Center

BU
Boston University School of Public Health

people to people

The Lotus Project
Women's HIV/AIDS Peer Education Training

PACT
Peers in action

Objectives

- Learn how to access web-based peer training curricula and planning resources;

- Identify key core competencies for training HIV+ peers; and

- Describe how to develop a training plan for HIV+ peers.

Agenda

- Welcome – John Ruiz

- Introduction to the Project: Bill Bower

- Review the Toolkit Guide and Training Modules: Carol Tobias

- Bringing it All Together – Jeopardy: Bill Bower

- Designing a Training: John Ruiz
- Questions & Discussion
- Evaluation
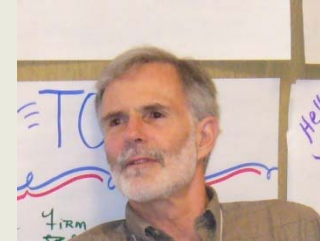
Minority AIDS Initiative/HRSA: Peer Education Training Sites & Resource Evaluation Center

- To improve HIV-related health outcomes for communities of color and reduce health disparities through HIV peer education by:

    - Training HIV peer educators on HIV care, treatment and support

    - Replicating successful peer education programs through training-of-trainers

    - Building capacity in existing HIV/AIDS peer programs or in organizations developing a peer program

PEER Center,
Boston University
Boston, MA

People to People
American Red Cross-
St. Louis Chapter
Kansas City Free
Health Clinic

PACT Project
New York, NY

Lotus Project
Center for
Health Training
WORLD
Oakland, CA

Duke University
Durham, NC

RI
CT
DE

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The Toolkit is like a Supermarket

PEER ROLE

HIV-AIDS

COMMUNICATION SKILLS

ENERGIZERS

CONTINUING EDUCATION

Why use the Toolkit?

???

???

???

Without Toolkit

Here's why . . .

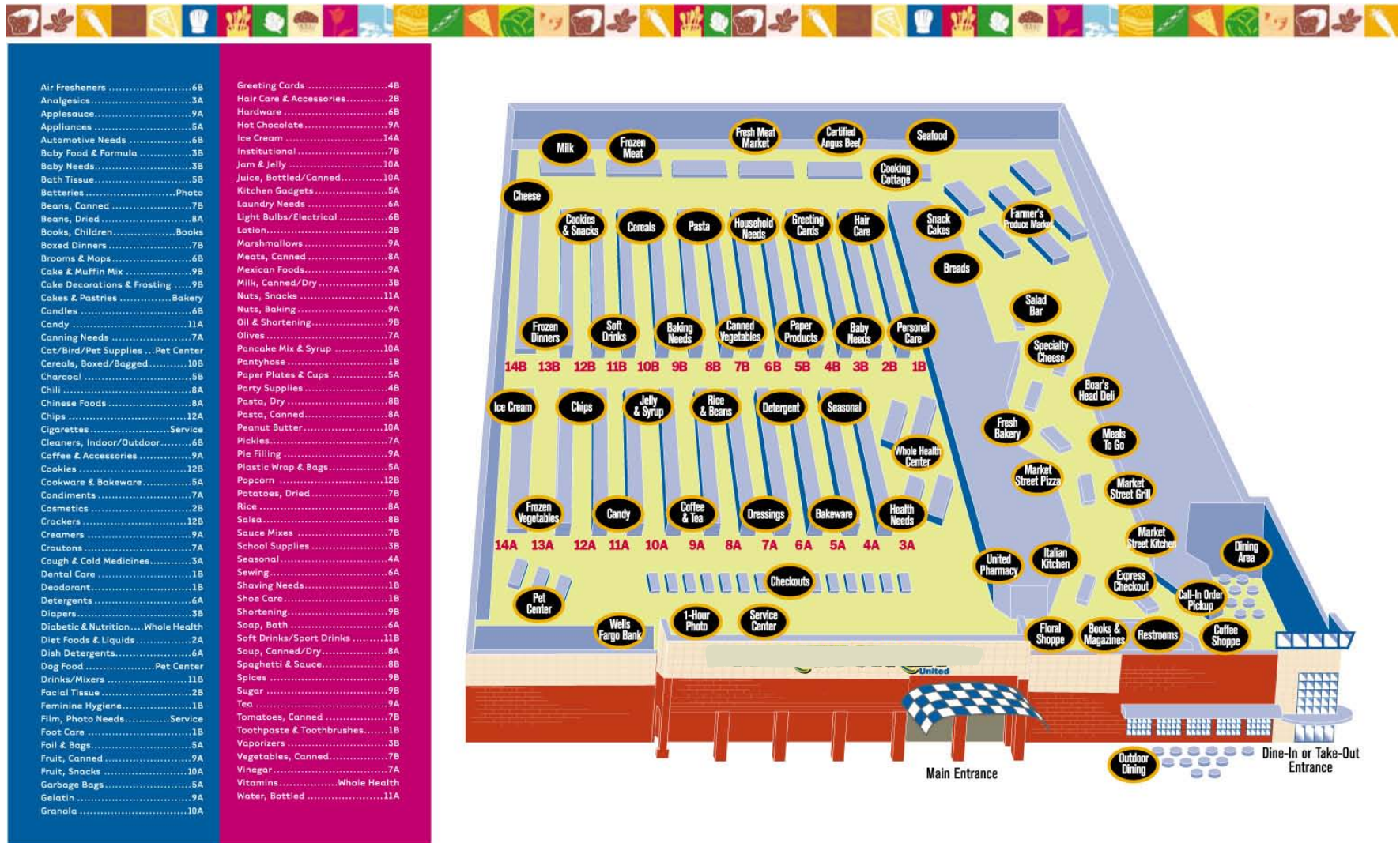
COMMUNICATION SKILLS

PACT

People to People

DUKE

Lotus

With Toolkit

First, know your needs, then find what you want in the Table of Contents

The Toolkit sections show you the way

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Choose wisely and you get...

One day intro workshop

1-week course to build essential knowledge & skills

There is no "cookie cutter" way of training

BUILDING BLOCKS TO PEER SUCCESS

- http://www.hdwg.org/peer_center/training_toolkit/

http://www.hdwg.org/peer_center/training_toolkit

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PEER Center
Peer Education & Evaluation Resource Center

A national resource and evaluation center for people living with HIV and organizations interested in PEER education training programs

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Building Blocks to Peer Success

A toolkit for training HIV-positive peers to engage PLWHA in care

Purpose of this toolkit: to support the training of HIV-positive peers who work to engage and retain people living with HIV in health care.

Primary audiences: experienced trainers and training organizations who can use this toolkit to design, enhance or refine their own training of peers.

Additional uses: Peer supervisors or program directors can use this toolkit to plan a peer training program for newly hired peers or provide continuing education for existing peers.

⊞ **Toolkit Guide**

⊞ **Toolkit Modules**

⊞ **Comprehensive Training Curricula**

Lotus Project

TOT Workshops

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start   iGoogle - Mozill...   Building Blocks ...   2 Windows E...   3 Microsoft O...   2 Microsoft O...   Webinarslides (...   Microsoft Powe...   12:05 PM

Toolkit Guide

Toolkit Guide Cover

BUILDING BLOCKS TO PEER SUCCESS

A toolkit for training HIV-positive peers

This toolkit is a collaboration among the following organizations:
Boston University School of Public Health, Health & Disability Working Group | Center for Creative Education | Center for Health Training | Duke University Medical Center, Partners in Caring | Harlem Hospital | Justice Resource Institute | Kansas City Free Health Clinic | Midwest AIDS Training and Education Center of Missouri | St. Louis Area Chapter of the American Red Cross | Women Organized to Respond to Life-Threatening Disease (WORLD)

Table of Contents

- Introduction – Quick Tips
- Designing a Training
- Facilitation Skills
- Training Modules – an overview
- Training Evaluation
- Appendices

Overview of the Training Modules

- Core Competencies
- Continuing Education
- Activities
- Case Studies and Scenarios
- Complete Training Curricula

Appendices

- Sample training agendas
- Application and screening forms
- Training checklist
- Evaluation forms
- Principles of adult learning
- Health literacy
- Other resources

Sample 1 Day Training Agenda - PTP

Minutes	Topic
60	Welcome, overview, baseline evaluation
20	Introduction icebreaker
35	HIV/AIDS frame (HIV 101)
35	Search for answers (HIV/AIDS Fact Book)
40	Word match (HIV facts)
30	HIV testing overview
45	Stages of HIV infection
45	What is a peer?
30	What does it take to be a peer educator?
20	Role play: peer/client interaction
50	Wrap up, evaluation

Toolkit Modules

⊟ **Toolkit Modules**

This toolkit is separated into general categories in order to allow easy access to the large volume of information being presented. All of the individual modules are made to stand alone and include detailed instructions as well as the time, materials, and preparation needed for each module. When selecting modules for your training, it maybe useful to get a synopsis of each module by reviewing the "Objectives" and the "In this activity you will" sections.

Core competencies for peer training:

- **HIV/AIDS:** HIV life cycle, medications and resistance, risk and harm reduction, and treatment adherence
- **Communication Skills:** stages of change, listening skills, open-ended questions, cultural awareness and non-judgmental behaviors
- **Peer Role:** workplace expectations, boundaries, confidentiality, counseling, navigating the health care system, working as part of a clinical team, communicating with providers, readiness to be a peer, and self-care
- **Putting It All Together: Jeopardy:** a comprehensive, interactive Jeopardy game using PowerPoint that covers skills from all three core competencies. Jeopardy PowerPoint

Other modules

- **Activities**—this section includes introductions, energizers and closures that help facilitate group interaction and learning, break up the day, and bring closure to the training.
- **Continuing Education**—includes additional training materials to reinforce or supplement the core competencies
- **Case Studies and Scenarios**—includes case studies, scenarios, and role plays separated from the training modules so that trainers may mix and match them based on the needs of the peers.
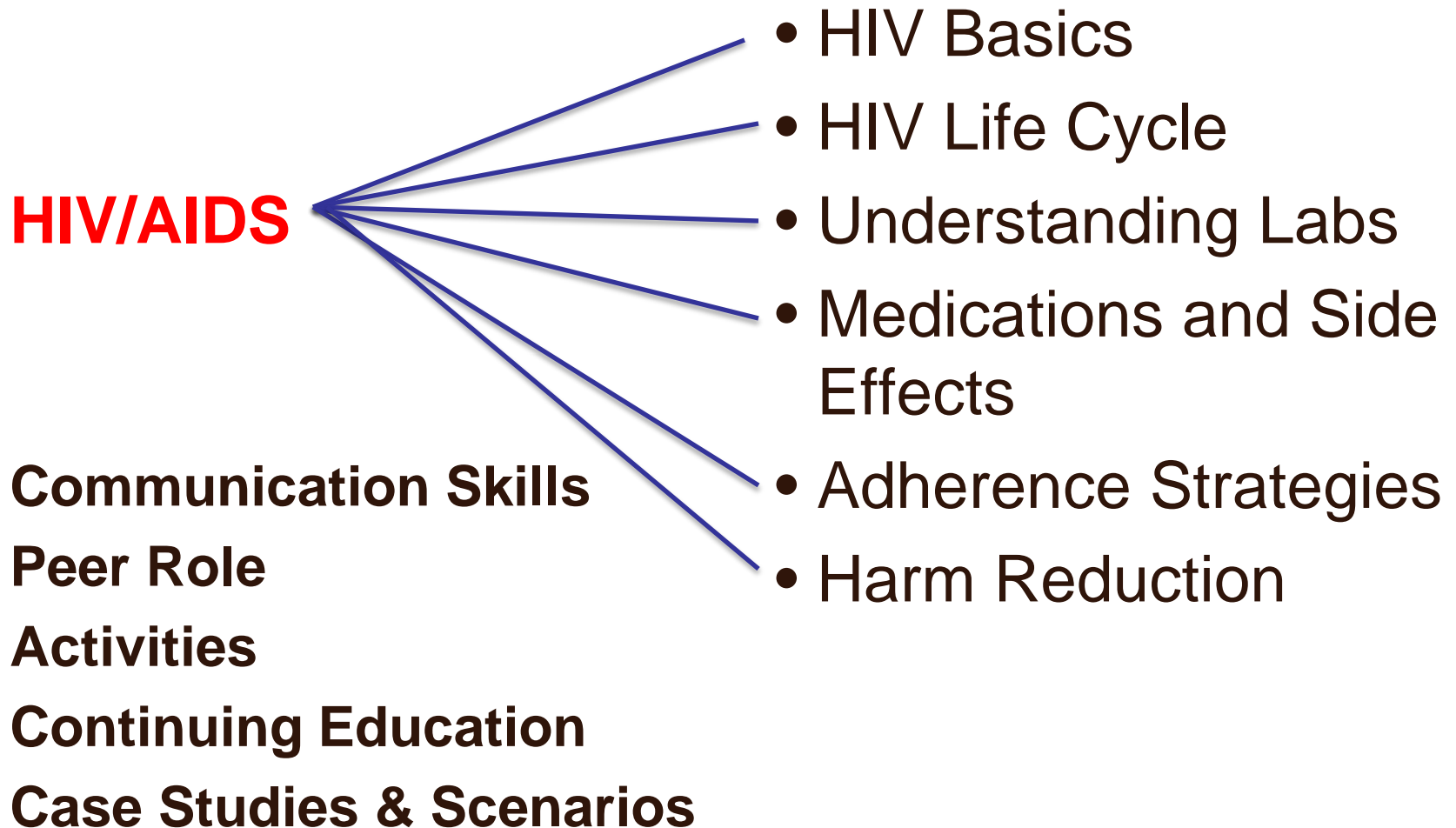
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BUILDING BLOCKS TO PEER SUCCESS

Core Competencies

- HIV/AIDS
- Communication Skills
- Peer Role

Other Modules

- Activities
- Continuing Education
- Case Studies & Scenarios

BUILDING BLOCKS TO PEER SUCCESS

HIV/AIDS

- HIV Basics
- HIV Life Cycle
- Understanding Labs
- Medications and Side Effects
- Adherence Strategies
- Harm Reduction

Communication Skills

Peer Role

Activities

Continuing Education

Case Studies & Scenarios

Medications and Side Effects

- Understanding Drug Resistance
- HIV Medications
- Ask the Expert: Fighting the Virus Role Play
- HIV Case Studies
- How Medications Work Activity
- Stump the Peer

Harm Reduction

- Play it Safe: Intimacy and HIV
- Play it Safe: Prevention Demonstrations
- "Let's talk about sex" Icebreaker
- Prevention Education and PLWHAs
- Safer Sex and Harm Reduction

Core Competencies: HIV/AIDS: Medications- Side Effects & Resistance

HOW MEDICATIONS WORK ACTIVITY*

▶ ABOUT THIS ACTIVITY

🕐 **Time:** 25 minutes

➡ **Objectives:** By the end of this session, participants will be able to:

- Identify the 7 stages in the Viral Life Cycle (AFRI-TAB - Attachment, Fusion, Reverse Transcription, Integration, Transcription, Assembly, Budding);
- Identify the 5 different classes of HIV medications;
- Recognize HIV terminology used in HIV treatment;
- Understand why HIV medications are used in combination and why one must be adherent to meds for them to work.

⭐ **Training Method:** Individual Activity, Large Group Discussion

☑ **In This Activity You Will...**

- Distribute and lead activity "How Medications Work" (10 minutes).
- Ask participants to share what medications they take and where they work to slow down replication (10 minutes).

Instructions

Note: This session should come after a session on the Viral Life Cycle and HIV Medications.

Talking Points

Now that we've gone through the Viral Life Cycle, the 5 classes of medications and we've showed you where those medications work at slowing replication of the virus at all stages. Let's pull out the HIV drug medications chart and check off the medications that you currently take.

1. Give each participant two handouts; HIV Antiretroviral Agent – Drug Chart and the Medications at Work in the HIV Life Cycle. The HIV Antiretroviral Agent.

2. Participants (specifically participants on HIV medications) will be asked to look at the list and put a check beside the medications they are currently taking.

3. The participant will then identify the stage where their medications are working in the Viral Life Cycle (AFRI¬TAB).

4. 3-4 participants will be asked to volunteer to give the following information from the drug chart:

- Name of HIV medications they are taking;
- Identify which of the 5 classes the medications are in;
- Identify the stage where their medications are working.

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HOW MEDICATIONS WORK ACTIVITY

ABOUT THIS ACTIVITY (CONT.)

Materials:

- Handout – HIV Antiretroviral Agent Drug Chart
- Handout – Medications at Work in the HIV Life Cycle
- Handout – Side Effects and Possible Treatments
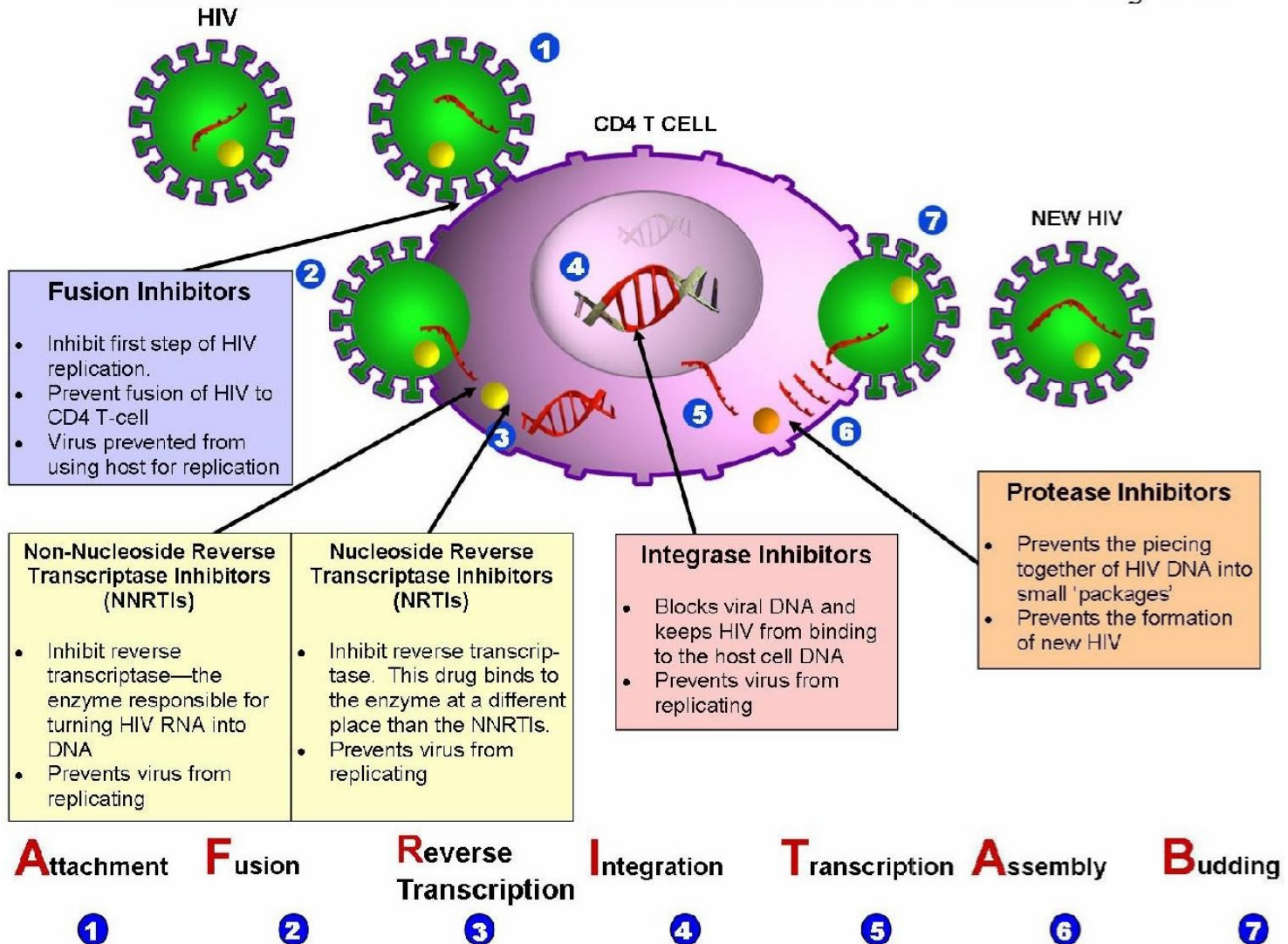
Preparation:

- Obtain drug chart from a pharmaceutical company or web resources such as acria.org or aidsmeds.com. Be sure to obtain most recently updated version of drug chart for every training session.
- Print handouts

- Are there certain levels of medications that must be maintained in the body?

- Since the fusion inhibitors block the door to the cell, why isn't this drug prescribed first?

- There are a number of medications now approved by the FDA, are there other meds on the way for people that have taken everything and nothing works – have no options?

Summary

Now with this knowledge you have power to influence those that you work with to be adherent to their regime or if they are not on meds to explain the role of the different classes and how it is significant to treatment.

Medications at Work in the HIV Life Cycle

HIV

CD4 T CELL

NEW HIV

Fusion Inhibitors

- Inhibit first step of HIV replication.
- Prevent fusion of HIV to CD4 T-cell
- Virus prevented from using host for replication

Non-Nucleoside Reverse Transcriptase Inhibitors (NNRTIs)

- Inhibit reverse transcriptase—the enzyme responsible for turning HIV RNA into DNA
- Prevents virus from replicating

Nucleoside Reverse Transcriptase Inhibitors (NRTIs)

- Inhibit reverse transcriptase. This drug binds to the enzyme at a different place than the NNRTIs.
- Prevents virus from replicating

Integrase Inhibitors

- Blocks viral DNA and keeps HIV from binding to the host cell DNA
- Prevents virus from replicating

Protease Inhibitors

- Prevents the piecing together of HIV DNA into small 'packages'
- Prevents the formation of new HIV

Attachment **F**usion **R**everse Transcription **I**ntegration **T**ranscription **A**ssembly **B**udding

1   2   3   4   5   6   7

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Communication Skills

- Active listening
- Attentive listening
- Barriers to learning
- Motivation to learn
- One and two-way communication
- Pushing all the buttons
- Asking tough questions
- Expressing yourself

- Nonverbal communication
- Responding to conflict
- Communicating with providers
- Communicating health information
- Counseling exercise
- Delivering culturally competent health care

25 Training Modules

BUILDING BLOCKS TO PEER SUCCESS

Peer Role

Communication Skills

HIV/AIDS

Activities

Continuing Education

Case Studies & Scenarios

- What is a Peer?
- Workplace Issues (ethics, boundaries, confidentiality)
- Stages of Change
- Disclosure
- Multidisciplinary Team
- Navigating the System
- Self Care
- Are you ready to be a peer?

44 Training modules altogether in this section

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Workplace Issues

Confidentiality and Creating Boundaries in the Workplace

Creating Boundaries

Boundaries or Confidentiality Scenarios

Setting Boundaries

Four Cs of Peer Education

Confidentiality

Ethics and Peer Educators

Peer Educator Code of Ethics

Professional Standards

Workplace Challenges

Workplace Dos and Don'ts

What is the Definition of Stigma?
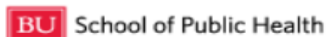
Working with Grief

Activities

Icebreakers

- Animal activity
- Burden basket
- Conocimiento
- Life Lines
- Out of the Box
- The ups and downs of diversity
- What's your birth order?
- Which animal are you?
- Words of wisdom

Continuing Education

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Other Modules - Continuing Education

Building Blocks to Peer Success

The modules in this section are provided as supplements to the core competencies for peer training. The information can either be used to build upon previously learned materials or offer new insight into topics and issues that may be relevant for a peer's role. The modules include information on health-related topics such as comorbidities and sexual health, working with special populations, and important subjects such as stigma and dealing with crisis. These modules can be included in an introductory course or orientation for newly hired peers and can also be offered at subsequent trainings or reunion meetings.

Benefits
Crisis Module
Documenting Our Efforts: Group Discussion & Practice
Motivational Interviewing Skills
Naming Stigma Through Pictures
Orientation to Clinical Practicum
Stigma
Substance Abuse

⊟ Health-Related Topics

    Female Reproductive System
    Viral Hepatitis Bingo
    Mental Health
    Opportunistic Infection Exercise
    Other Infections
    Sexual Life After HIV Diagnosis
    Sexually Transmitted Infections Exercise

⊟ Special Populations

    HIV/AIDS and People Over 50
    Special Populations
    Working with the Transgendered Community

Return to **Building Blocks to Peer Success** main page

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PACT
Peers in action

peopleto people

Health & Disability
Working Group

BU School of Public Health

TARGET CENTER
TECHNICAL ASSISTANCE FOR THE RYAN WHITE COMMUNITY

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Comprehensive Training Curricula

programs.

- Lotus Training Curricula
  - Lotus Curriculum Introduction
  - Lotus Level 2 Curriculum
  - Handouts-English version
  - Handouts-Spanish version
  - Lotus Day 1 Powerpoint
  - Lotus Day 2 Powerpoint
  - Lotus Days 3 & 4 Powerpoint
  - Lotus Day 5 Powerpoint
  - Lotus Immune System Powerpoint
  - Lotus Peer Advocate Jeopardy Powerpoint
  - Lotus HIV 101 Jeopardy Powerpoint

- Duke Training Curricula
  - Duke Curriculum Introduction
  - Duke Level 1 Curriculum
  - Duke Level 2 Curriculum
  - Duke Level 3 Curriculum

- People to People Training Curricula
  - People to People Curriculum Introduction
  - People to People Level 1 Instructor Manual
  - People to People Level 2 Instructor Manual
  - People to People Level 2 Resources
  - People to People Level 2 Powerpoint

- PACT Training Curricula
  - PACT Curriculum Introduction
  - PACT Day 1 through Day 9 Curricula

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Jeopardy

- Who says learning can't be fun?
- Games can be used to summarize what has been learned and even evaluate if training has gone well

- Jeopardy is one example
  - Instructions are given for host, timekeeper, judge, and players
  - Expect participants to take competition seriously
  - Run the game fairly according to agreed rules

JEOPARDY

Presented By:

Peer Education Training Sites

Team 1 $

Team 2 $

Jeopardy
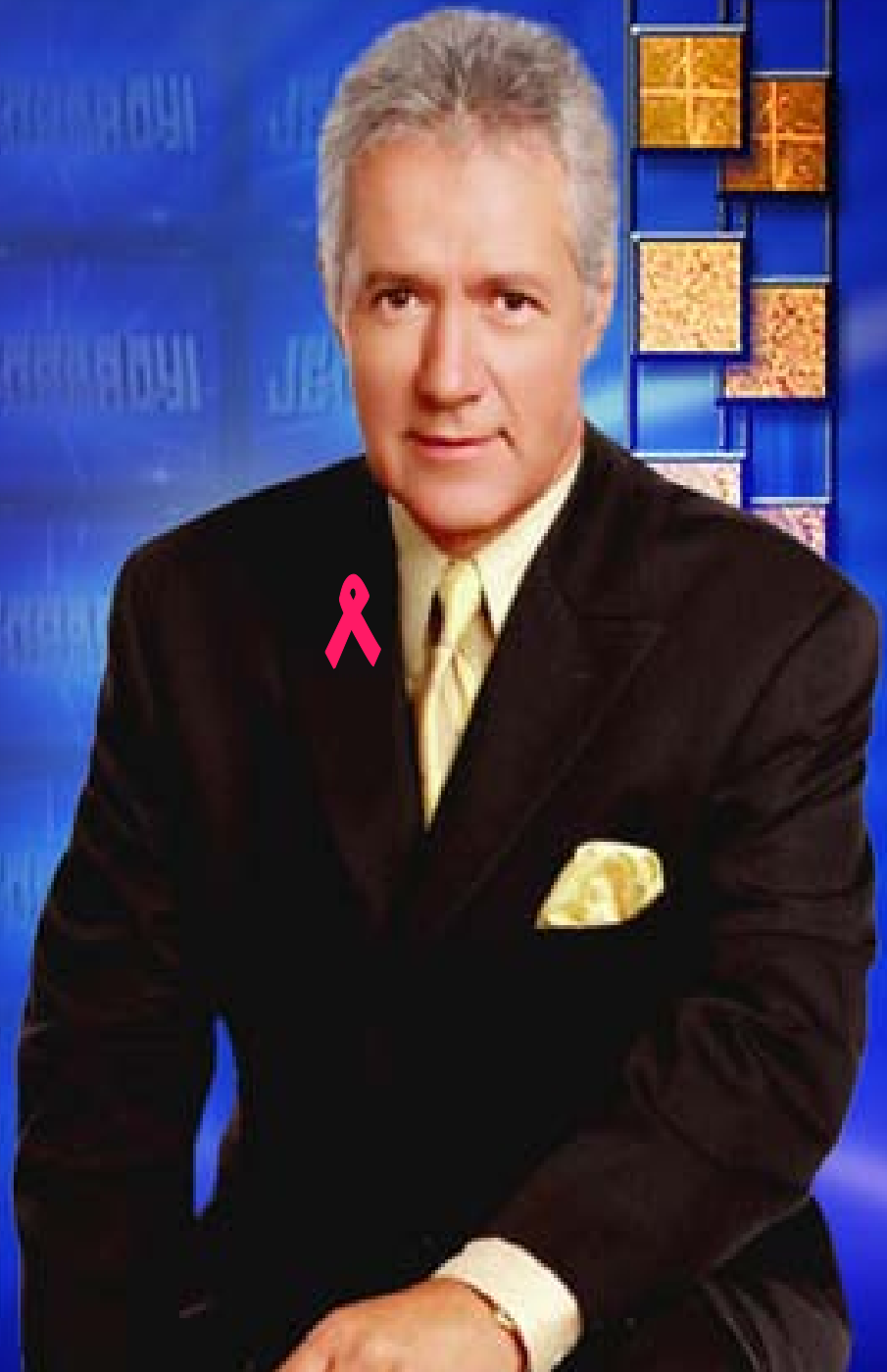
HIV/STD 101	Treatment 101	Peer Advocacy	Prevention/ Transmission	More Treatment	Challenge Questions
$100	$100	$100	$100	$100	$100
$200	$200	$200	$200	$200	$200
$300	$300	$300	$300	$300	$300
$400	$400	$400	$400	$400	$400
$500	$500	$500	$500	$500	$500

Final Jeopardy

Scores

$300

What is the name of the stage of change that describes a return to previous behavior?

Relapse / Recycle

Team 1 $ 300

Team 2 $ 0

Jeopardy
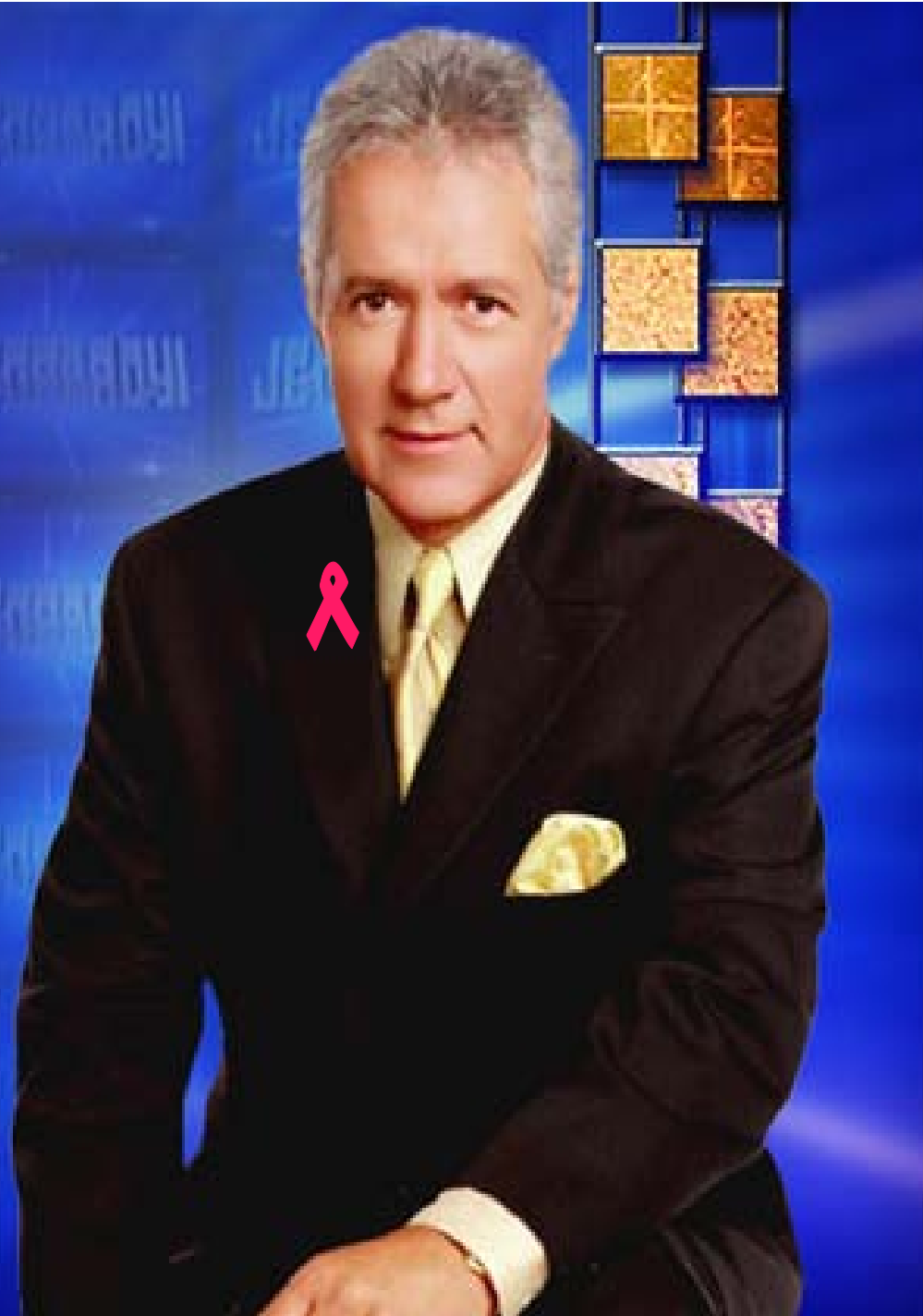
HIV/STD 101	Treatment 101	Peer Advocacy	Prevention/ Transmission	More Treatment	Challenge Questions
$100	$100	$100	$100	$100	$100
$200	$200	$200	$200	$200	$200
$300	$300	$300	$300	$300	$300
$400	$400	$400	$400	$400	$400
$500	$500	$500	$500	$500	$500

Final Jeopardy

Scores

DAILY DOUBLE

$300

Name at least two components of the human immune system

$300

**White blood cells
Thymus
Spleen
Lymph
Bone marrow
Antibodies**

Scores

Team 1 $ 300

Team 2 $ 600

Jeopardy

Jeopardy

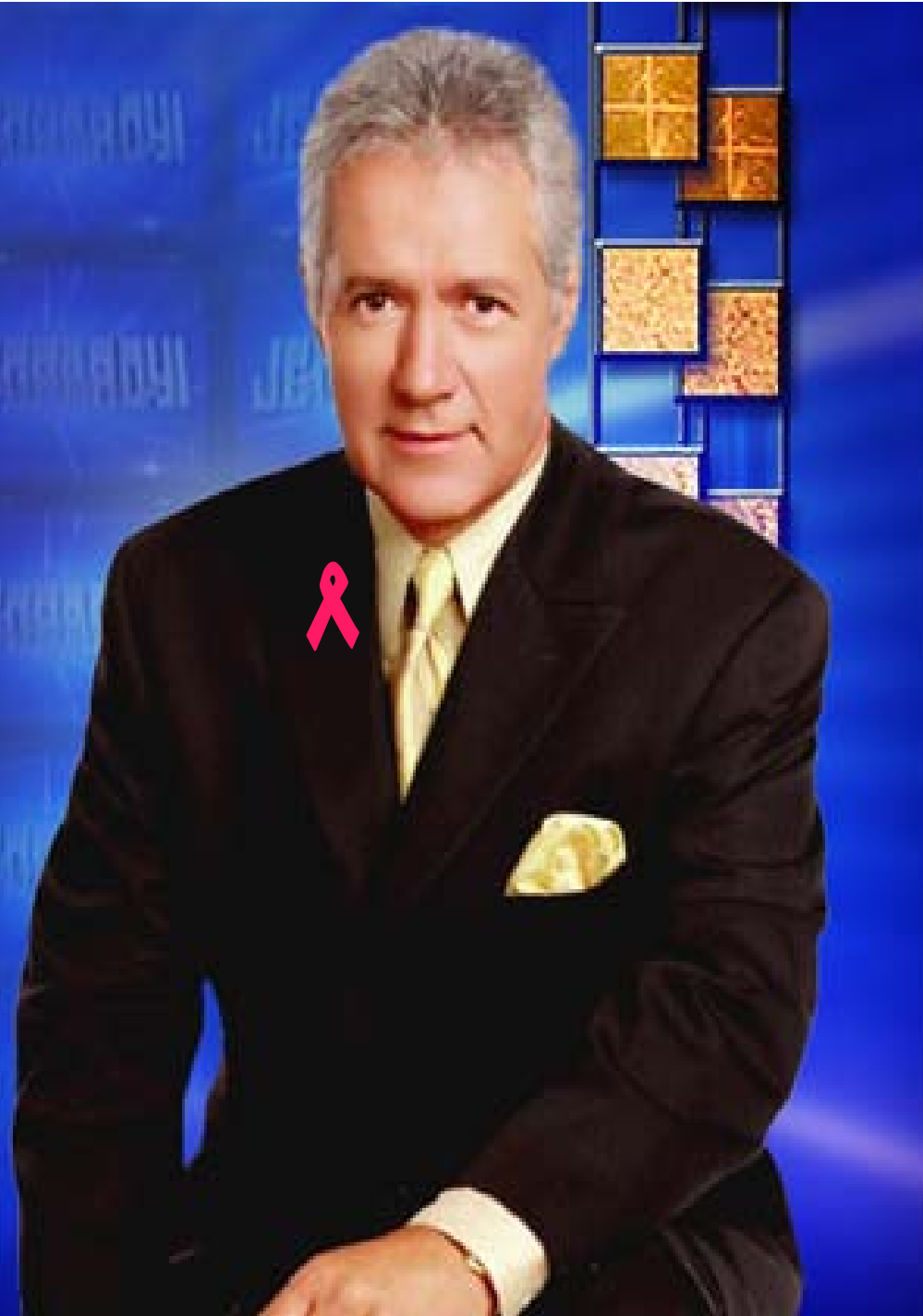- We prefer to use Jeopardy <u>after</u> people have learned the content in the 6 question categories

- The game can be a summary of what has been learned and help you evaluate if certain content areas still need to be clarified

- *REMEMBER: you can change questions and answers – or create new categories – to meet your needs*

Creating a 3-day training on Adherence Support

- Holistic: Think about all of the skills that are needed to provide adherence support
- Objectives: What would you like participants to learn from this training?
  - Pick activities/modules that teach skills that you fit into your objectives
- Evaluation: How will you evaluate your training?

Module Selection Tool

Objectives	Content/Module Title	Time Needed	Teaching Method	Props, handouts
Obj. 1:				
Obj. 2				
Obj. 3:				

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Training Agenda

Day # ____

Time	Subject
9:00 -	**Welcome, Introductions, Review of Training Objectives and Agenda** **[Icebreaker title here]**
	Logistics: includes break times, lunch time, nearest restaurants, nearest pay phone, location of rest rooms, etc.
	Group Agreements
	[Module Title]
10:30 – 10:45	**Morning Break**
	[Module Title]
	[Module Title]

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Training Agenda (cont.)

12:00 – 1:00	**Lunch**
1:00 – 1:15	**[Energizer Title]**
	[Module Title]
	[Module Title]
2:30 – 2:45	**Afternoon Break**
2:45 – 2:50	**[Energizer Title]**
	[Module Title]
	[Module Title]
4:45 – 5:00	**[Closure Title]**

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Module Selection Tool

Objectives	Content/Module Title	Time Needed	Teaching Method
Obj. 1: Define Adherence	• Viral Life cycle • HIV medications, side effects, adherence, goals of medication • Adherence Case Studies	45 minutes 60 minutes 60 minutes	Lecture/Lrg.grp discussion Lecture/Smallgroup/Meditation Small group
Obj. 2 Identify communication strategies to provide adherence support to clients.	• Communication Skills: Asking Tough Questions • Counseling Exercise • Stages of Change • Communication Case Studies	50 min 35 min. 40 min 60 min	Brainstorm/Role Play/Skills Practice Small Group Activity Large Group/Small Group Small group
Obj. 3: Identify peer educator roles and responsibilities for adherence support	• Role of a Peer Worker • Peer Educator Code of Ethics • What does it take to be a peer educator? • Mental Health Stressors	30 min 30 min 45 min 40 min.	• small group/brainstorm • role play/discussion • lecture/group discussion • Group discussion

Training Agenda

3 day Adherence Support
10-3 pm
Day 1

TIME	SUBJECT
10:00 – 10:30 am	Welcome, Review of Training Objectives and Agenda
10:30-10:45 am	Expectations-establishing Ground Rules/Group Agreements
10:45-11:45 am	M & M introductions
11:45-12:30 pm	LUNCH
12:30-1:15 pm	Viral Life Cycle
1:15-2:15 pm	HIV medications, side effects, adherence and goals of medication
2:30-3:00 pm	Role of a Peer Worker
3:00-3:15 pm	Close/Evaluation: Delta/Plus

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Day #2

TIME	SUBJECT
10:00 – 10:30 am	Words of Wisdom Icebreaker
10:30-11:00 am	What does it take to be a peer educator?
11:00-11:30 am	Peer Educator Code of Ethics
11:30-11:45 am	Relaxation Exercise (model self-care)
11:45-12:30 pm	LUNCH
12:30-1:10 pm	Stages of Change
1:10-2:00 pm	Communication Skills: Asking Tough Questions
2:00-2:15 pm	BREAK
2:15-2:50 pm	Counseling Exercise
2:50-3:00 pm	Close/Evaluation: Head/Heart/Feet

Questions & Discussion

Resources

Websites:

- PEER Center: www.hdwg.org/peer_center
- Lotus project: www.lotuspeereducation.org
- PACT project: www.peernyc.org
- WORLD: www.womenhiv.org

Thank you!

John Ruiz, *PEER Center, JRI Health*

Bill Bower, *PACT Project*

Carol Tobias, *PEER Center, Boston University*

For more information please visit
www.hdwg.org/peer_center/