

Note: This training material is continually being evaluated and updated to reflect current needs and best practices therefore it should be viewed as work in progress.

Any person, organization, or institution making use of these materials must acknowledge that they were developed by the Tanzania Institute of Social Work, Jane Addams College of Social Work, and the Midwest AIDS Training and Education Center with support from the US President's Emergency Plan for AIDS Relief (PEPFAR), USAID/Tanzania, and the American International Health Alliance's HIV/AIDS Twinning Center.

Day Seven:

Helping HIV Affected Children and Orphans

Recap — Review of previous day and overview of coming day

Review of Social Work Process Social Work Process for Working with Most Vulnerable Children and their Families and Location of this Day's Activities (Slides 2-3)

1. Identifying Vulnerable Children and their Families
2. Engaging Vulnerable Children and Families
3. Assessing the Strengths and Needs of Vulnerable Children and their Families
4. Developing a Plan of Services for Vulnerable Children and their Families
5. Implementing the Plan of Services
 - Identifying and Referral to Other Resources
 - Providing direct services: problem solving, support and coordination
 - Empowering and supporting caregivers
 - Addressing HIV related prevention and care concerns
6. Evaluating Progress, Revising Service Plan and Following Up Through Ongoing Case Management, Family Support and Advocacy

Objectives for the Day (Slide 4-5)

- Purpose of Activity (Objectives)

This unit aims to provide participants with elementary knowledge of what HIV does in the body, its signs, symptoms and opportunistic illnesses, and knowledge of the progression to AIDS.

At the end of this day, Para Social Workers will be able to:

- Demonstrate knowledge of the basic facts of HIV infection from acute infection to end of life
- Describe the context of HIV in Tanzania, Sub Saharan Africa and the world
- Demonstrate basic knowledge of HIV prevention and counseling and testing from the perspective of the Para Social Worker
- Demonstrate basic knowledge of Prevention of Mother to Child Transmission (PMTCT) of HIV from pregnancy through breast feeding from the context of the Para Social Worker
- Demonstrate a basic knowledge of HIV treatment and the Para Social Work skills required to support adherence and prevention for people living with HIV or AIDS

Learning Activities:

- Lecture and discussions, including presentations
- Interactive questions and answers
- Small group experiences on developing a service plan when HIV is an issue

Trainer Tips:

- Because HIV content may be technical and Para Social Workers have varied experience with HIV, trainers must ensure that this discussion is kept at a basic level, focusing mainly on content a Para Social Worker would need to know about risk assessment and connection of the child/family member to services
- The learner should leave with an appreciation of how each family member may be **affected** by HIV and how this knowledge will be helpful in their work with children and families
- Additional slides in this unit may be referred to for more information when the Para Social Worker has questions. Note that if time is taken with all slides it is not possible to finish this unit in the time allotted. This unit is meant as a basic introduction
- Generally there are some “HIV knowledgeable” participants in the group who may wish to have longer discussions or demonstrate what they know. In these cases their questions should be re-directed to the plenary or discussion with trainers during breaks. It is not helpful to have extended discussion with the whole group, where most participants are left out due to lack of relevance to their work
- The content should be teachable to a trainer with basic HIV knowledge, not requiring extensive HIV experience or healthcare training. However, more experienced trainers may be helpful as resource people and/or as facilitators to help with more complex content
- Additional subject matter content will be included in Para Social Work II training

Additional Equipment Needed:

- HIV prevention material, brochures
- Condoms (male and female)

The Basic Facts of HIV as it Affects Tanzania and the World

1. The Definition of HIV and AIDS
 1. Group brainstorm definitions and discuss
 2. Quiz on HIV/AIDS – Test Your Knowledge (Slide 9)

Instructions for Learning Activity:

The HIV/AIDS quiz allows each participant to do a self assessment of their knowledge about HIV/AIDS facts:

- Participants complete the quiz independently (allow 5 minutes)
- Review of the items in group setting, with a trainer or participant reading each question and the group voting on responses
- Discussion, including reasons individuals chose which response and what is current information

2. Common Modes of HIV/AIDS Transmission (Slides 10-12)

- a. Exercise: Talk with the person next to you; make a list of:
 - i. The ways HIV can be transmitted
 - ii. The ways people think HIV can be transmitted that are not true (HIV CANNOT be transmitted)
- b. Group discussion and listing (on flipchart) of major transmission routes and why other behaviors are not risky

3. HIV/AIDS Progression stages (Slides 13-14)

Instructions for Learning Activity:

Brief review of the stages between non-infection, transmission, and living with HIV, indicating that medication can be helpful, especially if used early enough. Slide 13 shows the basic processes, Slide 14 ties these in with T-cell (CD-4 cell) numbers, or how much the body is able to fight the virus. Note: this is an overview; more detailed information about each stage will occur throughout the day

4. Definition of Terms (Slide 15)

Basic terms related to HIV are summarized here: viral load, DC4/T-Cell, ART/ARV, epidemic, pandemic, opportunistic infection

Trainer Tip:

This is a reference slide, which places all these definitions in one place. As many of these are defined later in the session/day, it is not necessary to review all of these here, which usually leads to extended discussion without appropriate support material. Trainers may just review very quickly indicating the slide will be used later and learners may want to come back to this for reference

5. The Progression of HIV Disease (Slides 16-19)

- Slides 16-17 outline the basic disease process over the course of HIV Disease
- Slides 18-19 indicate the amount of virus at various stages

Note: May be quickly reviewed or skipped for future reference.

6. What HIV Does in the Body (Slides 20-21)

- Opportunistic infections - health conditions that occur because HIV weakens body's ability to fight infection and may be indicators of AIDS
- HIV Symptoms - the direct effects of HIV

Learning Activities:

- Brainstorm on the question, "What does HIV do in the body"
- Record responses on flip charts
- Discuss what the difference is between opportunistic infections and symptoms

7. The Current State of HIV in Globally and in Tanzania (Slides 23-26)

Learning Activities:

- Before viewing slides ask the group the following questions
 - How many new HIV cases occurred last year in the world? What percent of these are in Africa?
 - How many new HIV cases were there in Tanzania?
 - What percent of the people of Tanzania are infected?
 - What has been the impact of these numbers in terms of length of life?
 - What percent of these are children?
- Review the slides briefly to supplement or confirm participant answers

8. Social Factors Contributing to HIV/AIDS Infection (Slides 27-29)

- Economic: Poverty, Urbanization
- Social: Multiple partners, Drug and Substance use, Sexual exploitation, Stigma
- Cultural: Early sexual initiation, etc.
- Additional Contributing Factors
 - 1) Low levels of condom use
 - 2) Unknown HIV status
 - 3) Lack of information about sexual health
 - 4) High levels of other sexually transmitted diseases
 - 5) Women who are married having unprotected sex with only their husband are still at risk--the Biggest Risk Factor for the Transmission of HIV

Learning Activities:

- Review and discuss time permitting. Participants may add additional factors
- Note these don't directly affect infection; they are indirect factors that make HIV more complex and prevalent
- NOTE: Sexual Protection - Remember when you have unprotected sex, you are ALSO having sex with all the partners of your partner (Slide 30)

HIV Prevention, Counseling and Testing

- How to Prevent HIV (Slide 32)
- Primary Prevention Strategies: Behavior Change (Slide 33)

Learning Activity:

Brainstorm response, discuss, show slide

- Risk Assessment (Slide 34)

Learning Activity:

- Discuss how we may talk with children and families about HIV risk
- Brainstorm questions we may ask and how to do this comfortably
- Discuss the participant's own comfort level, need to practice talking about this
- Review the risk assessment questions
- Work with another participant and role play these questions—can create a “case”, without sharing your own experience
- Brief discussion in large group about how this went

Strategies to Address HIV Prevention (Slide 35)

Learning Activity:

Brainstorm response, discuss, show slide

- Voluntary Test Counseling (Slides 36-38)
- Rapid Testing and HIV (Slide 39)
- The Para Social Worker Role in Test Counseling (Slides 40-41)

Learning Activity:

- Discuss the question, “What has been your experience about HIV testing? How can we best help children and families to know their HIV status and get tested?”
- Review slides adding any information not covered

Family and Community Support of Prevention of Transmission of HIV from Mother-to-Child (PMTCT), Family, and Community

- The Basic Facts of Prevention of Mother-to-Child Transmission of HIV (Slides 43-44)
- The New Tanzanian Guidelines (Slide 45)

Learning Activity:

Review the slides.

- The Role of Para Social Workers with HIV Positive Mothers (Slides 46-47)
- Prevention of Mother to Child Transmission: Child Birth (Slides 48-50)

Learning Activities:

- Brainstorm what we as Para Social Workers can do to help HIV positive mothers and their families during pregnancy and childbirth
- Use the slides to highlight important points or what was not put on flipchart from the brainstorm
- Stress that knowledge of the current PMTCT protocol is required to help women understand what the doctors are telling them

Deciding Whether to Breast or Bottle Feed for Positive Mothers (Slides 51-54)

Learning Activities:

- Discuss their experience with Breast and Bottle feeding in their communities
- Help the group to think of an example related to infant feeding they can discuss
- Discuss the cultural practices that support breast feeding.
- Discuss the guidelines to protect mother and child related to breast and bottle feeding (Slide 53)
- Discuss the risks of switching from breast to bottle feeding related to illness and HIV infection
- Stress the AFASS approach, finding a way that is Acceptable, Feasible, Affordable, Sustainable and Safe
- Make a list of what the Para Social Worker can do to help in Feeding Decision Making
- Use slides for reference, to highlight major points to point out things missed in discussion

HIV/AIDS Medications, Access to Health Services, and Other Illnesses Related to HIV

1. HIV Treatment: The Basic Facts for Para Social Workers (Slides 56-59)
 - HIV is now treatable but requires combination of drugs that need frequent check-ins with health provider
 - Side effects are manageable
 - Need to adherence to the specific guidelines for those medications to avoid drug resistance
2. Adherence (Slides 60-74)
 - Major issues
 - Assessing readiness to adhere (follow through on medications)
 - Access to medications and ongoing medical care
 - Providing support to take medication
 - Developing plan to ensure follow-through
 - Issues of disclosure
 - Recognizing and sustaining success
 - Troubleshooting problems
 - Reframing Missing Doses

- What is the role of the Para Social Worker in supporting taking of HIV medications?

Learning Activities:

- Discuss their experience with medications and medical care, as well as their experience related to children who are HIV affected or infected
- Discuss the cultural practices related to health and medicine including traditional approaches
- Stress the need to help the child and/or family member get ready to take medications and related issues about who will know, how to get the medication and how to support medication adherence
- Make a list of what the Para Social Worker can do to help in medication adherence and getting health support
- Use slides for reference, to highlight major points to point out things missed in discussion

What a Para Social Needs to Know about Prevention for Positives (Slides 75-80)

- Prevention for Positives means the positive person reduces risky behaviors to ensure they do not infect others.
- Effective HIV treatment reduces the viral load of a treated person, but even with excellent treatment, condoms **MUST** be used to protect yourself and your partner
- Effective HIV Treatment is one of the best possible means of secondary prevention because a very low (undetectable) virus level means the person is less likely to transmit the virus
- Infected person needs to be sure they do not use needles or engage in harmful practices they may lead to blood transmission
- Key Issues for Para Social Workers to Emphasize to People Living with HIV and/or AIDS
- Once ART medicine is started, it must go on for a lifetime and ALL drugs must be taken as prescribed
- HIV treatment affects the person with HIV, his or her family and others who are providing help
- Long term adherence to HIV treatment requires personal social support which will change over time
- Prevention for PLWHIV will preserve the effectiveness of current HIV treatment

HIV's Long Term Consequences: Disclosure, Negotiation, End of Life Planning (Slides 80-84)

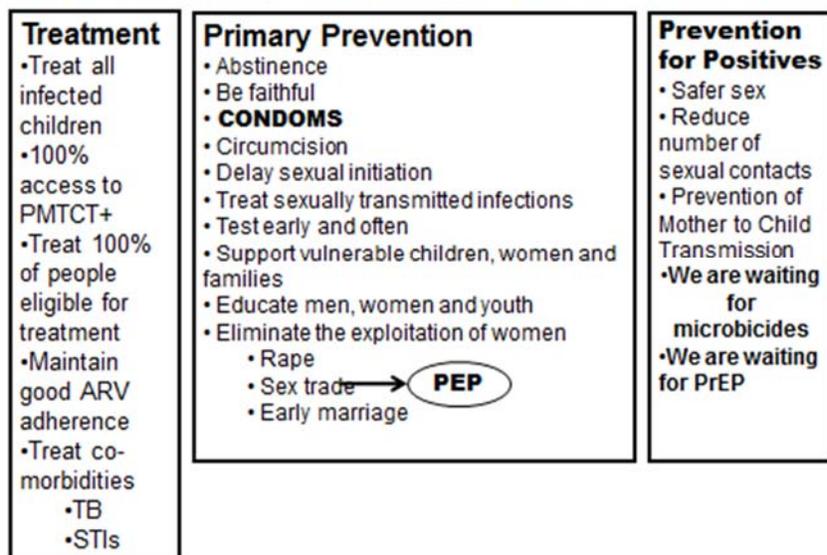
- If treated appropriately with effective medicine as early as possible to preserve immune function HIV positive people can live normal life spans.
- HIV treatment requires life-long access to HIV treatment, to medical care and assessment and to the support required for a long term chronic illness including permanent access to ART medication and familial, psychosocial and community support
- Taking medication for long-term is challenging to people with HIV (treatment exhaustion)
- Even with good treatment, other diseases may progress and affect health and survival
- Issues of who to tell about HIV become more prominent over time

- Issues of life planning with partners and family often occur with long term HIV infection
- Family support for positive members is required to maintain treatment environment and to prevent infection
- Families of HIV positive patients may experience stigma as does the infected member. Stigmatized families require psychosocial support and HIV education

Learning Activities (Slides 75-84):

- Brainstorm on the Question “What can the Para Social Worker Do to Support Children and Families Affected by HIV?”
- Discuss points as they are written on the flipchart
- Use slides for reference, to highlight major points to point out things missed in discussion

The Roadmap to an AIDS Free Tanzania



Learning Activities (Slides 85-87):

- Slides 86-87 are Summary and Reference Slides
- Each participant should be asked to think about what they will do as a Para Social Worker or Supervisor to help children and families deal with HIV issues. Ask the individuals to write these down
- After 1-2 minutes of thinking and writing the participants can call out some of their responses in the following areas:
 - Prevention of sexual transmission
 - Prevention of mother to child transmission
 - Support for health care and taking HIV medicines
 - Other activities to slow the effects of HIV on our communities
- If time is available review the slides. If not indicate that many of these ideas can be found on this slide

Skill Building Workshop: Day 7 - Service Planning When HIV is an Issue

- Appointed a recorder to report at RECAP
- Discuss concerns or questions from today's session
- Include alternative breast feeding practices
- Discuss HIV related needs for the child and family in your group case
- Work in mini-groups
- Interview client or family member regarding HIV risks or needs
- Help them to develop a plan to get tested or get care
- Discuss with whole group what did you learn?

Recap of Day 7 & Preview of Day 8