

FIELD WORKER TRAINING: CORE SKILLS IN OUTREACH AMONG INJECTING DRUG USERS

INTRODUCTION

Field worker training is a five-day training workshop designed to train people who are or will become outreach workers to IDUs. The course can be carried out in any way that best suits outreach workers and programmes. It can be provided on five consecutive days (common when first starting a programme). It can be provided on one day a week or one afternoon a week until all the sessions are completed. It can be used alone or combined with on-the-job training.

Sessions in the module provide simple overviews of ways of addressing HIV epidemics among IDUs, HIV/AIDS and drug use, as well as more in-depth examination of contacting and educating IDUs; developing specific education messages for safer sex and less risky injecting; preventing relapse and burnout; working on monitoring and evaluation; working with a referral system and programme advocacy.

This chapter provides an overview of the module (split up by Days 1–5) together with the list of materials needed, preparations needed, and an outline of the sessions in the module. Please remember that all teaching notes and slides for this module are contained in a PowerPoint file on the CD-ROM labelled **Field worker training workshop** slides.

Some of the sessions in **Field worker training workshop** are repeats (though often with a different emphasis or simpler language) of sessions in the **Programme management workshop** so that outreach managers and outreach workers have similar knowledge on core areas of their work and so that managers can assist outreach workers in on-the-job training that may accompany these training sessions.

AIM OF THE WORKSHOP

To feel confident managing an outreach programme for HIV prevention among IDUs.

ACTIVITIES

Lectures, role-playing, case study discussions, small-group work.

MATERIALS

- ▶ Computer projector (for PowerPoint slides) or overhead projector
- ▶ Computer with PowerPoint slides or printed overhead slides
- ▶ Flip-chart paper on a stand, at least 10 marker pens (various colours)
- ▶ Optional: Whiteboard or blackboard (plus chalk for blackboard or special whiteboard marker pens if using whiteboard)
- ▶ Optional: Case study video (from CD-ROM)
- ▶ *Handouts* (one for each participant):
 - ✓ *Handouts D1–D10* (one per participant)
 - ✓ *Case studies*
 - ✓ *Evaluation forms*
 - ✓ *Certificates*
 - ✓ *WHO Outreach training guide* (this book and CD-ROM, or at least the CD-ROM)
- ▶ Two photographs of drug injecting pasted onto cardboard and cut into jigsaw puzzle shapes (see next section)
- ▶ A set of 50 or so pieces of light-coloured cardboard (about 15 cm x 20 cm) for various exercises: all pieces should be the same colour
- ▶ Condoms (about three per participant) and several pieces of fruit or vegetable (bananas, cucumbers or zucchinis), or dildos if culturally acceptable, for condom demonstration
- ▶ Needles and syringes (two per participant). It is easiest for the demonstrations to use a 1-ml disposable needle-and-syringe rather than separate needles and syringes
- ▶ Cotton wool balls or cigarette filters (two per participant)
- ▶ Cotton wool balls or alcohol swabs (two per participant)
- ▶ Teaspoons (two per participant)—use plastic teaspoons if metal spoons are unavailable/too expensive
- ▶ A packet of sugar (about 500 g)
- ▶ Four litres of water
- ▶ Plastic cups (one per participant)
- ▶ Bleach (either powdered in sachets or liquid): enough to make 50 ml of bleach solution per participant
- ▶ HIV/AIDS literature in the national language(s) of the participants, varying from simple pamphlets to more complex booklets with details of the ways in which HIV disease can develop, ways to prevent HIV, legal and social aspects of HIV/AIDS, and details of any HIV treatments available in the locality and how they work. Similarly, any general literature on drugs and drug use in the participants' countries would be useful. If possible, bring sufficient of these materials to be able to give one of each to every participant.

BEFORE THE TRAINING COURSE

Arrange everything you will need for the workshop such as venue, materials, catering (if appropriate) for the breaks, etc. print out **Field worker training** slides with **Teaching notes** and Exercises (on CD-ROM), and familiarize yourself with the PowerPoint slides.

Also, insert times, venue and other relevant details in the **Field worker training** agenda template (on CD-ROM) and make as many copies of this as there are training participants; do the same with **the Field worker training workshop** course evaluation sheets (also on CD-ROM). Remember that you will need sufficient daily evaluation forms for five days of training as well as one course evaluation form for each participant (to be distributed on the final day).

Choose appropriate case studies (also on CD-ROM) and have these copied so that each participant has a copy: ensure that you choose at least one case study though you may choose to use more than one. You may also wish to use one of the videos included on the CD-ROM in the **Case study** and **Site visit** sessions (Sessions D1.3 on Day 1, D2.5 on Day 2, and D3.6 on Day 3). If possible, also copy suitable background materials for participants' further reading after the workshop. Certificates (on CD-ROM) should be completed, printed out, copied and signed and the names of participants filled in (ready for distribution at the end of the training course).

Arrange guest lecturer(s) if needed (Sessions D1.8–D1.10 on Day 1; and/or Sessions D2.2 and D2.4 on Day 2), and site visit or guest lecture by outreach workers, IDUs or ex-drug users (Session D3.6 on Day 3). If it is impossible to provide a site visit or guest lecture, examine the **Case studies** in **Outreach methods** and the videos on the CD-ROM. Design a set of exercises using the case studies and videos to give participants a clear picture of the reality of outreach work.

You will also need two photographs of drug injecting. If possible, these should be photographs taken in the country in which the participants live. However the photographs must not show the face of the IDUs. It is useful for you to know the "story" behind the photographs: where they were taken without being very specific about the site, what the subjects were doing, etc. (If this is not possible, choose photographs from the **Photos** folder on the CD-ROM and see **Notes to photographs**.) Have the photographs enlarged (to A4 size if possible). Cut the photographs up in uneven shapes (like jigsaw puzzle pieces). The number of pieces (in total) should match the number of participants. These are used in an exercise in session D5.1 on Day 5).

In some settings, it is common practice to provide participants with a copy of all overhead slides: these copies should also be made before the workshop (for distribution of these copies).

WORKSHOP OUTLINE

- Day 1**
- D1.0 Introduction
 - D1.1 Self-expression
 - D1.2 Organization and programme: history, aims and objectives
 - Break
 - D1.3 Outreach programmes: case study
 - D1.4 HIV epidemics and prevention among IDUs
 - D1.5 Where are IDUs in this locality?
 - Lunch
 - D1.6 Communicating with IDUs I
 - D1.7 HIV/AIDS questionnaire
 - D1.8 HIV/AIDS knowledge I
 - Break
 - D1.9 HIV/AIDS knowledge II
 - D1.10 Anonymous questions
 - D1.11 Condom demonstration
 - D1.X Evaluation and close
- Day 2**
- D2.0 Welcome
 - D2.1 Who is a drug user?
 - D2.2 Drugs and drug use I
 - Break
 - D2.3 Why do people take drugs?
 - D2.4 Drugs and drug use II
 - D2.5 Making contact: Case study
 - Lunch
 - D2.6 Risks related to injecting
 - D2.7 Needle and syringe use demonstration
 - D2.8 Making contact with IDUs I
 - Break
 - D2.9 Making contact with IDUs II
 - D2.10 Needle and syringe cleaning
 - D2.X Evaluation and close
- Day 3**
- D3.0 Welcome
 - D3.1 Safe-sex arguments
 - D3.2 Education messages
 - Break
 - D3.3. Communicating with drug users II
 - D3.4. Education strategies
 - D3.5. Education messages exercise
 - Lunch
 - D3.6. Site visits/guest lectures
 - D3.X. Evaluation and close

Day 4

- D4.0 Welcome
- D4.1 Impressions of outreach work
- D4.2 Problem-solving with injecting risks
- Break
- D4.3 HIV testing and counselling
- D4.4 Communicating with drug users III
- Lunch
- D4.5 Referral
- D4.6 What other agencies do
- Break
- D4.7 What will my friends say?
- D4.8 Relapse and burnout prevention
- D4.9 My list of relapse triggers
- D4.10 Observation, recording, confidentiality and street safety
- D4.X Evaluation and close

Day 5

- D5.0 Welcome
- D5.1 How do you know?
- D5.2 Evaluation and monitoring
- D5.3 Evaluation and monitoring exercise
- Break
- D5.4 What are the attributes of effective outreach workers?
- D5.5 Supervision and team meetings
- D5.6 Team meeting role-playing
- Lunch
- D5.7 Dealing with difficult clients
- D5.8 Developing outreach rules
- Break
- D5.9 HIV/AIDS and drugs knowledge test
- D5.10 Follow-up and networking
- D5.X Evaluation and close

DAY 1

D1.0. INTRODUCTION

(45 MINUTES)

Training objective: To provide participants with an understanding of the aim and activities of the workshop, and introduce participants to trainers and each other.

Learning objective: By the end of the session, participants should have increased knowledge about:

- ▶ the aim of the training workshop;
- ▶ the duration of the workshop, timing of breaks and main topics to be covered; and
- ▶ their fellow participants.

Key learning points:

- ▶ This workshop should lead to effective outreach work in the participants' localities

Techniques: Lecture, introductions.

Field worker training workshop slides: Slides D1.1, D1.1.1, D1.1.2

Session approach and content: See the chapter on workshop methods (1.5) for methods of introducing participants and ice-breaker games, and PowerPoint Slides (with Teaching notes) and exercises for **Field worker training workshop** and for specific techniques useful for multi-day training courses. Introduce yourself to participants, allow each participant to introduce himself or herself to the group; read the aim of the workshop (Slide D1.1) and read out the outline, stating when breaks and lunch will be each day. It is especially useful to use ice-breaker games in this session.

Define workshop rules, attendance, and remuneration, if applicable. Review workshop rules (show slides with key points). Ask participants whether they agree with these rules, whether they have any questions, and whether they would like to add any rules to this. These rules are in their participant manual.

D1.1. SELF-EXPRESSION: WHO AM I?

(25 MINUTES)

Training objective: To help participants feel confident about expressing opinions and making personal statements.

Learning objective: By the end of the session, participants should have increased:

- ▶ confidence in expressing opinions and making personal statements; and
- ▶ knowledge about personal likes and dislikes of their fellow participants.

Key learning points:

- ▶ This training course requires participants to think about their attitudes and express themselves, even on topics that may be sensitive or personal.

Techniques: Individual writing and reports, exercise D1.1.

Session approach and content: Participants are asked to complete the sentences on a **Handout** to begin the process of expressing themselves. This process also allows trainers to check for literacy problems among participants. Participants are encouraged to read out their answers.

D1.2. INTRODUCTION TO ORGANIZATION AND PROGRAMME

(20 MINUTES)

Training objective: To provide participants with an overview of the organization that is conducting the outreach programme and of the programme itself.

Learning objective: By the end of the session, participants should have increased knowledge about:

- ▶ the history and philosophy of the organization that is conducting the outreach programme;
- ▶ how and why the outreach programme was established; and
- ▶ the aims and objectives of the outreach programme.

Key learning points:

- ▶ It is important that outreach workers know the overall philosophy of the organization they work for, and the specific aims and objectives of their outreach programme.

Techniques: Lecture and discussion.

Session approach and content: The organization operating the outreach programme and the manager of the programme provide participants with an overview of the organization, a brief history (both of the organization and the outreach programme), aims, objectives, activities and so on. Key staff are introduced and their roles are explained.

D1.3. CASE STUDY: OUTREACH PROGRAMMES

(40 MINUTES)

Training objective: To provide participants with an understanding of how outreach for HIV prevention among IDUs has occurred in one context and to allow discussion of the positive and negative aspects of outreach work.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of specific characteristics of outreach for HIV prevention among IDUs in a particular context; and

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- ▶ understanding of the benefits and negative aspects of outreach work.

Key learning points:

- ▶ Outreach is effectively carried out in localities similar to that of the participants.
- ▶ Outreach may have negative or problematic aspects.

Techniques: Individual reading and/or guest lecture, followed by small-group discussion and plenary discussion.

Field worker training workshop slides: Slide D1.2

Session approach and content: A guest speaker or case study is used to provide a general introduction to outreach. Participants are asked to discuss:

- ▶ Does outreach appear to be a useful method of HIV prevention among IDUs in the country described in the case study?
- ▶ What seem to be the most important aspects of outreach work in the case study?
- ▶ Are there any negative aspects of the work described in the case study?

D1.4. HIV EPIDEMICS AMONG IDUs

(20 MINUTES)

Training objective: To provide participants with core information on HIV epidemics and HIV prevention among IDUs.

Learning objectives: By the end of the session, participants should have increased knowledge about:

- ▶ the ways in which HIV can spread among IDUs and from IDUs to others;
- ▶ the speed at which HIV epidemics can develop among IDUs;
- ▶ the impact of IDU-related HIV epidemics on individuals, societies and economies;
- ▶ methods used to address HIV among IDUs; and
- ▶ relationship of outreach to other effective methods.

Key learning points:

- ▶ HIV epidemics can spread very quickly among IDUs.
- ▶ The personal, social and economic costs of HIV epidemics among IDUs can be very high.
- ▶ Public health approaches are needed to address HIV among IDUs effectively.
- ▶ Within a public health approach, several specific activities have been shown to be highly effective in preventing HIV transmission among IDUs, including outreach.
- ▶ While outreach may be limited in effectiveness on its own, it is often the first effective method to be implemented and is vital to the success of HIV prevention among IDUs.

Techniques: Lecture, discussion.

Field worker training workshop slides: Slides D1.3–D1.10

Session approach and content:⁶This session is a summary of the information provided in Sessions A.1 and A.3 (see the guidelines on these sessions for an overview of the main points made).

D1.5. EXERCISE: HOW TO CONTACT IDUS

(35 MINUTES)

Training objective: To introduce participants to some of the obstacles to effective HIV prevention among IDUs

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of obstacles to HIV prevention among IDUs;
- ▶ awareness of their own abilities to directly intervene in IDUs' behaviour; and
- ▶ sense of comfort with their fellow participants.

Key learning points:

- ▶ Injecting drug use is hidden and marginalized: it often occurs in the same areas as other criminal activities.
- ▶ Not everyone is comfortable visiting the places where IDUs might be found and talking with IDUs.
- ▶ IDUs may not listen to advice follow recommendations for changing their behaviour.

Techniques: Small-group discussion, plenary discussion.

Field worker training workshop slides: Slide D1.11

Session approach and content: This session is the same as the exercise provided in Session A.2 (see the guidelines on this session for an overview of the main points made).

D1.6. COMMUNICATING WITH DRUG USERS I

(25 MINUTES)

Training objective: This exercise is designed to show the communication environment in which most IDUs live.

Learning objectives: By the end of the session, participants should have increased:

- ▶ understanding of how communications are perceived by IDUs.

⁶ This session is rewritten for *Field worker training workshop* in simpler language to make it easier for non-professionals to understand. Be sure to check the PowerPoint Slides and *Teaching notes* (on CD ROM) to note any changes between this presentation and those in Sessions A.1, A.3 and C1.1

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Key learning points:

- ▶ Any communication to an IDU must compete with all the other communications an IDU receives every day, preferably using the terms and vocabulary for drugs and other related issues used by them.
- ▶ Health issues are not necessarily the most significant problems faced by an IDU each day.
- ▶ Many communications to IDUs are angry and negative.
- ▶ IDUs are likely to mistrust anyone who tries to communicate with them, expecting them to be angry and negative.

Techniques: Role-playing, discussion, exercise D1.6.

Session approach and content: This session is a summary of the information provided in Session C1.4 (see the guidelines on this session for an overview of the main points made).

D1.7. HIV/AIDS KNOWLEDGE TEST

(40 MINUTES)

Training objective: To provide trainers with an understanding of the level of HIV/AIDS knowledge among participants.

Learning objectives: By the end of the session, participants should have increased knowledge about:

- ▶ HIV/AIDS.

Techniques: Individual form filling, then discussion in small-groups, exercise D1.7.

Session approach and content: Participants are provided with written questions on a *Handout* to answer individually in writing or asked to answer orally if they are not literate. This knowledge test helps trainers to see the level of general HIV knowledge existing among participants and is used to set the emphasis for later sessions on HIV/AIDS and drug use.

D1.8. HIV/AIDS KNOWLEDGE I

(25 MINUTES)

Training objective: To provide participants with an overview of important HIV/AIDS knowledge

Learning objectives: By the end of the session, participants should have increased knowledge about:

- ▶ HIV/AIDS.

Key learning points:

- ▶ HIV is a virus: infection with HIV leads to AIDS.

- ▶ HIV disease has several stages: an HIV diagnosis does not mean AIDS, immediate or visible illness or impending death.
- ▶ HIV is diagnosed using specific tests.
- ▶ It is not possible to know whether a person has HIV or not without testing blood.

Techniques: Question and answer or lecture by guest lecturer.

Field worker training workshop slides: Slides D1.12–D1.14

This session and Session D1.9 are a summary of the information provided in Session C1.5 (see the guidelines on this session for an overview of the main points made).

D1.9. HIV/AIDS KNOWLEDGE II

(20 MINUTES)

Training objective: To provide participants with an overview of important HIV/AIDS knowledge

Learning objectives: By the end of the session, participants should have increased knowledge about:

- ▶ HIV/AIDS

Key learning points:

- ▶ HIV transmission occurs in only a few ways: from blood or semen with HIV.
- ▶ HIV is not transmitted by mosquitoes, through the air or by casual or household contact.
- ▶ HIV transmission can be avoided by preventing blood or semen with HIV from entering the body of an HIV-negative person. For non-medical situations, this means:
 - ✓ condoms for penetrative vaginal or anal sex;
 - ✓ no transfer of blood between IDUs via needles, syringes or other shared injecting equipment;
 - ✓ when replacement feeding is acceptable, feasible, affordable, sustainable and safe, avoidance of all breastfeeding by HIV infected mothers; otherwise, exclusive breastfeeding is recommended during the first months of life and should then be discontinued as is feasible (Ref.: Prevention of HIV in infants and young children: Review of Evidence and WHO's activities, WHO/HIV/2002.08).

Techniques: Question and answer or lecture by guest lecturer.

Field worker training slides: Slides D1.15–D1.21

Session approach and content: This session is a continuation of Session D1.8.

D1.10. ANONYMOUS QUESTIONS

(25 MINUTES)

Training objective: To provide participants with specific answers to their questions related to HIV/AIDS.

Learning objectives: By the end of the session, participants should have increased knowledge about:

- ▶ HIV/AIDS.

Key learning points:

- ▶ These will depend on the questions asked.

Techniques: Individual writing, short lectures, exercise D1.10.

Session approach and content: This session is the same as the exercise provided in Session C1.6 (see the guidelines on this session for an overview of the main points made).

D1.11. CONDOM DEMONSTRATION

(35 MINUTES)

Training objective: To help participants feel comfortable with condom demonstrations.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge about condoms and their use in preventing sexual transmission of HIV;
- ▶ skills in putting on a condom; and
- ▶ comfort with demonstrating condom use to others.

Key learning points:

- ▶ Condom quality is important.
- ▶ There are specific steps that should be taken when putting on a condom.
- ▶ Embarrassment in condom demonstrations is common at first but needs to be overcome so that participants can provide these demonstrations to outreach workers and to IDUs.

Techniques: Lecture, demonstration, exercise in small-groups, demonstrations.

Field worker training slides: Slides D1.22–D1.24

Session approach and content: This session is the same as the exercise provided in Session C1.8 (see the guidelines on this session for an overview of the main points made).

D1.X. EVALUATION AND CLOSE

(10 MINUTES)

Training objective: To provide trainers with insight into the effectiveness of their training materials and methods and to offer participants a structured way to comment on the training process.

Techniques: Individual completion of evaluation forms, exercise D1.X.

Session approach and content: Daily evaluation sheets are distributed and completed by the participants.

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D2.0. WELCOME

(15 MINUTES)

Training objective: To assist participants in feeling comfortable and to focus on the day ahead.

Learning objectives: By the end of the session, participants should have increased:

- ▶ interest in continuing training.

Key learning points:

- ▶ These will depend on the method used.

Techniques: Discussion and/or ice-breaker exercise, exercise D2.0.

Session approach and content: Welcome participants to the second day of the training workshop. Following this, an ice-breaker exercise or a discussion or both can be held. Another technique is to provide a recapitulation of the previous day's training sessions. Trainers can either read out a list of the areas covered, asking whether any questions remain or ask participants to recap the most important points made (recording these on a flip-chart sheet).

D2.1. WHO IS A DRUG USER?

(50 MINUTES)

Training objective: To assist participants to think about their stereotypes of drug users.

Learning objectives: By the end of the session, participants should have increased understanding about:

- ▶ their own and other participants' views about drug users.

Key learning points:

- ▶ Drug users include many different people in society, from the coffee drinker to the aspirin chewer to the heroin injector.
- ▶ Even among drug injectors, there is a wide range of variation from older men living alone to young women who inject with friends.
- ▶ Most drug users, injecting or otherwise, have friends, families, health problems, other problems and ways of coping with problems.

Techniques: Imagination exercise, followed by individual drawing and discussion of drawings, exercise D2.1.

Session approach and content: This exercise asks participants to use their imagination to produce a mental picture of a local drug user. Various prompts are used to try to make the

mental picture as detailed as possible. Participants are then asked to draw a picture of “their” imagined drug user and the following discussion centres on stereotypes of drug users.

D2.2. DRUGS AND DRUG USE I

(25 MINUTES)

Training objective: To provide participants with an overview of important knowledge related to drugs.

Learning objectives: By the end of the session, participants should have increased knowledge about:

- ▶ drugs and drug use.

Key learning points:

- ▶ There are three main categories of drugs: stimulants, depressants and hallucinogens.
- ▶ Drugs can be legal or illegal, depending on culture and tradition: drugs do not become illegal because they are more harmful.

Techniques: Question and answer or lecture by guest lecturer.

Field worker training slides: D2.1–D2.9

Session approach and content: This session along with Session D2.4 is a summary of the information provided in Session C1.7 (see the slide teaching notes on this session for an overview of the main points made).

D2.3. WHY DO PEOPLE TAKE DRUGS?

(15 MINUTES)

Training objective: To stimulate participants to think about why people take drugs.

Learning objectives: By the end of the session, participants should have increased understanding about:

- ▶ various reasons why people take drugs.

Key learning points:

- ▶ There is a wide variety of reasons for taking drugs.
- ▶ Stereotyping of drug users can lead to false beliefs about the reasons for taking drugs.

Techniques: Brainstorming and discussion, exercise D2.3.

Session approach and content: Participants brainstorm to explore the reasons why people might start to take drugs, leading to the view that many different types of people take

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drugs for a variety of reasons. A discussion examines the issue of stereotyping (referring back to the pictures of drug users) and how stereotyping can lead to false beliefs about the reasons for taking drugs.

D2.4. DRUGS AND DRUG USE II

(30 MINUTES)

Training objective: To provide participants with an overview of important knowledge related to drugs.

Learning objectives: By the end of the session, participants should have increased knowledge about:

- ▶ drugs and drug use.

Key learning points:

- ▶ Drug use takes place along a continuum from experimental or occasional use to dependent use.
- ▶ Problems related to drug use depend on the drug, the individual using the drug and the environment within which it is used (drug, set and setting).

Techniques: Question and answer or lecture by guest lecturer.

Field worker training slides: Slides D2.9 and D2.10

Session approach and content: This session is a continuation of Session D2.2.

D2.5. MAKING CONTACT CASE STUDY

(45 MINUTES)

Training objective: To provide participants with an understanding of how outreach programmes have made contact with IDUs in at least one context and to allow discussion of methods of making contact in participants' localities.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of methods of making contact with IDUs; and
- ▶ understanding of some key aspects of making contact with IDUs.

Key learning points:

- ▶ Making contact with IDUs is effectively carried out in localities similar to those of the participants.
- ▶ Key steps of aspects of making contact with IDUs include:
 - ✓ deciding aims and objectives.

Techniques: Individual reading, followed by small-group discussion and plenary discussion.

Field worker training slides: Slide D2.11

Session approach and content: This session is the same as the exercise provided in Session C2.4 (see the guidelines on this session for an overview of the main points made).

D2.6. RISKS RELATED TO INJECTING

(25 MINUTES)

Training objective: To provide participants with detailed information on risks associated with drug injecting.

Learning objectives: By the end of the session, participants should have increased knowledge of:

- ▶ methods used to address HIV among IDUs;
- ▶ relative effectiveness of these methods;
- ▶ relationship of outreach to other effective methods; and
- ▶ risks associated with injecting drugs.

Key learning points:

- ▶ Risk reduction approaches are needed to address HIV among IDUs effectively.
- ▶ Several specific activities have been shown to be highly effective in preventing HIV transmission among IDUs, especially when they are used in combination with each other. These are outreach, other relevant and credible education, increasing the availability of needles and syringes, and drug substitution treatment.
- ▶ HIV transmission is only one of many risks associated with injecting drugs.
- ▶ It is important to have an understanding of all risks associated with injecting as other issues (overdose, for example) may be more immediately important to IDUs.
- ▶ HIV risk reduction can be placed in the context of other risks when outreach workers talk with IDUs.

Techniques: Lecture and discussion.

Field worker training slides: Slides D2.12–D2.16

Session approach and content: This session is a summary of the information provided in Session C2.7 (see the guidelines on this session for an overview of the main points made).

D2.7. NEEDLE AND SYRINGE USE DEMONSTRATION

(40 MINUTES)

Training objective: This exercise is designed to help participants become familiar with handling needles and syringes and with drug-related HIV transmission risks.

Learning objectives: By the end of the session, participants should have increased:

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- ▶ familiarity with the ways in which IDUs use needles and syringes;
- ▶ understanding of problems faced by IDUs in attempting to reduce their drug-related HIV transmission risks;
- ▶ knowledge of HIV transmission points during (powdered) drug preparation and injection; and
- ▶ knowledge and familiarity with methods of cleaning needles and syringes.

Key learning points:

- ▶ HIV transmission can occur at several points during drug preparation and injecting.
- ▶ Haste (caused by fear of police or trying to inject in a public place) increases the risk of HIV transmission.
- ▶ Problem-solving techniques can be used to reduce risks.
- ▶ Needle and syringe cleaning is not totally effective in preventing HIV transmission, but cleaning by an approved method is more effective than not cleaning syringes and needles.

Techniques: Demonstrations, discussion, exercise D2.7.

Session approach and content: This session is the same as the exercise provided in Session C2.8 (see the guidelines on this session for an overview of the main points made). In this case, however, as there are usually drug users or ex-users among the participants, the trainers usually ask participants to provide the demonstrations.

D2.8. MAKING CONTACT WITH DRUG USERS I

(20 MINUTES)

Training objective: To provide participants suggestions about ways to make contact and begin communicating with IDUs.

Learning objectives: By the end of the session, participants should have increased knowledge of:

- ▶ methods of contacting IDUs;
- ▶ settings for contacting IDUs; and
- ▶ techniques for initiating communication with IDUs.

Key learning points:

- ▶ Outreach requires careful building of trust between outreach workers and IDUs.
- ▶ There are some established methods of making contact with IDUs.
- ▶ Communication with IDUs on HIV prevention needs to occur in a context of friendly contact.

Techniques: Lecture and discussion.

Field worker training slides: Slides D2.17–D2.21

D2.9. MAKING CONTACT WITH DRUG USERS II

(20 MINUTES)

Training objective: To give participants suggestions on ways to make contact and begin communicating with IDUs.

Learning objectives: By the end of the session, participants should have increased knowledge of:

- ▶ techniques for communicating with IDUs.

Key learning points:

- ▶ There are some established methods of making contact with IDUs.
- ▶ Communication with IDUs on HIV prevention needs to occur in a context of friendly contact.

Techniques: Lecture and discussion.

Field worker training slides: Slides D2.22–D2.25

Session approach and content: This session is a continuation of Session D2.8.

D2.10. NEEDLE AND SYRINGE CLEANING

(45 MINUTES)

Training objective: To increase participants' familiarity with the 2 x 2 x 2 needle and syringe cleaning method.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of the 2 x 2 x 2 needle and syringe cleaning method;
- ▶ understanding of the problems of trying to clean needles and syringes; and
- ▶ skills in demonstrating the 2 x 2 x 2 method.

Key learning points:

- ▶ The 2 x 2 x 2 cleaning method is complex and time-consuming.
- ▶ This and other cleaning methods are not as effective as using a new needle and syringe for each injection or reusing your own needle and syringe.

Techniques: Demonstrations, discussion.

Session approach and content: This session is the same as the exercise provided in Session C2.10 (see the Handout D4 on this session for an overview of the main points

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made). In this case, however, as there are usually drug users or ex-users among the participants, the trainers usually ask participants to provide the demonstrations.

D2.X. EVALUATION AND CLOSE

(10 MINUTES)

Training objective: To provide trainers with insight into the effectiveness of their training materials and methods and to offer participants a structured way to comment on the training process.

Techniques: Individual completion of evaluation forms, exercise D2.X.

Session approach and content: Daily evaluation sheets are distributed and completed by the participants.

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D3.0. WELCOME

(15 MINUTES)

Training objective: To help participants to feel comfortable and to focus on the day ahead.

Learning objectives: By the end of the session, participants should have increased:

- ▶ interest in continuing training.

Key learning points:

- ▶ These will depend on the method used.

Techniques: Discussion and/or ice-breaker exercise, exercise D3.0.

Session approach and content: Welcome participants to the second day of the training course. Following this, an ice-breaker exercise or a discussion or both can be held. Another technique is to provide a recapitulation of the previous day's training sessions. Trainers can either read out a list of the areas covered, asking whether any questions remain or ask participants to recap the most important points made (recording these on a flip chart sheet).

D3.1. SAFER-SEX ARGUMENTS

(45 MINUTES)

Training objective: To provide participants with an opportunity to respond to persuasion in a positive way by challenging the persuader and asserting themselves and their own ideas.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of arguments for safe sex;
- ▶ understanding of methods of persuasion and countering arguments; and
- ▶ awareness of strategies for finding solutions in conflict situations based on individual experiences and knowledge.

Key learning points:

- ▶ Persuasion can be responded to in a positive way.
- ▶ There are many arguments for safe sex.

Techniques: A game, exercise D3.1.

Session approach and content: In many situations, the male partner rejects any suggestion of condom use. A condom is often associated with mistrust, feeling uncomfortable, being too complicated to organize, etc. This game helps participants to think of arguments to persuade the male partner to use a condom.

D3.2. EDUCATION MESSAGES

(30 MINUTES)

Training objective: To provide participants with core HIV-prevention education messages and suggestions for developing specific education messages for IDUs in their locality.

Learning objectives: By the end of the session, participants should have increased knowledge of:

- ▶ core (standard) HIV-prevention education messages for IDUs;
- ▶ other potentially useful HIV-prevention education messages for IDUs; and
- ▶ methods of creating prevention education messages.

Key learning points:

- ▶ To be effective, HIV-prevention education messages need to be explicit and targeted specifically at the IDUs in the participants' localities.
- ▶ A wide range of education messages is needed for effective HIV prevention among IDUs, but the most important messages are:
 - ✓ Always use condoms for penetrative vaginal or anal sex
 - ✓ Always use your own needle and syringe, spoons, pots, swabs, water, filters, tourniquet
 - ✓ Do not share injecting equipment
 - ✓ Be aware of infections and overdose
 - ✓ Use each needle and syringe once only
 - ✓ Prepare injections on a clean surface
 - ✓ Wash your hands before and after each injection
 - ✓ If reusing injection equipment, reuse your own
 - ✓ If using someone else's used injecting equipment, clean by an approved method
- ▶ Creating prevention education messages should include the following steps:
 - ✓ Defining the aim of the message, including input from active IDUs
 - ✓ Assembly of required information and drafting of publication or message
 - ✓ Checking of information by medical or other qualified personnel
 - ✓ Focus group of active IDUs to provide reactions
 - ✓ Re-drafting of message or publication
 - ✓ Focus group of active IDUs to provide final feedback
 - ✓ Finalize message or publication, produce and disseminate
- ▶ The same process should be used for other target groups.

Techniques: This session is presented here as a lecture and discussion. When trainers feel comfortable with the processes outlined here, it can be effectively delivered (and can be more closely focused on specific characteristics of the outreach programme) by being delivered in small-group work and brainstorming sessions.

Field worker training slides: Slides D3.1–D3.5

Session approach and content: This session is a summary of the information provided in Session C2.9 (see the guidelines on this session for an overview of the main points made).

D3.3. COMMUNICATING WITH DRUG USERS II

(35 MINUTES)

Training objective: This exercise is designed to show prospective outreach workers some of the difficulties of outreach work.

Learning objectives: By the end of the session, participants should have increased:

- ▶ understanding of the difficulties of outreach work; and
- ▶ knowledge of problem areas and possible solutions for face-to-face communication with IDUs.

Key learning points:

- ▶ Starting conversations with IDUs can be difficult.

Techniques: Role-playing, discussion, exercise D3.3.

Session approach and content: This session is the same as the exercise provided in Session C2.6 (see the guidelines on this session for an overview of the main points made).

D3.4. EDUCATION STRATEGIES

(25 MINUTES)

Training objective: To provide participants with suggestions for HIV-prevention education strategies.

Learning objectives: By the end of the session, participants should have increased knowledge of:

- ▶ HIV-prevention education strategies for IDUs.

Key learning points:

- ▶ A wide range of education strategies is needed for effective HIV prevention among IDUs but among the most important strategies are:
 - ✓ one-to-one education;
 - ✓ group education;
 - ✓ slogans and sayings;
 - ✓ leaflets; and
 - ✓ newsletters and magazines.
- ▶ Publications and messages should be developed using the process outlined in Session D3.2.

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- ▶ Outreach workers can use this development process as a way of raising issues related to HIV risk.
- ▶ Effective HIV prevention requires providing the same messages in different levels of detail and in different media to reach the same group of IDUs many times over an extended period of time.

Techniques: Lecture and discussion.

Field worker training slides: Slides D3.6–D3.11

Session approach and content: This session is a summary of the information provided in Session C2.11 (see the guidelines on this session for an overview of the main points made).

D3.5. EDUCATION MESSAGES EXERCISE

(25 MINUTES)

Training objective: This exercise is designed to assist participants in practising to development of sayings and slogans for HIV-prevention education.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of the process of developing HIV-prevention education messages; and
- ▶ skills in developing slogans and sayings.

Key learning points:

- ▶ Slogans and sayings should be short and catchy.
- ▶ Developing effective education messages requires input from IDUs.

Techniques: Individual work, plenary discussion, exercise D3.5.

Session approach and content: This session is the same as the exercise provided in Session C2.12 (see the guidelines on this session for an overview of the main points made).

D3.6. SITE VISIT/GUEST LECTURE(S)

(3 HOURS)

At this point, a visit is paid to a working outreach programme if possible. Alternatively, outreach workers, IDUs or ex-drug users are invited to give guest lectures to the participants or a set of exercises is carried out using the **Case studies on Outreach methods** and the videos (both on the CD-ROM) included in this package to give participants a clear picture of the reality of outreach work

D3.X. EVALUATION AND CLOSE

(10 MINUTES)

Training objective: To provide trainers with insight into the effectiveness of their training materials and methods and to offer participants a structured way to comment on the training process.

Techniques: Individual completion of evaluation forms, exercise D3.X.

Session approach and content: Daily evaluation sheets are distributed and completed by the participants.

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D4.0. WELCOME

(15 MINUTES)

Training objective: To help participants to feel comfortable and to focus on the day ahead.

Learning objectives: By the end of the session, participants should have increased:

- ▶ interest in continuing training.

Key learning points:

- ▶ These will depend on the method used.

Techniques: Discussion and/or ice-breaker exercise, exercise D4.0.

Session approach and content: Welcome participants to the second day of the training course. Following this, an ice-breaker exercise a discussion or both can be held. Another technique is to provide a recapitulation of the previous day's training sessions. Trainers can either read out a list of the areas covered, asking if any questions remain or ask participants to recap the most important points made (recording these on a flip-chart sheet).

D4.1. IMPRESSIONS OF OUTREACH WORK

(35 MINUTES)

Training objective: To help participants to consider the techniques used by other outreach programmes.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of the positive and negative aspects of the outreach programmes viewed or discussed on Day 3;
- ▶ knowledge of the usefulness or otherwise of these aspects on participants' own programmes; and
- ▶ skills in deciding which aspects of these programmes would be useful in participants' own programmes.

Key learning points:

- ▶ Visiting/discussing other programmes can be useful.
- ▶ Participants need to reflect on what they see in other programmes to determine how any positive ideas can be incorporated into their own programmes.

Techniques: Small-group exercise, discussion, exercise D4.1.

Session approach and content: This exercise helps participants to discuss the features of outreach they noted in the previous day's site visits/lectures/studies, both positive and negative. The discussion allows outreach workers to express their fears and hopes about the way in which they will carry out their work.

D4.2. PROBLEM-SOLVING WITH INJECTION RISKS

(45 MINUTES)

Training objective: To help participants respond effectively to unfavourable circumstances regarding safer injecting, and to familiarize participants with problem-solving techniques.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of problems that IDUs face in attempting to reduce their drug-related HIV transmission risks;
- ▶ understanding of the various ways in which IDUs attempt to reduce their risks in difficult circumstances; and
- ▶ skills in solving problems that can arise in real injecting situations.

Key learning points:

- ▶ Injecting is often carried out in difficult circumstances.
- ▶ IDUs often have choices (though these are frequently limited) between more or less risky behaviour.
- ▶ One of the tasks of outreach is to help IDUs know the least-risky behaviour and to encourage this behaviour.

Techniques: Large-group work, discussion, exercise D4.2.

Session approach and content: This session is the same as the exercise provided in Session C3.1 (see the guidelines on this session for an overview of the main points made).

D4.3. HIV TESTING AND COUNSELLING

(30 MINUTES)

Training objective: To provide participants with an understanding of important issues related to testing for HIV and counselling for HIV testing.

Learning objectives: By the end of the session, participants should have increased knowledge of:

- ▶ reasons why HIV testing can be useful for IDUs;
- ▶ important issues related to HIV testing; and
- ▶ elements of effective pre- and post-test counselling.

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Key learning points:

- ▶ HIV testing should be voluntary.
- ▶ HIV testing should be accompanied by appropriate pre- and post-test counselling.
- ▶ Pre- and post-test counselling can provide valuable opportunities for HIV-prevention education for IDUs and others.

Techniques: Lecture and discussion.

Field worker training slides: Slides D4.1–D4.4

Session approach and content: This session is a summary of the information provided in Session C3.2 (see the guidelines on this session for an overview of the main points made).

D4.4. COMMUNICATING WITH DRUG USERS III

(60 MINUTES)

Training objective: This exercise is designed to help outreach workers raise and deal with sensitive topics during outreach counselling.

Learning objectives: By the end of the session, participants should have increased:

- ▶ understanding of the difficulties of raising and dealing with sensitive topics during outreach counselling;
- ▶ skills in undertaking a personal risk assessment; and
- ▶ experience of practising these activities in a safe environment.

Key learning points:

- ▶ Personal risk assessments can include sensitive topics.
- ▶ Gaining information during a personal risk assessment requires patience and careful questioning.

Techniques: Role-playing, discussion, exercise D4.4.

Session approach and content: This exercise has the participants work in pairs with one person in each pair playing the role of an IDU wanting an HIV test but not wanting to say why he or she wants to be tested. The other participant in each pair plays the role of an outreach worker trying to help the “IDU” to do a personal risk assessment. During discussions, participants are asked to concentrate on what they felt and discovered playing their roles.

D4.5. REFERRAL**(30 MINUTES)**

Training objective: To help participants understand the process of referral.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of the need for a referral database; and
- ▶ understanding of the methods of developing a referral database.

Key learning points:

- ▶ A referral database is a list of all the services IDUs might need to access in the locality to meet their health, legal, social and welfare needs.
- ▶ It is developed by thinking from the viewpoint of a local IDU and considering what resources are available at the local level.

Techniques: Individual work, brainstorming and discussion, exercise D4.5.

Session approach and content: In this exercise, participants repeat the process of the exercise in Session C4.7 and (if available) use the database developed by outreach managers in Session C4.8.

D4.6. WHAT OTHER AGENCIES DO**(60 MINUTES)**

Training objective: To provide participants with an understanding of the services provided to IDUs by other agencies in their localities.

Learning objectives: By the end of the session, participants should have increased knowledge of:

- ▶ services provided to IDUs by other agencies in their localities; and
- ▶ specific characteristics of the agencies that can assist with appropriate referral.

Key learning points:

- ▶ This will depend on the agencies.

Techniques: Lectures and discussions with at least three to four guest lecturers, exercise D4.6.

Session approach and content: Because outreach workers need substantial information about agencies to which they may refer IDUs, it is necessary to gain an in-depth understanding of the work that these agencies do as well as any rules that may prevent IDUs from gaining access to services. This session allows participants to hear directly from operational staff or managers of local agencies about what they do and how they can assist outreach workers.

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D4.7. WHAT WILL MY FRIENDS SAY?

(30 MINUTES)

Training objective: To help participants consider ways of approaching drug-using friends as an outreach worker.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of the difficulties of approaching drug-using friends as an outreach worker; and
- ▶ skills in thinking of ways to avoid using drugs when meeting drug-using friends as an outreach worker.

Key learning points:

- ▶ One of the hardest tasks for ex-drug-using outreach workers is to provide outreach among friends who continue to use drugs: this often results in discomfort (for both the outreach worker and friends), and sometimes a relapse into drug use.
- ▶ These problems can also affect active IDUs (who have agreed not to use drugs while working but find it difficult not to use drugs with their friends) and non-IDUs (who may start using drugs to “prove” that they are peers of their drug-using friends).

Techniques: Role-playing and discussion, exercise D4.7.

Session approach and content: This exercise introduces the issue of relapse to the participants (some or all of whom may be ex-drug users). The exercise asks participants to play out the role of an ex-IDU outreach worker visiting his/her “stoned” friends.

D4.8. RELAPSE AND BURNOUT PREVENTION

(30 MINUTES)

Training objective: To help participants understand the processes of relapse and burnout.

Learning objectives: By the end of the session, participants should have increased knowledge of:

- ▶ what relapse and burnout are;
- ▶ factors that increase the risk of relapse and burnout; and
- ▶ ways of preventing relapse and burnout.

Key learning points:

- ▶ Relapse means returning to drug use.
- ▶ Burnout means a combination of emotional exhaustion, depersonalization and reduced personal accomplishment.
- ▶ Relapse can be related to psychological states; proximity to drug use, drug-using places and drug users; physical pain; sudden acquisition of cash.
- ▶ Burnout may be related to psychological states; chronic emotional strain; sex; lack of experience; role conflict and ambiguity; workload and conflicts between individual desires/needs and organizational demands.

- ▶ Relapse can be prevented through organizational rules and individual preparation for outreach work, and by appropriate supervision and assistance from other outreach workers.
- ▶ Burnout can be prevented through use of clear and truthful job descriptions, realistic expectations of outreach workers and appropriate supervision and assistance from other outreach workers.

Techniques: Lecture and discussion.

Field worker training slides: Slides D4.5–D4.12

Session approach and content: This session concentrates on a few slides also used in Session C3.6: those relating to relapse and burnout and preventing these conditions. In addition to the information in the earlier session, it suggests that each outreach worker needs to look after himself or herself. Some ideas for avoiding burnout are:

- ▶ Do a needs assessment on yourself: what are your needs and how are you addressing those needs at present?
- ▶ Have fun: do not take work (or yourself) too seriously.
- ▶ Take your own advice: do what you advise your clients to do: eat well and regularly, avoid or control drug and alcohol use, stay healthy, relax and get some exercise.
- ▶ Throw away your secrets: make sure you have friends with whom you can talk about stressful events (and about the world outside of work).
- ▶ Balance your life as much as you can: make sure that you do things other than just work.

D4.9. MY LIST OF RELAPSE TRIGGERS

(30 MINUTES)

Training objective: To help participants understand the situations in which they are most likely to relapse and to find personal ways of dealing with these situations.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of situations in which they are most likely to relapse; and
- ▶ confidence that they can prevent relapse.

Key learning points:

- ▶ Each person is different and relapse can be caused by a variety of situations.
- ▶ Personal planning is the best way to prevent relapse.

Techniques: Individual work and discussion, exercise D4.9.

Session approach and content: This exercise asks participants to think about the situations that might lead them to use drugs while working and asks them to note down situations they think are most likely going to trigger a desire to use drugs. A discussion follows, on ways of either avoiding these situations or avoiding drug use in these situations, then participants write personal plans for relapse prevention (where appropriate).

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D4.10. OBSERVATION, RECORDING, CONFIDENTIALITY, AND STREET SAFETY

(60 MINUTES)

Training objective: To assist participants in understanding the importance of conducting careful observation for effective outreach, recording these observations, ensuring confidentiality and personal safety while conducting outreach work.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of how to conduct appropriate observations to enable you to do effective outreach work;
- ▶ knowledge of how to record observations;
- ▶ knowledge of the importance of confidentiality; and
- ▶ understanding of safety tips for outreach work.

Key learning points:

- ▶ Observations are important for the success of outreach work.
- ▶ Recording observations helps maintain records of interactions and can assist in fine-tuning outreach approaches.
- ▶ Keeping observations and interactions confidential is essential for building trust.
- ▶ Maintaining personal safety is a number one priority.

Techniques: Lecture, individual exercise, group work and discussion, exercise D4.10.

Session approach and content: Participants will be asked to walk around the building and record their observations. Then they must work in small-groups to draw a map based on their collective observations. The small-groups must present their maps and observations to the large group for discussion.

D4.X. EVALUATION AND CLOSE

(10 MINUTES)

Training objective: To provide trainers with insight into the effectiveness of their training materials and methods and to offer participants a structured way to comment on the training process.

Techniques: Individual completion of evaluation forms, exercise D4.X.

Session approach and content: Daily evaluation sheets are distributed and completed by the participants.

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D5.0. WELCOME

(15 MINUTES)

Training objective: To assist participants to feel comfortable and to focus on the day ahead.

Learning objectives: By the end of the session, participants should have increased:

- ▶ interest in continuing training.

Key learning points:

- ▶ These will depend on the method used.

Techniques: Discussion and/or ice-breaker exercise, exercise D5.0.

Session approach and content: Welcome participants to the second day of the training course. Following this, an ice-breaker exercise or a discussion or both can be held. Another technique is to provide a recapitulation of the previous day's training sessions. Trainers can either read out a list of the areas covered, asking if any questions remain or ask participants to recap the most important points made (recording these on a flip-chart sheet).

D5.1. GENERATING KNOWLEDGE ABOUT HIDDEN POPULATIONS

(30 MINUTES)

Training objective: This provides an opportunity to discuss how knowledge is generated about outreach work.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of ways in which knowledge is generated about a topic; and
- ▶ skills in verifying assumptions about drug use or other topics.

Key learning points:

- ▶ A photograph or any piece of "evidence" cannot tell a full story.
- ▶ Assumptions need to be verified by assembling more evidence from different sources.

Techniques: Group exercise (in two large groups) followed by discussion from the full group.

Field worker training slides: Slide D5.1

Session approach and content: This session is the same as the exercise provided in Session B.7 (see the guidelines on this session for an overview of the main points made).

D5.2. EVALUATION AND MONITORING

(25 MINUTES)

Training objective: To provide participants with an overview of evaluation and monitoring methods for outreach programmes.

Learning objectives: By the end of the session, participants should have increased knowledge of:

- ▶ the importance of evaluation and monitoring;
- ▶ evaluation and monitoring methods used in outreach programmes; and
- ▶ ways to implement evaluation and monitoring processes in their programmes.

Key learning points:

- ▶ Evaluation and monitoring methods must be implemented in all outreach programmes.
- ▶ These methods are important to ensure that the programme achieves its objectives, and to help adapt the organization's activities to meet the needs of IDUs in changing circumstances.
- ▶ These methods can mostly be incorporated into everyday practice by outreach workers.
- ▶ The dynamic nature of drug use and related HIV infection means that specific methods need to be implemented to ensure that outreach programmes are meeting the needs of IDUs within their target area.

Techniques: Lecture and discussion.

Field worker training slides: Slides D5.2–D5.6

Session approach and content: This session is a summary of the information provided in Session C4.2 (see the guidelines on this session for an overview of the main points made), emphasizing the role of outreach workers in monitoring and collecting data for evaluation.

D5.3. EVALUATION AND MONITORING EXERCISE

(20 MINUTES)

Training objective: To assist participants with implementing a plan for monitoring and evaluating their outreach programmes.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of how to monitor and evaluate their outreach programmes; and
- ▶ skills in implementing a plan for monitoring and evaluation.

Key learning points:

- ▶ Monitoring and evaluation processes should be directly related to a programme's objectives.
- ▶ Sources and methods of gaining information for evaluation should be appropriate to the evaluation questions.

Techniques: Working in small-groups, exercise D5.3.

Session approach and content:

Three SMART objectives are provided to participants (split into groups) who are asked:

- ▶ Who would be able to provide information to answer these questions?
- ▶ How would this information be collected (questionnaire, individual interviews, focus groups, etc.)?

A discussion follows about the relevance of the sources of information and the appropriateness of the ways of collecting the information mentioned by participants.

D5.4. WHAT ARE THE ATTRIBUTES OF AN EFFECTIVE OUTREACH WORKER?

(30 MINUTES)

Training objective: To assist participants in understanding their role as outreach workers for HIV prevention among IDUs.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of the attributes of an effective outreach worker for HIV prevention among IDUs; and
- ▶ understanding of various viewpoints on the importance of different attributes.

Key learning points:

- ▶ The most important attribute is credibility with the specific target group(s) of the programme.
- ▶ Other important attributes may include experience with drug injecting, an ability to obey work rules, self-reliance, skills in communication and listening, knowledge of outreach techniques, HIV/AIDS, risks related to drug use and local services relevant to drug users, etc.

Techniques: Small-group work, discussion, exercise D5.4.

Session approach and content: This session repeats the exercise from Session C3.3, but from the perspective of the outreach worker rather than the outreach manager.

D5.5. SUPERVISION OF OUTREACH STAFF

(25 MINUTES)

Training objective: To provide participants with an overview of effective methods for supervising outreach staff.

Learning objectives: By the end of the session, participants should have increased knowledge of:

- ▶ supervision and intervision methods; and
- ▶ use of team meetings.

Key learning points:

- ▶ Supervision is a key weapon against burnout.
- ▶ IDUs often have choices (though these are frequently limited) between more or less risky behaviour.
- ▶ One of the tasks of outreach is to help IDUs know the least risky behaviour and to encourage this behaviour.

Techniques: Large-group work, discussion

Field worker training slides: Slides D5.7–D5.9

Session approach and content: This session provides an overview of supervision, intervision and performance appraisal, explaining how these are carried out in the outreach programme, the worker's responsibilities and any assistance workers can expect from management.

D5.6. TEAM MEETING ROLE-PLAYING

(35 MINUTES)

Training objective: To increase participants' skills in providing support to their colleagues in team meetings.

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of the usefulness of team meetings for providing support and preventing relapse and burnout; and
- ▶ skills in providing support through team meetings.

Key learning points:

- ▶ Team meetings have several purposes and are important to the effective functioning of an outreach team.
- ▶ One function is to provide support to outreach workers at risk of relapse or burnout.

Techniques: Demonstration role-playing and discussion, exercise D5.6.

Session approach and content: This role-playing helps participants to understand how team meetings can assist outreach workers facing problems in their work.

D5.7. WORKING WITH DIFFICULT CLIENTS

(30 MINUTES)

Training objective: To increase participants' knowledge of ways to deal with difficult clients.

Learning objectives: By the end of the session, participants should have increased knowledge of:

- ▶ ways to identify difficult clients; and
- ▶ ways of dealing with difficult clients.

Key learning points:

- ▶ Outreach rules are useful for outreach work.
- ▶ Outreach rules need to be balanced so they are neither too liberal nor too restrictive.

Techniques: Lecture and discussion.

Field worker training slides: Slides D5.10–D5.14

Session approach and content:

While many IDUs are happy to meet outreach workers and appreciate the assistance that outreach workers can provide, some IDUs can be very difficult to work with. In this session, some of the most common types of difficult client behaviour are discussed together with some ideas about how to deal with them. Some of the behaviours that outreach workers find most difficult to deal with from clients include:

- ▶ aggression;
- ▶ threats of physical violence;
- ▶ impulsiveness;
- ▶ verbal abuse;
- ▶ sexually inappropriate gestures, suggestions, actions;
- ▶ lack of responsiveness to treatment or slow change;
- ▶ inability to appreciate concern for them; and
- ▶ inability to take responsibility for their own behaviour/actions.

General ways of dealing with difficult clients include:

- ▶ Set boundaries and limits;
- ▶ Set limits early;

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- ▶ Do not break service policies and procedures to calm a client;
- ▶ Do not personalize the client's behaviour;
- ▶ Be consistent across situations, workers, and clients; and
- ▶ Certain limits should automatically be put in place for more difficult clients.

General ways of dealing specifically with angry clients include:

- ▶ Use active listening.
- ▶ Identify the key problem, misunderstanding or failure that may have put the relationship with this client on the wrong track.
- ▶ Do not take personal offence.
- ▶ Allow the client to speak.
- ▶ Do not debate.

More ways of dealing specifically with angry clients include:

- ▶ Do not accept verbal abuse or aggressive behaviour/threats.
- ▶ Learn to pause to regain balance.
- ▶ Build islands of understanding.
- ▶ Apologize if necessary.

General ways of dealing specifically with aggressive clients and potentially violent situations include:

- ▶ prevent;
- ▶ control; and
- ▶ de-escalate.

D5.8. DEVELOPING OUTREACH RULES

(60 MINUTES)

Training objective: To increase participants' skills in developing rules for outreach and to develop specific outreach rules for participants' outreach programme(s).

Learning objectives: By the end of the session, participants should have increased:

- ▶ knowledge of important elements of outreach rules; and
- ▶ skills in developing outreach rules.

Key learning points:

- ▶ Outreach rules are useful for outreach work.
- ▶ Outreach rules need to be balanced so they are neither too liberal nor too restrictive.

Techniques: Small-group work, discussion.

Field worker training slides: Slides D5.15 and D5.16

D5.9. FOLLOW-UP AND NETWORKING

(25 MINUTES)

Training objective: To provide participants with an overview of resources available for follow-up and networking.

Learning objectives: By the end of the session, participants should have increased knowledge of:

- ▶ resources available for further training, especially of outreach workers, both for general outreach to IDUs, and outreach for specific purposes; and
- ▶ channels for networking and other types of follow-up.

Key learning points:

- ▶ Many resources are available to assist in follow-up and networking.

Techniques: Lecture and discussion, exercise D5.9.

Session approach and content: The exact nature of information provided in this session will be specific to the situation of the trainers and participants. This session provides details of follow-up and networking opportunities in the local area for ongoing training and skills development. Reference is made to the WHO CD-ROM and the various materials it contains.

D5.X. EVALUATION AND CLOSE

(20 MINUTES)

Training objective: To provide trainers with insight into the effectiveness of their training materials and methods and to offer participants a structured way to comment on the training process.

Techniques: Individual completion of evaluation forms, exercise D5.X.

Session approach and content: Daily and course evaluation sheets are distributed and completed by the participants.