

Prevention of Mother-to-Child Transmission of HIV



Generic Training Package Trainer Manual



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The WHO/CDC *Prevention of Mother-to-Child Transmission of HIV Generic Training Package* is a comprehensive approach to the training of healthcare workers. The other components in this package are

- Training Programme and Course Director Guide
- Participant Manual
- Presentation Booklet
- Pocket Guide
- Wall Charts
- CD-ROM containing MS[®] Word and Adobe Acrobat[®] (PDF) files for each programme component

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Table of Contents

ABBREVIATIONS AND ACRONYMS	iii
INTRODUCTION TO THE TRAINER MANUAL	v
COURSE OVERVIEW AND INTRODUCTION	xii
MODULE 1	Introduction to HIV/AIDS
Appendix 1-A	WHO staging systems for HIV infection and disease in adults, adolescents, and children..... 1-30
Appendix 1-B	CDC AIDS surveillance case definitions for adolescents, adults, and children 1-32
MODULE 2	Overview of HIV Prevention in Mothers, Infants and Young Children
Appendix 2-A	MTCT services for the woman who is HIV-2-infected 2-23
MODULE 3	Specific Interventions to Prevent MTCT
Appendix 3-A	Antiretroviral prophylaxis regimens to prevent MTCT 3-29
Appendix 3-B	Clinical situations and recommendations for the use of antiretroviral drugs in pregnant women and women of child-bearing potential in resource-constrained settings..... 3-31
MODULE 4	Infant Feeding in the Context of HIV Infection
Appendix 4-A	UN infant-feeding recommendations for mothers who are HIV-infected..... 4-27
Appendix 4-B	Advantages of cup feeding 4-28
Appendix 4-C	Feeding from 6-24 months 4-29
MODULE 5	Stigma and Discrimination Related to MTCT
Appendix 5-A	Summary of the International Guidelines on HIV/AIDS and Human Rights as adopted by the Second International Consultation, July 2002 5-26
Appendix 5-B	Guidelines for PLWHA panels 5-28
Appendix 5-C	Sample question guide to be used with PLWHA panellists 5-30
Appendix 5-D	Alternative exercise 5.3 5-31
MODULE 6	HIV Testing and Counselling for PMTCT
Appendix 6-A	Training, roles, and responsibilities of HIV counsellors 6-31
Appendix 6-B	Talking with parents about their child's HIV test results 6-32
Appendix 6-C	Basic counselling skills 6-34
Appendix 6-D	Providing pre-test information, Exercise 6.3..... 6-36
Appendix 6-E	Post-test counselling checklist, HIV-negative result 6-41
Appendix 6-F	Post-test counselling checklist, HIV-positive result 6-42
Appendix 6-G	Role play scenarios for post-test counselling, Exercise 6.4 and counselling checklist..... 6-43

MODULE 7	Linkages to Treatment, Care, and Support for Mothers and Families with HIV Infection	
Appendix 7-A	Tuberculosis (TB).....	7–26
Appendix 7-B	Community resource information worksheet.....	7–28
Appendix 7-C	<i>Pneumocystis carinii</i> pneumonia prophylaxis in adults and infants	7–29
Appendix 7-D	Suggestions to maximise food intake for PLWHA.....	7–30
Appendix 7-E	WHO immunisation recommendations.....	7–31
MODULE 8	Safety and Supportive Care in the Work Environment	
Appendix 8-A	Guidelines for cleaning, sterilisation, and disposal of infectious waste materials	8–27
Appendix 8-B	Managing occupational exposure to HIV	8–30
MODULE 9	PMTCT Programme Monitoring	
Appendix 9-A	Examples of PMTCT performance indicators	9–16
Appendix 9-B	Sample PMTCT columns to add to standard ANC and maternity ward registers	9–17
FIELD VISIT (OPTIONAL)	Field Visit-1
GLOSSARY & RESOURCES		
Glossary	Glossary-1
Resources	Resources-1

Abbreviations and Acronyms

AIDS	Acquired immunodeficiency syndrome
ANC	Antenatal care
ARV	Antiretroviral
ART	Antiretroviral therapy
CDC	United States Centers for Disease Control and Prevention
CMV	Cytomegalovirus
ELISA	Enzyme-linked immunosorbent assay
FAO	United Nations Food and Agricultural Organisation
HAART	Highly active antiretroviral therapy
HIV	Human immunodeficiency virus
IMCI	Integrated management of childhood illness
MAC	<i>Mycobacterium avium complex</i>
MCH	Maternal and child health
MTCT	Mother-to-child transmission of HIV
NGO	Non-governmental organisation
NVP	Nevirapine
PCP	<i>Pneumocystis carinii</i> pneumonia
PEP	Post-exposure prophylaxis
PLWHA	People living with HIV/AIDS
PMTCT	Prevention of mother-to-child transmission of HIV
RCHS	Reproductive and child health services

STD/I	Sexually transmitted disease/infection
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNFPA	United Nations Population Fund
UNGASS	United Nations General Assembly Special Session
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development
VCT	Voluntary Counselling and Testing
WHO	World Health Organization
ZDV	Zidovudine, the generic name for azidothymidine (AZT)



Introduction to the Trainer Manual

This Trainer Manual is designed to support the implementation of the Prevention of Mother-to-Child Transmission of HIV (PMTCT) Generic Training Course. The Trainer Manual contains the same material found in the Participant Manual, supplemented with specific instructions for the trainer.

The Trainer Manual contains the following materials:

- Information on how to prepare, plan, and organise each module
- Guidance about sections that might need to be customised or adapted for a specific region or country
- Training tools and tips on scheduling, training activities, and time management

Keep the Trainer Manual with you each day for use as a reference, but avoid reading directly from it during sessions.

Icon key

The Trainer Manual includes symbols (icons) in each section to direct you in conducting the sessions.



Trainer Instructions: Notes specific trainer tasks



Make These Points: Draws attention to key concepts for emphasis



Clock: Sets estimated time needed for session



Advance Preparation: Describes trainer preparation for the session



Pocket Guide: Refers the reader to material in the Pocket Guide

Text that appears in the Participant Manual is surrounded with a dashed border to help the trainer keep track of the materials available to the learners.

Before you offer this course

Teaching the course

Familiarise yourself with the training package, described later in this session, and review training guidelines. Ensure that trainers and participants have clear and accurate expectations about the course.

Trainers play a unique role in helping their audiences confront the dynamics of the HIV/AIDS epidemic. Although you might be an expert in technical content and training, your role in this course extends beyond lecturing or providing information. Trainers need to inform, support and acknowledge implementation issues within the social and cultural context of the existing training setting to ensure a successful experience for all PMTCT training participants.

This section will review the principles of adult learning generally and within the specific context of training to provide HIV/AIDS care.

Principles of adult learning

Principles to keep in mind when working with adult learners:

- Create a supportive learning environment and establish safe training practices, eg, be sure that learners feel confident their contributions will be received respectfully.
- Build trust with learners by demonstrating that you are equally committed to the course and are willing to share your own experiences.
- Provide opportunities for learners to practise what they are learning and to address feelings and ideas that arise.
- Build teamwork and a sense of group belonging by encouraging active participation.
- Be accountable. Explain how you know what you know.
- Create a culturally sensitive and respectful learning environment by becoming familiar with local customs and values.

The role of the trainer in adult learning

The trainer's role is to facilitate the learning experience of the adult learner. To that end, you should create a climate in which participants can accomplish course outcomes and explore participants' life experiences to help them to learn.

Trainer tips

- Emphasise the immediate usefulness and applicability of material presented. Adult learners are particularly receptive to information that will make a difference in their daily practice.
- Elicit personal experiences that are culturally sensitive and appropriate. Adult learners can bring a reservoir of experience to the course, and their contributions are an important resource for training programmes.
- Encourage group interaction and participation early in each session. During the first day or two, interact at least once with each participant, and encourage them to interact with you.
- Make an effort to learn participants' names early on and to use their names whenever possible.
- Instead of talking with other trainers during breaks, remain in the classroom and talk with participants.

- Be available after each session to answer questions and discuss concerns.
- Consult with participants throughout each presentation to gauge their comprehension and attentiveness. Generally, the more conversation and noise in a room, the less the participants are focused on the material. Pay attention to nonverbal cues to gauge learners' attentiveness.
- Praise or thank participants when they perform an exercise well, participate in a group discussion, ask a question or help other participants.

Strategies for educating adults

Presentations and discussions

Use didactic training methods (as directed on the following page) to present scientific and technical content. Avoid reading directly from the overheads or slides. Instead, supplement them with examples, practical problems, and discussion questions. Elicit feedback from the audience at critical junctures; encourage discussion.

Role-plays

Engage trainees in problem solving by having them act out situations they are likely to encounter in real life. Role-playing can be scripted or improvised.

Small group discussions

Facilitate small group discussions to foster team coherence. Those discussions provide trainers with an opportunity to validate or modify learners' perceptions and knowledge.

- Assign a topic, issue, or question that participants can address in small groups.
- Designate a leader to facilitate and summarise the group's findings.
- Consider the task objective as you determine how to constitute groups. You might divide participants according to discipline (nurses or midwives) or by region (clinic X or clinic Y). If you want the groups split up randomly you could ask participants to count off by threes (or any small number); the first person is in group 1, the second is in group 2, the third is in group 3, the fourth is group 1 and so on.

Storytelling

Use culturally appropriate stories from learners to illustrate critical points. Weave cultural beliefs and personal experiences into stories to convey information vividly.

Case studies

Present culturally relevant, hypothetical clinical situations. Ask learners to propose solutions.

Interactive exercises and games

Use interactive exercises to facilitate teambuilding and reinforce learning.

- Invite learners to consider a specific topic.
- Pose questions, allowing time for learners to record their answers.
- Encourage participants to discuss their answers and exchange ideas.
- Record responses on the flipchart and encourage learners to respond to the group's feedback.

Panel discussions

Use panel discussions to help participants gain insight into the physical, emotional, and financial impact of HIV/AIDS. Panels with persons infected or affected by HIV can be a powerful tool for influencing the attitudes and behaviours of healthcare workers. *Module 5: Stigma and Discrimination Related to MTCT* of the Generic Training Package recommends utilising a panel of people living with HIV/AIDS as one of the teaching methods. Other panels that may be considered for a national curriculum include:

- Healthcare workers panel: to share ideas for handling the emotional challenges of caring for patients with HIV infection.
- Ministry of Health leaders and staff member panel: to provide information about national policies and strategies for fighting HIV/AIDS.
- Nongovernmental organisation (NGO) employees panel: to share information about the important role of NGOs in providing PMTCT services and support for people living with HIV/AIDS (PLWHA).

The flow of training

Flow and pacing

Pay attention to the order and flow of activities to ensure that new information is assimilated at an appropriate pace. Make sure that learners complete the course with a clear action plan for applying their knowledge.

Didactic training

Didactic training progresses from the simple to the complex. The trainer first reviews and outlines fundamental concepts to establish a shared understanding of the basics. New material is integrated gradually and illustrated with practical examples when possible. Remember that learners can absorb and integrate only five or six new pieces of information at a time.

Interactive/experiential learning

In interactive or experiential learning, the trainer might start with a group activity. The learners then use this new, shared experience as a starting point for discussion.

Begin with a group activity or interaction. When the activity is over, the group should share observations about the experience and examine themes or patterns that have emerged. Focus on generalising, drawing inferences from the shared experiences and linking to practice (the “why” of learning). Training should focus on the practical application of new insights, information, and skills.

Trainer skills

Facilitating the group

A facilitator helps participants learn through individual and group discussions. As a trainer, you are the facilitator.

You should be thoroughly familiar with module content. Preparation is the key to conducting a successful training course. Complete the following before starting each module:

- Read module objectives and teaching exercises.
- Prepare for each of the exercises.
- Obtain and organise the materials needed.
- Read the text and overhead materials.

- Ensure that you understand all national/local policies; if the policies are not in the Participant Manual, have copies made for the participants.
- Read and understand key points at the end of each module.

Responsibilities of facilitator include the following:

- Introduce each module and key concept
- Lead group discussions and training exercises
- Answer questions
- Explain ideas and clarify issues
- Discuss how learners can apply the information to their own work
- Give constructive feedback

You are encouraged to go beyond formal lecturing. It is your job to answer questions, talk with participants about exercises, lead group discussions and give participants any help they need.

Familiarity with the local cultural environment is essential to effective group facilitation. Training strategies could require modification to respect various cultural standards. For example, in some countries, cultural norms dictate acceptable eye contact or physical proximity of the trainer and learners.

Managing difficult participants

Throughout training, continually assess the interpersonal dynamics of the group. Occasionally, the learning environment might be disrupted by individual participants. A difficult participant might be overly talkative or dominating in discussions. He or she could be determined to play “devil's advocate” in every discussion or be disrespectful of other participants and, as a result, other participants may be hesitant to express themselves. Depending on the situation, the trainer should address such behaviours either in public or privately. It can be helpful to remind participants of the norms established at the beginning of the programme and to reinforce the ground rules throughout the course.

Eliciting participation from all participants

HIV/AIDS is a controversial subject in many communities that is likely to prompt fervent debate. To tackle key underlying issues and foster discussion, the trainer should actively engage participants who express disparate viewpoints. In some settings, the group might accept the position or approach presented in the curriculum. In others, the group could need additional time to reach consensus on complex issues.

Managing time

Times allocated for each session in the curriculum are guidelines only. All of the curriculum content is important; however, the trainer should acknowledge the particular needs, knowledge and experience level of the group and make adjustments accordingly.

For example, in countries where infection control is taught and principles applied routinely in clinical settings, there may be less time required on specific sessions. Where information and assistance is needed in application of infant-feeding recommendations, more time may be necessary.

Each trainer may re-allocate time provided that the key concepts of each module are addressed and the programme presented as a comprehensive PMTCT package.

Trainer preparation checklist

Daily preparation

Each day arrive with enough time to set up the materials and equipment and arrange the furniture and audiovisual equipment in a way that fosters learning and teamwork. An informal arrangement is more comfortable than an auditorium style, which creates a formal “lecture” atmosphere.

Climate setting

Ensure that the physical environment is comfortable, well lit, and adequately equipped. Create a psychological environment where learners feel accepted, respected, and supported.

Room setup

Because this course uses a combination of didactic, interactive, and experiential techniques, the classroom should have tables and chairs that can be rearranged easily. For didactic presentations, the room should be set up so that all participants can see the slides or overhead projections. For interactive activities, more informal arrangements work best. In either case, you might need to arrive early to organise the room.

Goals and objectives

Review the course goals and objectives.

Course content

Review existing resources to ensure you have all background materials related to the course content. Although you will not be able to answer every question, try to master the curriculum content and related support materials.

Course materials and teaching aids

Be sure that all educational materials (overheads, flipcharts, markers) are available and that equipment is in good working order.

Course schedule

The course schedule is outlined in the Participant Manual and re-printed below. It is recommended that each training day begin with a recap of key points covered the previous day. This can be done in approximately 15 minutes. Strategies to review the previous day’s learning points might include:

- The trainer presents yesterday’s key points using a lecture and question/answer format. If possible write the key points on the board or flipchart paper in the morning before participants arrive.
- Large group discussion—which the trainer may start by asking the group, “What were the most important points from yesterday’s presentation?” The trainer should then add any additional key points that the group may have missed.
- Small group discussion—trainees break into four small groups (or even pairs) and take five minutes to come up with the three most important points from yesterday’s presentations.

Once the key points have been summarised, ask trainees what questions they have from the material covered yesterday.

Course schedule

Although this PMTCT generic training programme was developed to be 6 days long including the optional field visit, it may be expanded or shortened, depending on the target population's learning needs, priorities, and resources. The syllabus for the generic course is presented below.

Course syllabus for PMTCT Generic Training Package

Day	Content
Pre-course session (2 hours)	Opening Ceremony and Introductions
Day 1	Module 1 Introduction to HIV/AIDS Module 2 Overview of HIV Prevention in Mothers, Infants, and Young Children
Day 2	Module 3 Specific Interventions to Prevent MTCT Module 4 Infant Feeding in the Context of HIV Infection
Day 3	Module 5 Stigma and Discrimination Related to MTCT Module 6 HIV Testing and Counselling for PMTCT
Day 4	Module 7 Linkages to Treatment, Care, and Support for Mothers and Families With HIV Infection Module 8 Safety and Supportive Care in the Work Environment
Day 5	Module 9 PMTCT Programme Monitoring Closing the Course
Day 6 (Optional half-day session)	Field Visit

Endnote to Trainer Manual introduction

As a trainer, you are a facilitator of learning, not merely an instructor. Encourage participants to identify their aims and objectives for the course. As a trainer, you will help them accomplish those aims and objectives. Remember that all members of the group respect and learn from each other's unique skills, perspectives, and life experiences.



Course Overview and Introduction



Total Time: 100 minutes

SESSION 1 Course Overview and Introduction

Activity/Method	Resources Needed	Time
Introduce course structure and organisation Review course syllabus and give overview of materials	None, other than those listed below	20 minutes

SESSION 2 Ice Breaker and Ground Rules

Activity/Method	Resources Needed	Time
Introduction Exercise 1: "Getting to know each other" card game	12 x 20 cm (approximately) cards or plain paper, divided into three columns labelled: "Concerns," "Objectives," and "Strengths"	30 minutes
Explanation of anonymous question bowl or envelope	Tape Bowl or large manila envelope	
Introduction Exercise 2: Determining the ground rules for the course	Tape	20 minutes

SESSION 3 Pre-test (optional)

Activity/Method	Resources Needed	Time
Explain and distribute course pre-test	Copies of the pre-test: one per participant	30 minutes

For all sessions, also have available the following:

- Flipchart or whiteboard and markers or blackboard and chalk
- Pencil or pen for each participant

SESSION 1 Course Overview and Introduction



Advance Preparation

The trainer should be completely familiar with the course materials and be prepared to address participants' questions.



Total Session Time: 20 minutes

After completing the overview and introduction, participants will:

- Understand the structure and organisation of the course.
- Be acquainted with other participants in the course.
- Verbalise concerns about HIV/AIDS in the healthcare setting.
- Identify the ground rules for the course.
- Complete the pre-test.

Note: Whenever possible, conduct all of the sessions in the Course Overview and Introduction as part of the Opening Ceremony. If there is no Opening Ceremony, the Course Overview and Introduction may be incorporated into Day 1 of the training.



Trainer Instructions

Provide an overview of MTCT and PMTCT using the information below as a guide. Discuss the course's function in the context of PMTCT (details are provided below). This information may be presented by the trainer or a guest speaker during the Opening Ceremony or it may be presented by the trainer on the first day of training.

Background on mother-to-child transmission (MTCT) of HIV programmes

Of the 40 million people living with HIV/AIDS worldwide at the end of 2003, 2.5 million were children under age 15 years. Last year alone, 700,000 children were newly infected with the AIDS virus, or about 2,000 new infections in children each day. Most of these infections (90%) occurred in sub-Saharan Africa. The most significant source of HIV infection in children and infants is transmission of HIV from mother-to-child during pregnancy, labour and delivery, or breastfeeding. By integrating comprehensive Prevention of Mother-to-Child Transmission (PMTCT) of HIV programmes—including prevention and treatment interventions—as an essential part of maternal-child health (MCH) programmes, the PMTCT programme may significantly reduce the number of infants who are HIV-infected and promote better health for their mothers and families.

Unprecedented commitment by international organisations and national governments— and the availability of effective short-course and longer combination antiretroviral regimens—are now making effective national PMTCT programmes possible, even in countries most burdened by the HIV epidemic.

Because PMTCT programmes have broad access to the sexually active adult population and address key issues of family health, they provide an important foundation for national HIV prevention and treatment programmes. Beginning with primary prevention, PMTCT programmes recognise the importance of knowing one's HIV status and keeping parents-to-be HIV-negative. Testing and counselling in antenatal clinics and maternities allows for early identification of HIV infection. These settings serve as a gateway to comprehensive PMTCT services, including ARV treatment and prophylaxis, safer delivery practices, and safer infant-feeding practices for mothers who are HIV-exposed and their infants who are also HIV-exposed.

National scale-up

Pilot projects in multiple countries have demonstrated the feasibility of implementing various PMTCT interventions, including ARV prophylaxis, in resource-constrained settings. Most countries are now shifting from pilot projects to national programmes and are integrating PMTCT interventions as a component of standard antenatal care (ANC) and maternal and child health (MCH) services.

There is an increasing range of PMTCT interventions, based on capacity and policy at the country level. Policymakers must determine which PMTCT programme interventions can be supported for national scale-up and ensure that guidelines are in place to promote the success of implementing the programme. A coordinated, national plan for building capacity to train and strengthen maternal and child health services at the local level will ensure beneficial outcomes for communities and the people they serve.

International support

PMTCT remains central to global HIV/AIDS initiatives. Currently, scale-up of PMTCT programmes is recognised as an important gateway for scale-up of broader HIV prevention and care programmes. With the commitment of the international community to increasing access to treatment for persons living with HIV/AIDS, PMTCT programmes are seen as a central rallying point for enhanced treatment, care, and support services for women, their children, and families. This has resulted in growing support for PMTCT and new international initiatives to combat HIV/AIDS. The Global Fund for AIDS, TB and Malaria (GFATM) is providing significant international support for HIV/AIDS country programmes. The "3 by 5" World Health Organization (WHO)-led UNAIDS initiative aims to treat 3 million people in developing countries by 2005. In addition, the U.S. government now offers unprecedented support in the fight against HIV/AIDS with the President's Emergency Plan for AIDS Relief. The Emergency Plan provides large-scale funding to treat 2 million people, prevent 7 million infections, and provide care for 10 million people.

Key programme elements for all of these international efforts include increasing access to HIV testing and counselling, strengthening prevention interventions linked to treatment services, enhancing access to PMTCT programmes, and fostering community participation.

Training and capacity development

To achieve their goals, the leaders of initiatives to combat HIV/AIDS need to address the challenge of human capacity-building at all levels of the healthcare system. Globally, up to 100,000 people need to be trained for the "3 by 5" initiative to reach the target. Meeting that training goal will require strong collaboration among communities, nations, and international organisations.

The rapidly growing HIV/AIDS pandemic requires global and in-country collaborative efforts to maximise the use of existing human resources and develop strengthened human capacity. Training is a key part of this strategy.

This generic PMTCT training package is designed to provide a template for the development of a national training plan and an appropriate national curriculum, based on a rapid adaptation process. For countries that already have begun PMTCT training and have draft materials, this generic training package can be used to update and strengthen the national training plan and curriculum. Providing appropriate information and training for the cadres of healthcare workers at the provincial, district, and local level is an important step for scale-up and sustainability of PMTCT programmes.



Trainer Instructions

Briefly introduce basic information about the course structure.



Make These Points

- Ensure all participants are familiar with the syllabus. Note that the course is designed to span 6 days including the optional field visit. Reiterate key organisational and logistical details, including daily start times, end times, and breaks.
- Stress the importance of group interaction and participation.
- Ensure that participants understand the structure and purpose of all course materials. Point out that the Participant Manual includes an instruction sheet for each group activity. Explain that the support tools should serve as handy references for use in the healthcare setting.
- Remind participants to bring the Participant Manual with them each day and to be prepared to use it throughout the course.



Trainer Instructions

Explain the key features of the course. Feel free to refer participants to the following paragraphs in the Introduction to the Participant Manual rather than covering them in detail.

Overview of the PMTCT generic training package

This training package is an evidence-based course on PMTCT and is targeted to healthcare workers in resource-constrained settings. It is intended to be one component of a training plan that reflects national strategies—including policies and priorities—for combating HIV/AIDS.

The package content, provided in modular format, presents the basic components of PMTCT programming. The time frames suggested for each module are intended to be flexible to meet the requirements of each country or region.

PMTCT refers to a comprehensive, family-centred spectrum of clinical and supportive services—provided in conjunction with other public health initiatives—to prevent the transmission of HIV from a woman to her infant.

Development of the PMTCT generic training package

The development of this package involved several activities:

- WHO conducted a systematic inventory of MTCT training materials, strategies, and plans for scale-up in East, Central, and Southern Africa.
- In 2001, visits were made to review pilot project sites, training strategies, and scale-up plans. PMTCT trainers, staff from the Ministry of Health, national AIDS programme, local NGOs, and funding agencies provided valuable input.
- In 2002, a WHO interregional workshop brought consultants together to arrive at a consensus on package components and implementation of training strategies, including in-country roles during the scale-up process.
- In November 2002, WHO invited the U.S. Centers for Disease Control and Prevention (CDC) to collaborate on the development of a comprehensive training package.¹ CDC asked two university technical assistance partners to help with the development of materials and field testing: the François-Xavier Bagnoud Center at the University of Medicine and Dentistry of New Jersey and JHPIEGO, an affiliate of Johns Hopkins University.
- Field tests were conducted in Guyana, Ethiopia, Mozambique, and Cambodia to evaluate the package and gauge its adaptability for use in resource-constrained settings.
- The package was reviewed by PMTCT and training experts from WHO, CDC, and country programmes.
- The package will be updated on an ongoing basis to reflect the most current information from WHO and CDC about PMTCT.

¹ A training package consists of a range of complementary components on a selected topic that serves as a resource for training. The components may include, for example, participant materials, slide sets, treatment guidelines, clinician support tools (eg pocket guide, wall charts), patient information materials, case studies, and trainer support materials.

Target audience

This training course is targeted to staff working in (or intending to work in) PMTCT programmes or healthcare settings that provide PMTCT services:

- Doctors
- Nurses
- Midwives
- Social workers
- Outreach workers
- Counsellors
- Programme managers

Every setting that provides PMTCT services can maximise the effectiveness of their programmes by involving staff in specialised training and encouraging other healthcare workers to expand their existing knowledge, defining them as key members of the PMTCT programme team.

Hands-on clinical training is strongly recommended. Where feasible, complementary onsite or offsite clinical training—especially in HIV testing and counselling and infant-feeding counselling—will greatly improve the capacity of healthcare workers to use their new knowledge.



Trainer Instructions

As necessary, clarify terminology used in the course, as explained below.

A word on terminology

In these course materials, the term “healthcare worker” is intended to be synonymous with “healthcare provider.” It includes all staff working in the PMTCT service system (doctors, nurses, midwives, social workers, outreach workers, counsellors, programme managers). “Maternal and child health” (MCH) is used to refer to a variety of services, including maternal and newborn child health services and reproductive and child health services (RCHS). MCH encompasses the system of treatment, care, and support that aims to protect and improve the health of women of reproductive age and their infants, as well as young and adolescent children, and families.



Trainer Instructions

Provide an outline of the course by reviewing the Participant Manual with the group, pointing out the title of each module, the appendices associated with each section, the overheads or slides, the Pocket Guide, and the Wall Charts.

Expectations for the course

This course offers basic information and introductory skills development in the following areas:

- Module 1 Introduction to HIV/AIDS
- Module 2 Overview of HIV Prevention in Mothers, Infants, and Young Children
- Module 3 Specific Interventions to Prevent MTCT
- Module 4 Infant Feeding in the Context of HIV Infection
- Module 5 Stigma and Discrimination Related to MTCT
- Module 6 HIV Testing and Counselling for PMTCT
- Module 7 Linkages to Treatment, Care, and Support for Mothers and Families with HIV Infection
- Module 8 Safety and Supportive Care in the Work Environment
- Module 9 PMTCT Programme Monitoring



Make These Points

- Clarify that the course will provide the knowledge and skills participants need to implement core PMTCT activities in an integrated manner.
- Encourage participants to pursue further training in specific areas of interest.
- Emphasise the importance of hands-on clinical training, whether onsite or offsite.

This PMTCT training course is designed to provide healthcare workers with the information and introductory skills necessary to deliver core PMTCT services in an integrated manner.

Healthcare workers are encouraged to pursue additional training to expand the expertise available in their region or facility.

There is no substitute for hands-on experience when providing both clinical and social support. All participants are encouraged to view this curriculum as providing a foundation on which to build and develop additional skills.

This can be done through specialised training in areas such as HIV counselling, infant feeding, or networking within local communities. Many of these skills require practise to develop proficiency and participants can benefit by actively seeking opportunities for becoming comfortable with all aspects of programme implementation.



Trainer Instructions

Provide an overview of the course materials and the use of the Participant Manual as an ongoing reference throughout the course.

Structure of the training package

The training package, available in printed form and as a CD-ROM, consists of the following components:

- The **Training Programme and Course Director Guide** is divided into two sections. **Section 1: Training Programme Guide** is targeted to those with overall responsibility for developing the PMTCT National Training Plan, adapting the generic PMTCT curriculum, and developing the plan to evaluate training efforts. **Section 2: Course Director Guide** is a resource document targeted to the individual or team responsible for organising and conducting the PMTCT training courses.
- The **Trainer Manual** outlines the entire curriculum, describes the trainer role in course planning, and offers the trainer directions to conduct each session.
- The **Participant Manual** is the main reference document for course participants. It includes an Introduction; nine content modules, each with a summary; clearly stated objectives; technical information; and exercises. It also contains a **Glossary** and a **Resources Guide**.
- The **Presentation Booklet** includes slides/overheads that summarise the main content areas of each module.
- The **Pocket Guide** provides clear, concise information to support the delivery of services and is a handy reference for healthcare workers.
- The **Wall Charts** can be posted in the health centre or facility and are a reference on key PMTCT content areas.

SESSION 2 Ice Breaker and Ground Rules



Advance Preparation

For Introduction Exercise 1: “Getting to know each other” card game, ensure there are enough cards or sheets of plain paper (approximately 12 x 20 cm) so that each participant receives one. Each card or sheet of paper should be divided into 3 columns: the first labelled “Concerns;” the second, “Objectives;” and the last, “Strengths.”



Total Session Time: 50 minutes



Trainer Instructions

Discussing or teaching about HIV/AIDS can be difficult, and can trigger feelings about a range of issues, including sexuality, illegal drugs, stigma, fear, and distrust. Those issues are viewed within the context of the cultural and religious beliefs of those who are affected and the communities in which they live. Be aware that addressing HIV/AIDS in the clinical setting may raise an even higher level of fear in healthcare workers.



Trainer Instructions

Once you have completed the overview of the course and materials, it is important to set the appropriate tone. Create an atmosphere in which participants feel comfortable expressing fears and concerns.

Use the “Getting to know each other card game” to elicit introductions, create a comfortable and non-threatening atmosphere, and confront conflicting or inaccurate opinions.



Make These Points

- Acknowledge that you realise that HIV/AIDS is a frightening disease for which science does not have all the answers. Doing so will give participants permission to share their own fears and concerns.

Introduction Exercise 1: “Getting to know each other” card game	
Purpose	<p>Explore participants’ concerns about taking care of women with HIV Introduce objectives for this training.</p> <p>Provide an opportunity to get to know each other.</p>
Duration	30 minutes
Introduction	<p>Welcome participants to the training course and explain that this introductory exercise will help them to:</p> <ul style="list-style-type: none"> ▪ Explore their individual concerns as providers of HIV/AIDS care ▪ Establish their individual goals and objectives for the course ▪ Realise the value of their professions and acknowledge the personal strengths they bring to their work
Activities	<p>Distribute one card or sheet of paper to each participant. Explain that they will not be collected.</p> <p>Ask participants to spend 5 minutes thinking about the following questions and then to write their responses on their card or paper.</p> <ul style="list-style-type: none"> ▪ <i>Concerns:</i> What concerns you about taking care of women and children with AIDS? ▪ <i>Objectives:</i> What do you want to learn or take away with you at the end of the course? ▪ <i>Strengths:</i> What three strengths do you bring to your work as a healthcare provider? <p>While they complete their answers, write each question on a separate piece of flipchart paper and tape it to the wall, or divide the blackboard into sections and write one question at the top of each.</p> <p>Ask for responses and write each on the flipchart paper or blackboard. Allow for some discussion while documenting the concerns. Limit discussion about objectives; you will be discussing them later in the day. Discuss the participants’ strengths and the role they play in the care of women and children—with and without HIV/AIDS.</p>
Debriefing	<p>Acknowledge that many healthcare workers must confront HIV/AIDS not only at work, but also at home and in their communities. This training aims to support the participants in their efforts to cope with the wide-reaching impact of HIV disease.</p> <p>Validate the individual concerns they have as healthcare workers in HIV/AIDS.</p> <p>Acknowledge the importance of professional affirmation.</p> <p>Support the strengths they bring to their work.</p> <p>Close by affirming their experiences and by acknowledging that:</p> <ul style="list-style-type: none"> ▪ Healthcare workers often are insufficiently recognised for their efforts and ▪ Busy schedules can prevent them from sharing their time and ideas with colleagues.



Trainer Instructions

Anonymous question bowl or envelope

Some questions are difficult to ask in a group. Set up a question bowl or envelope along with paper and a pen or pencil. Place those materials, if possible, in an inconspicuous but accessible location. When participants have a question that they do not want to ask in the group setting, they can write it down and place it in the bowl or envelope.

Tell participants about the bowl, show them where it is, and invite them to submit questions about HIV/AIDS at any time. Explain that the questions may include concerns about themselves, their families, co-workers, or patients.

Check the bowl each day before lunch and read the questions aloud to the group. Explain that you will give the group time to think about the questions and that after the afternoon break, you will ask for their responses so the group can learn together. Set aside a few minutes after the afternoon break to allow the participants to share their thoughts.

Ensure that participants leave the session knowing the correct answers to the questions. If an incorrect or misinformed response is offered, provide the correct answer in a clear but tactful way.



Make These Points

- Explain that although the course is interactive, it can be difficult or uncomfortable to ask questions in the group setting. If a question concerns a topic that is to be covered later in the course, tell the participants that you will wait to address the question until that time.



Trainer Instructions

For participants to meet their expectations and the course objectives, the group should establish standards for group interaction. Establishing ground rules provides an opportunity for participants to discuss their previous training experiences and to share examples of effective approaches to training.

Facilitate the activity below to help the group establish ground rules for the course and shared norms for conduct.

Introduction exercise 2: Determining the ground rules for the course	
Purpose	Develop and agree on a set of ground rules that will guide the development of an environment that facilitates learning.
Duration	20 minutes
Introduction	<p>We want to learn about national efforts to decrease MTCT, but we also want to create a safe space for sharing what we have already learned: the successes and failures, the sorrows and the joys. To do that, we need to agree on some ground rules.</p> <p>Ask the group what ground rules would make them feel more comfortable about contributing to discussions.</p>
Activities	<p>If the group is slow to offer suggestions, consider the following examples:</p> <ul style="list-style-type: none"> ▪ We will respect others, in our language, posture, and tone of voice. ▪ It is up to the individual whether he or she wants to contribute during an activity. ▪ Participants will raise their hands to ask questions or make comments. ▪ Anyone may contribute ideas, but the trainer may set limits on speaking time. ▪ We will speak one at a time and avoid whispering or side conversations. ▪ We will protect each other's confidentiality ("What's said here, stays here.") and use general rather than specific examples. ▪ Each member of the group will attend to his or her own comfort needs (refreshment, restroom, stretching breaks). ▪ We will be on time for each session.
Debriefing	<p>Ask what other ground rules participants would like to add to the list.</p> <ul style="list-style-type: none"> ▪ Make sure everyone agrees on the rules. ▪ Write the rules and post them on the wall. ▪ Keep the ground rules visible throughout the entire training course.

SESSION 3 Pre-test (optional)



Advance Preparation

Review the pre-test to ensure that it is appropriate for the participants (not too difficult but not too easy). Make enough copies of the test for each person to have one. Have extra pens or pencils available.



Total Session Time: 30 minutes



Trainer Instructions

The overview and introduction will conclude with the pre-test.

Distribute the test to participants. Inform participants that the post-test will include the same questions as the pre-test. Comparing the answers to the pre- and post-test questionnaire will measure the changes that occur in the group's (not an individual's) knowledge between the beginning and the end of the course. The results will provide some indication of whether the material and teaching methods have been successful. This questionnaire will be re-administered just before the closing session (as the post-test).

Keep track of the time. After 20 minutes, remind participants that you will be collecting the tests in about 10 more minutes. Assure participants that if they need more time, you will provide it.

Collect the completed tests (after about 30 minutes).

Thank participants and review the schedule for the following day.

Address questions or concerns about the course.



Make These Points

- Tests will be anonymous.
- Participants will be tested again after the course to measure how much the group learns. After the post-tests are collected (on the last day of training) the test questions will be reviewed.
- Remind participants of the next session's starting time.
- Remind participants to bring their Participant Manual to every session.



Module 1 Introduction to HIV/AIDS



Total Time: 120 minutes

SESSION 1 Scope of the HIV/AIDS Pandemic

Activity/Method	Resources Needed	Time
Exercise 1.1 Hope exercise: group discussion	Summary of information on local/national/regional epidemiology of HIV/AIDS If available, HIV prevalence among women at local prenatal clinics.	30 minutes

SESSION 2 Natural History and Transmission of HIV

Activity/Method	Resources Needed	Time
Exercise 1.2 HIV 1, 2, 3 Knowledge interactive game	Prizes, such as sweets or condoms (optional), for the winning team	90 minutes

Also have available the following:

- Overheads or PowerPoint slides for this Module (in Presentation Booklet)
- Overhead or LCD projector, extra extension cord/lead
- Flipchart or whiteboard and markers or blackboard and chalk
- Pencil or pen for each participant

Relevant Policies for Inclusion in National Curriculum

Session 1

- Brief summary of local/national/regional epidemiology of HIV
- If available, a graph illustrating HIV prevalence among pregnant women at antenatal clinics (a local variation on Figure 1.2)

SESSION 1 Scope of the HIV/AIDS Pandemic



Advance Preparation

For the Hope Exercise (Exercise 1.1), prepare a list of positive responses to HIV in your area.



Total Session Time: 30 minutes



Trainer Instructions

Slides 1 and 2

Begin by reviewing the module objectives listed below.

After completing the module, the participant will be able to:

- Describe the global and local impact of the epidemic.
- Answer basic questions about HIV/AIDS in women, children, and families.
- Discuss the natural history of HIV infection.
- Present information about HIV transmission.



Trainer Instructions

Slides 3, 4 and 5

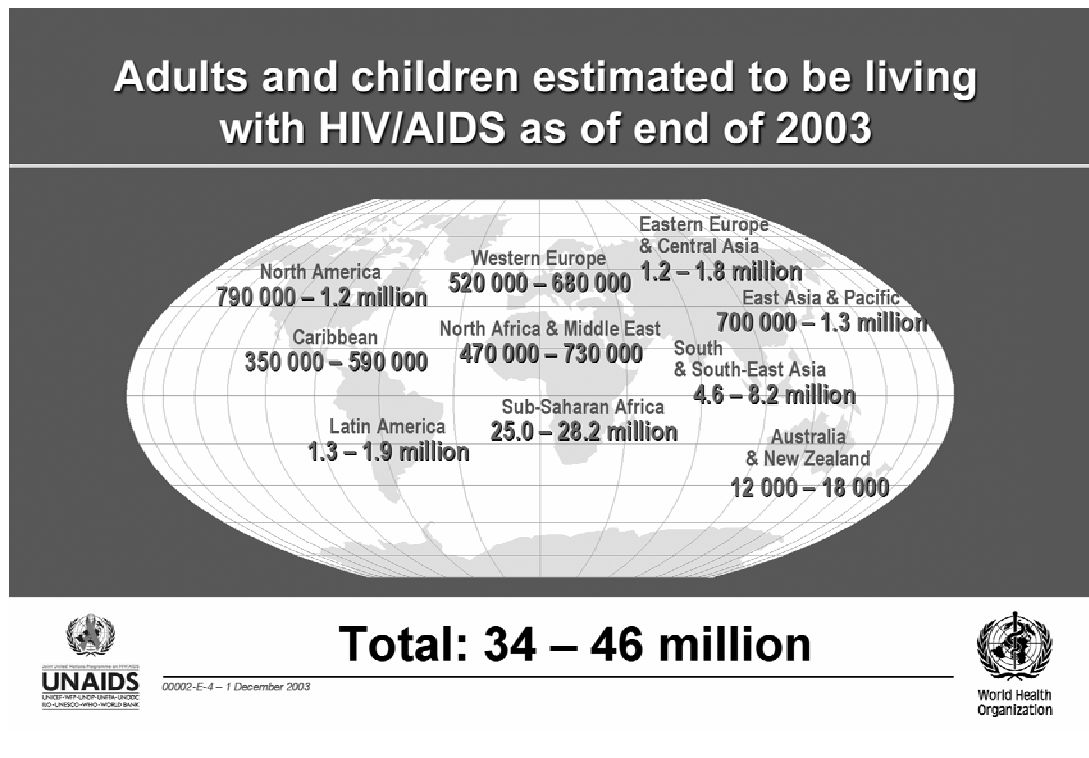
Discuss the scope of the global HIV/AIDS pandemic.



Make These Points

- More than 90% of people living with HIV/AIDS (PLWHA) are in the developing world.
- 95% of all HIV-related deaths have been in the developing world, largely among young adults.

Figure 1.1 Worldwide epidemiology of HIV/AIDS



Trainer Instructions

Explain the effects of HIV/AIDS on children.

HIV in children, 2003

UNAIDS estimates that at the end of 2003:

- 40 million people worldwide were living with HIV/AIDS
- 2.5 million people with HIV/AIDS were children younger than 15 years old
- 90% of the children living with HIV/AIDS were from sub-Saharan Africa
- 700,000 children worldwide were newly infected in 2003
- 500,000 child deaths are estimated to have occurred from HIV/AIDS during 2003



Make These Points

- Emphasise the number of new infections using the most recently available data.

New infections, 2003

According to UNAIDS, about 14,000 new infections occurred *each day* in 2003. Of these new infections

- About 6,000 each day were among persons 15 to 24 years old
- Almost 2,000 each day were in children younger than 15 years old
- Most of the infections in children younger than 15 years old occurred through mother-to-child transmission (MTCT) of HIV.



Trainer Instructions

Briefly highlight the regional HIV/AIDS data as detailed in Table 1.1. This table also appears in the Participant Manual, so you need not discuss the information in detail.

Region	Adults and Children Living with HIV/AIDS	Adults and Children Newly Infected with HIV	Adult Prevalence* (%)	Adult and Child Deaths Due to AIDS
Sub-Saharan Africa	25.0–28.2 million	3.0–3.4 million	7.5–8.5	2.2–2.4 million
North Africa and Middle East	470,000–730,000	43,000–67,000	0.2–0.4	35,000–50,000
South and South-East Asia	4.6–8.2 million	610,000–1.1 million	0.4–0.8	330,000–590,000
East Asia and Pacific	700,000–1.3 million	150,000–270,000	0.1–0.1	32,000–58,000
Latin America	1.3–1.9 million	120,000–180,000	0.5–0.7	49,000–70,000
Caribbean	350,000–590,000	45,000–80,000	1.9–3.1	30,000–50,000
Eastern Europe and Central Asia	1.2–1.8 million	180,000–280,000	0.5–0.9	23,000–37,000
Western Europe	520,000–680,000	30,000–40,000	0.3–0.3	2,600–3,400
North America	790,000–1.2 million	36,000–54,000	0.5–0.7	12,000–18,000
Australia and New Zealand	12,000–18,000	700–1,000	0.1–0.1	<100
Total	40 million (34–46 million)	5 million (4.2–5.8 million)	1.1 (0.9–1.3)	3 million (2.5–3.5 million)

* Percentage of adults age 15 to 49 years living with HIV/AIDS in 2003, using 2003 population data

The ranges in this table are based on the best available information. These ranges are more precise than in previous years, and work is under way to further improve the precision of the estimates to be published in mid-2004.

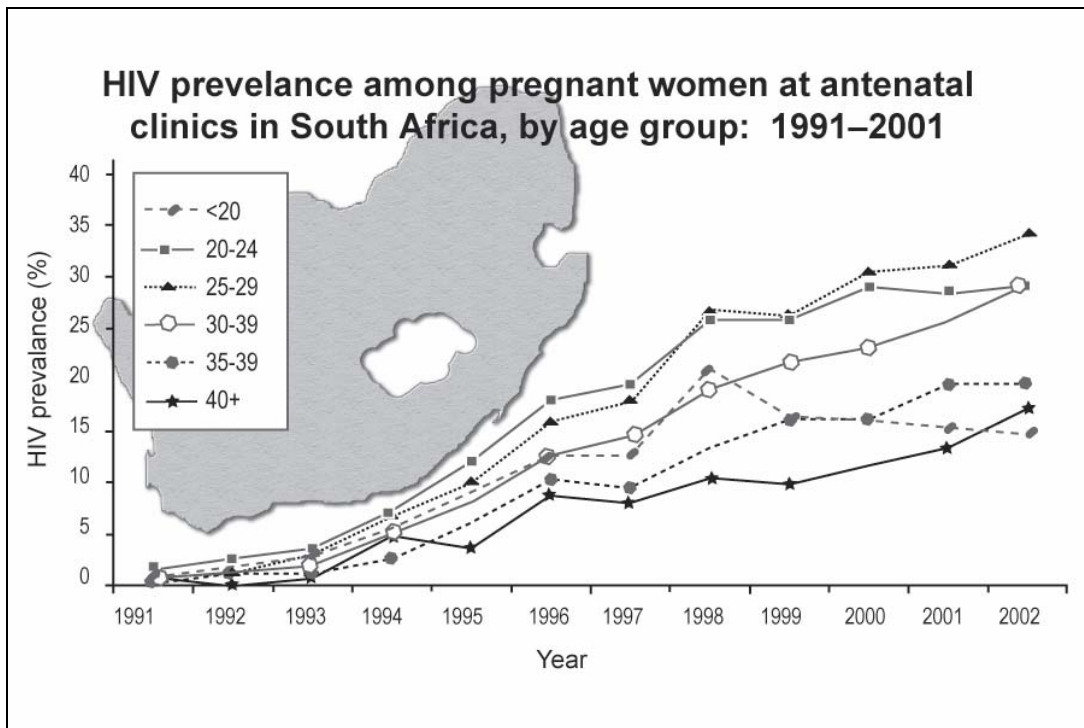


Trainer Instructions

Explain that to estimate HIV prevalence in the general population, researchers often measure HIV prevalence in antenatal clinics.

Figure 1.2 below is a good example of the results of a prevalence study among pregnant women, which shows the extent of the South African epidemic.

Figure 1.2 HIV prevalence: pregnant women in South Africa, 1991–2002



Most of these estimates are based on surveillance systems that focus on pregnant women who attend selected antenatal clinics. This method assumes that HIV prevalence among pregnant women is a good approximation of prevalence among the adult population (aged 15–49 years). A direct comparison of HIV prevalence among pregnant women at antenatal clinics and the adult population in the same community in a number of African communities has provided evidence for this method of estimating HIV prevalence.



Trainer Instructions

Slide 6

Explain that the impacts of HIV occur at all levels of society from the individual to the family, community and country level. The social and economic consequences are far reaching.



Make These Points

- HIV/AIDS affects every region of the world.
- Millions of people are infected with HIV or live in families affected by HIV.
- The number of new infections continues to grow.
- The HIV/AIDS pandemic contributes to:
 - Childhood malnutrition
 - Shortened life span with illness and suffering
 - Economic loss, personal and countrywide
 - Weakened family system



Trainer Instructions

Begin a group discussion about some of the pandemic's global outcomes, based on the following information:

Global impact of HIV

The global impact of the HIV/AIDS pandemic is especially severe in resource-constrained settings and results in the following:

- Negative impact on countries' economic development
- Overwhelmed healthcare systems
- Decreasing life expectancy in many countries
- Deteriorating child survival rates
- Increasing number of orphans

Effects of the HIV/AIDS pandemic on individuals include the following:

- Illness and suffering
- Shortened life span
- Loss of work and income
- Death of family members, grief, poverty, and despair
- Barriers to health care related to stigma and discrimination
- Deteriorating child health and survival
- Weakened integrity and support structure of the family unit



Trainer Instructions

Slides 7, 8 and 9

Slides 7, 8 and 9 feature national epidemiologic data; review this data with participants. Invite the participants to share individual and family outcomes they have witnessed related to the HIV pandemic.



Trainer Instructions

Lead an interactive discussion based on Exercise 1.1.

Exercise 1.1 Hope exercise: group discussion	
Purpose	To begin the PMTCT training with a feeling of hope and optimism despite the devastation left by decades of HIV.
Duration	20 minutes
Introduction	Explain to participants that this activity is intended to introduce hope and optimism about the response to HIV/AIDS.
Activities	<p>Ask participants to share their ideas about positive responses to the HIV/AIDS pandemic. Record their responses on the flipchart or board. Typical responses include:</p> <ul style="list-style-type: none">▪ Groups in the community that have never worked together before have connected with each other to address HIV/AIDS.▪ Global community has allocated increased funding for healthcare systems in the developing world, especially HIV/AIDS care systems.▪ The Ministry of Health in many countries has become a stronger advocate for the healthcare needs of people in all sectors of society.▪ Global community has become more attentive to TB because of its connection to HIV.▪ There is increased awareness of safer sex practices that protect people from other STIs and HIV. <p>If no one identifies PMTCT as a positive response, ask what the participants know about preventing transmission from mothers to babies.</p>
Debriefing	<p>Summarise the session by noting the following points:</p> <ul style="list-style-type: none">▪ Much of the progress in HIV treatment and care in developed nations relates to HIV-positive people living longer, healthier lives.▪ Fewer infants are infected from their mothers.▪ Participants can be part of the progress in PMTCT.▪ Even though HIV has brought devastation, it also has brought positive responses such as bringing together many different kinds of people to fight for a common goal.▪ This PMTCT course begins on a note of hope.



Make These Points

- Despite the devastation caused by HIV, there are reasons to be hopeful and optimistic.



Trainer Instructions

Slides 10, 11 and 12

Use this part of the session to present an overview of HIV infection and AIDS. For some participants, this may be a review.

Discuss the definitions of HIV and AIDS and highlight the differences. Allow time to respond to questions.

Overview of HIV and AIDS



Refer to *Pocket Guide*.

Definitions of HIV and AIDS

HIV stands for *human immunodeficiency virus*, the virus that causes AIDS.

H: Human
I: Immunodeficiency
V: Virus

- HIV breaks down the body's defence against infection and disease—the body's immune system—by infecting specific white blood cells, leading to a weakened immune system.
- When the immune system becomes weak or compromised, the body loses its protection against illness.
- As time passes, the immune system is unable to fight the HIV infection and the person may develop serious and deadly diseases, including other infections and some types of cancer.

**When a person is infected with HIV, the person is known as “HIV-infected.”
“HIV-positive” is when person who is HIV-infected has tested positive for HIV.**

AIDS is an acronym for *acquired immunodeficiency syndrome* and refers to the most advanced stage of HIV infection.

- A:** Acquired, (not inherited) to differentiate from a genetic or inherited condition that causes immune dysfunction
- I:** Immuno-, because it attacks the immune system and increases susceptibility to infection
- D:** Deficiency of certain white blood cells in the immune system
- S:** Syndrome, meaning a group of symptoms or illnesses that result from the HIV infection



Make These Points

- Emphasise the differences between HIV and AIDS.

Differences between HIV, HIV infection, and AIDS

- HIV is the virus that causes infection.
- The person who is HIV-infected may have no signs of illness but can still infect others.
- Most people who are HIV-infected will develop AIDS after a period of time, which may be several months to more than 15 years.
- AIDS is a group of serious illnesses and opportunistic infections that develop after being infected with HIV for a long period of time.
- A diagnosis of AIDS is based on specific clinical criteria and laboratory test results.

(See Appendix 1-A for information about the World Health Organization (WHO) staging systems for HIV infection and Disease and Appendix 1-B for the U.S. Centers for Disease Control and Prevention (CDC) AIDS Surveillance Case Definitions.)



Trainer Instructions

Slides 13 and 14

Discuss HIV-1 and HIV-2, highlighting the similarities and differences between them.

Types of HIV

HIV-1 and HIV-2 are types of HIV. Both types are transmitted the same way, and both are associated with similar opportunistic infections and AIDS. HIV-1 is more common worldwide. HIV-2 is found predominantly in West Africa, Angola, and Mozambique.

Differences between HIV-1 and HIV-2

HIV-2 is less easily transmitted than is HIV-1, and it is less pathogenic, meaning that the period between initial infection and illness is longer. In some areas, a person may be infected with both HIV-1 and HIV-2. While HIV-2 can be transmitted from an infected mother to her child, this appears to be rare (0% to 5% transmission rate in breastfed infants in the absence of any interventions).

A discussion of preventing mother-to-child-transmission (PMTCT) from women who are infected with HIV-2 to their infants is included in *Module 2, Overview of HIV Prevention in Mothers, Infants, and Young Children, Appendix 2-A*. Women who are infected with both HIV-1 and HIV-2 should follow all PMTCT recommendations for HIV-1-infected women.



Make These Points

- Emphasise the differences between HIV-1 and HIV-2 and be sure that participants understand the information.

SESSION 2 Natural History and Transmission of HIV



Advance Preparation

Review Exercise 1.2 HIV 1, 2, 3 Knowledge interactive game: although a few easy questions and a few difficult ones help to make the game fun, re-write any questions that are inappropriate for participants.

Before the session, draw on flipchart paper in the front of the room (or on a blackboard or whiteboard) one circle for each team. Each circle should be approximately 30 cm to 60 cm in diameter so that people in the back of the room can see it clearly. Divide each circle into sixths.

Optional: Purchase sweets or condoms to be used for prizes for Exercise 1.2.



Total Session Time: 90 minutes



Trainer Instructions

Slides 15, 16 and 17

Review the basic information about the natural history of HIV infection using Figure 1.3.

Explain the "Natural Course of HIV Disease" graph, and describe the presentation of HIV at each stage of infection.



Make These Points

- Emphasise that HIV is transmitted during each stage and that many people do not know that they are infected until they become symptomatic.
- Examine the relation of viral load and increased risk of transmitting infection.



Trainer Instructions

Slide 18

Discuss CD4 count and viral load highlighting the relationship between them.

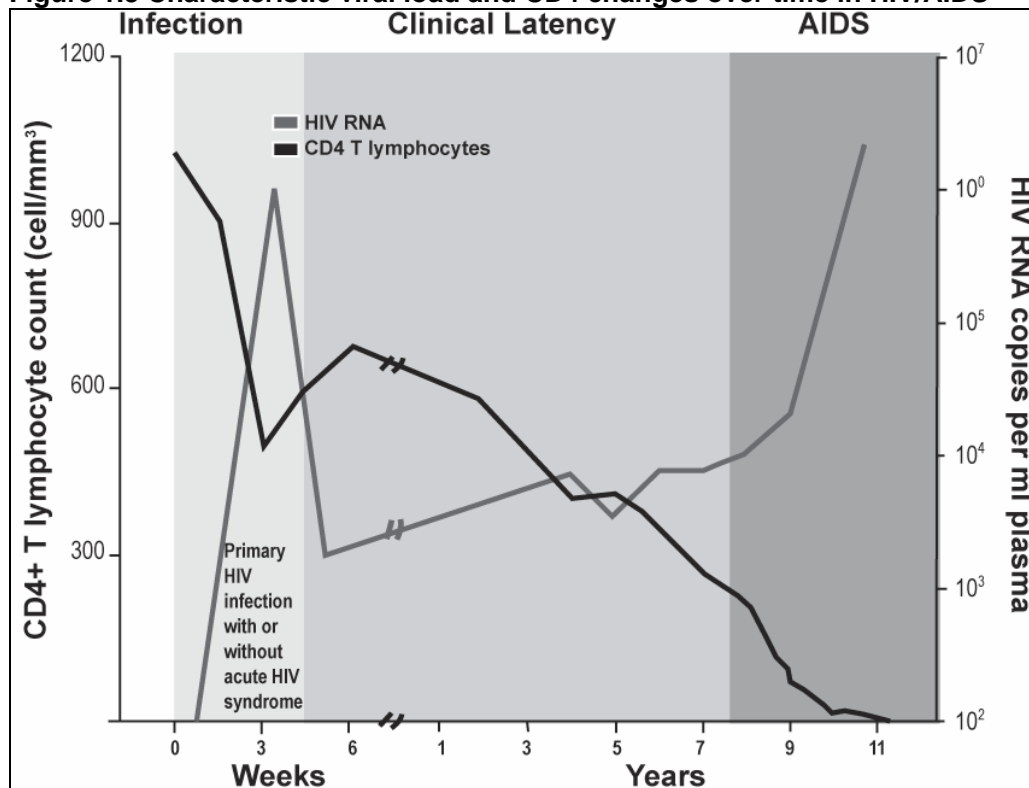


Make These Points

- CD4 count and viral load are difficult concepts. Spend adequate time on them and ask participants for feedback to verify that they understand both concepts.
- Explain that although CD4 and viral load are both indicators of disease progression, they measure different things—one measures the amount of suppression of the immune system and the other measures the amount of virus in the blood.
- Participants may find it confusing that a low CD4 count is a bad sign and a low viral load is a good sign. Take the time to clarify these measures to be sure the participants understand the concepts clearly.
- Emphasise that high maternal viral load increases the risk of mother-to-child transmission of HIV.

Background information on CD4 count and viral load

Figure 1.3 Characteristic viral load and CD4 changes over time in HIV/AIDS



The CD4 count and viral load are two measures of the progression of HIV. When HIV actively multiplies, it infects and kills CD4 T cells—a specific type of white blood cell—that are the immune system's key infection fighters. The effects of HIV are measured by the decline in the number of CD4 cells.

The CD4 count is the number of CD4 cells in the blood and reflects the state of the immune system. The normal count in a healthy adult is between 600 and 1,200 cells/mm³. When the CD4 count of an adult falls below 200 cells/mm³, the risk of opportunistic and serious infection is high.

Viral load is the amount of HIV virus in the blood. It can be measured by the HIV ribonucleic acid polymerase chain reaction blood test (HIV-RNA PCR). The test is used as a marker of response to antiretroviral (ARV) treatment.

The viral load is very high shortly after primary HIV infection. It falls steeply when the body develops antibodies and rises again after a number of years as the CD4 count drops. High viral load leads to higher transmission risk. Most often, after a number of years, high viral load is also a sign of more severe disease as people develop AIDS (Figure 1.3).

Natural history (or course) of HIV infection

Seroconversion

People infected with HIV usually develop antibodies 4 to 6 weeks after being infected, but it may take as long as 3 months for antibodies to develop. The period of time between when a person is infected with HIV and when the antibody test result is positive is called the "window period."

Unlike for most diseases, having antibodies for HIV does not indicate protection but indicates infection.

When a recently infected person develops antibodies that can be measured using a laboratory test, seroconversion is occurring. Some people may experience a glandular illness (fever, rash, joint pains, and enlarged lymph nodes) at the time of seroconversion.

HIV testing detects antibodies or antigens associated with HIV in whole blood, saliva, or urine.

A person whose blood test results show HIV infection is said to be seropositive or HIV-positive.

A person whose blood test results do not show HIV infection is said to be seronegative or HIV-negative.

A person who tests HIV-negative but who has engaged in behaviour within the past 3 months that places him or her at risk for HIV should be tested again in 3 months.

Asymptomatic HIV infection

A person who is HIV-infected but looks and feels healthy is asymptomatic. None of the physical signs or symptoms that indicate HIV infection are present.

Whether they have symptoms or not, people who are HIV-positive can still pass the virus to others.

The duration of the asymptomatic phase varies greatly from person to person. Some adults may develop symptoms of HIV as quickly as a few months after primary infection; others may take as long as 15 years or more to develop symptoms.

For children infected with HIV through MTCT, during pregnancy, labour and delivery, and breastfeeding, the asymptomatic phase is shorter. A few infants who are HIV-positive will become ill within the first weeks of life. Most children start to develop symptoms before they are 2 years old; a few remain well for several years.

Symptomatic HIV infection

A person who has developed physical signs of HIV and reports symptoms related to HIV is *symptomatic*.

The immune system weakens and CD4 count decreases during this phase.

The progression of HIV depends on the type of virus and specific host characteristics including general health, nutritional, and immune status.

AIDS

Almost all people who are HIV-positive will ultimately develop HIV-related disease and AIDS, the end stage of HIV infection. As HIV infection progresses, the CD4 count continues to decrease and the infected person becomes susceptible to opportunistic infections.

An *opportunistic infection* is an illness caused by a germ that might not cause illness in a healthy person, but will cause illness in a person who has a weakened immune system. For example, co-infection with tuberculosis (TB) is very common in people infected with HIV.

People living with advanced HIV infection suffer from opportunistic infections of the lung, brain, eyes, and other organs. Other common opportunistic infections in persons diagnosed with AIDS are *pneumocystis carinii* pneumonia (PCP); cryptosporidiosis; histoplasmosis; other parasitic, viral and fungal infections; and some types of cancers, such as Kaposi's sarcoma.

ARV treatment and prophylaxis and treatment of opportunistic infections help preserve the CD4 cells, lower viral load, and prolong the time it takes for HIV to progress to the symptomatic phase and, ultimately, to AIDS.



Trainer Instructions

Slides 19, 20, 21, and 22

Discuss and reinforce the concept of HIV disease progression.



Make These Points

- Point out that the transition from the stages of asymptomatic to symptomatic to AIDS occurs when CD4 counts decrease and immune function deteriorates.
- Note that HIV infects many organ systems and causes a range of symptoms and opportunistic infections.
- Emphasise the role of high viral load and low CD4 counts in the development of clinical symptoms.



Trainer Instructions

Review the staging systems for HIV and their purpose so that the participants are familiar with these topics.

Take a few moments to go over the tables in Appendix 1-A with the participants.



Make These Points

- Tell the participants that staging systems continue to be modified as we learn more about the disease.

Staging systems for HIV

Staging systems for HIV can:

- Contribute to the care of individuals who are HIV-infected
- Provide a framework for follow-up and management
- Help define prognosis and guide patient counselling
- Be used to help evaluate new treatments

World Health Organization (WHO) staging system for HIV

The WHO staging system groups HIV progression into four clinically relevant stages—Stages I to IV—that correspond to the natural history of HIV. (See Appendix 1-A.)

The staging system for HIV infection in children is scheduled to be revised by WHO in consultation with paediatric experts in 2004. In the interim, using the WHO staging system can help define parameters for initiating treatment in resource-constrained settings.

However, adapting the staging system at the country level may be appropriate.

U.S. Centers for Disease Control and Prevention (CDC) surveillance case definition

The CDC AIDS Surveillance Case Definitions include clinical and immunologic categories. (See Appendix 1-B.) This system uses a combination of symptoms and CD4 count levels to establish criteria for AIDS.



Trainer Instructions

Slide 23

Review the natural history summary slide slowly and carefully and take the opportunity to invite additional questions.



Trainer Instructions

Slides 24, 25 and 26

Discuss transmission of HIV.



Make These Points

- The main source of HIV transmission is unprotected sex with a partner who is HIV-positive.
- Myths and misinformation regarding the transmission of HIV infection exist and require clarification.
- Condoms used consistently and correctly prevent HIV and other sexually transmitted infections (STIs).
- Effective PMTCT programmes reduce the risk of perinatal transmission of HIV.

Routes of HIV transmission

HIV can be transmitted through blood, sexual contact, or injection drug use, and from mother-to-child (also known as perinatal or vertical transmission).

The most common route of HIV transmission is through sexual contact, especially heterosexual intercourse.

Blood-to-blood transmission

- Transfusion with HIV-infected blood
- Direct contact with HIV-infected blood

Sexual contact

- Unprotected sexual intercourse (vaginal, oral, or anal)
- Direct contact with HIV-infected body fluids such as semen, cervical and vaginal secretions

Women of childbearing age are at particular risk for acquiring HIV. The main behaviour that places them at risk is unprotected sex with an infected male partner.

Drug use

- Injection of drugs with needles or syringes contaminated with HIV

Perinatal transmission (MTCT)

- From mothers who are HIV-positive to their infants during pregnancy, labour, delivery, and breastfeeding

HIV CANNOT be transmitted by:

- Coughing or sneezing
- Insect bites
- Touching or hugging
- Kissing
- Public baths/pools
- Public toilets
- Shaking hands
- Working or going to school with a person who is HIV-infected
- Telephones
- Water or food
- Sharing cups, glasses, plates, or other utensils

Public health strategies to prevent HIV infection

Blood-to-blood transmission

- Screen all blood and blood products for HIV.
- Follow universal precautions which include:
 - Use of protective equipment
 - Safe use and disposal of sharps
 - Sterilisation of equipment
 - Safe disposal of contaminated waste products

Sexual contact

- Promote abstinence or being faithful to one uninfected partner.
- Provide instruction on the consistent and correct use of barrier methods.
 - Male or female condoms for vaginal intercourse
 - Non-lubricated condoms for oral intercourse on a male
 - Dental dams, plastic wrap, or latex panties for oral intercourse on a female
 - Condoms for anal intercourse

- Prevent, identify, and provide early treatment for sexually transmitted infections (STIs).
- Provide access to HIV testing and counselling.

Condoms provide protection from HIV transmission as well as other sexually transmitted infections (STIs) when used correctly and consistently.

Drug use

- Educate about the risks of infection through drug use with contaminated needles and syringes.
- Provide referral for treatment of drug dependence.

Drug use in any form may increase the risk of HIV infection by limiting judgment and facilitating engagement in risky behaviours. Even occasional use of alcohol, marijuana, and other “recreational” drugs may increase risk of HIV infection.

Perinatal transmission from HIV-positive mothers

- Provide ARV treatment when indicated and available.
- Provide ARV prophylaxis during labour and delivery.
- Provide ARV prophylaxis to the infant.
- Offer elective caesarean section when safe and feasible.
- Follow safer delivery practices.
- Provide linkages to treatment, care, and social support for mothers and families with HIV infection.
- Provide infant-feeding counselling.

(Module 2, Overview of HIV Prevention in Mothers, Infants, and Young Children contains detailed information on a comprehensive PMTCT approach.)



Trainer Instructions

Slides 27 and 28

Summarise key points for Module 1.

Module 1: Key Points

- HIV is a global pandemic.
- The number of people living with HIV worldwide continues to increase.
- The HIV epidemic is especially severe in many resource-constrained countries.
- HIV is a virus that destroys the immune system, leading to opportunistic infections.
- The progression from initial infection with HIV to end-stage AIDS varies from person to person and can take more than 15 years.
- The most common route of HIV transmission worldwide is heterosexual transmission.
- Women of childbearing age are at particular risk for acquiring HIV. The main behaviour that places them at risk is unprotected sex with an infected male partner.
- Pregnant women who are HIV-infected are at risk of passing HIV infection to their newborn.
- Risk of HIV transmission from mother-to-child can be greatly reduced through effective PMTCT programmes.



Trainer Instructions

Close the module by facilitating Exercise 1.2, the HIV 1, 2, 3 Knowledge Game. Your copy of the game (pages 1-22 to 1-29) includes the answers in the column on the right.

The participant copy of the HIV 1, 2, 3 Knowledge Game is on pages 1-13 of the *Participant Manual*.

Exercise 1.2 HIV 1, 2, 3 Knowledge interactive game	
Purpose	To present basic and advanced HIV/AIDS information in an easy and enjoyable way while allowing participants an opportunity to demonstrate what they know. This game also gives the participants a chance to get to know each other.
Duration	60 minutes
Introduction	<p>Set up round tables that will accommodate 4–6 participants at each table. Divide the group into two to four teams of equal size, depending on the size of the group and the amount of time you have. The more teams there are, the longer the game will take.</p> <p>Distribute the groups somewhat evenly by discipline, so that each group has the same number of nurses, doctors, and so on. Number the teams 1, 2, 3, and 4 and ask the participants to sit with their teams.</p> <p>Start the exercise by explaining that the objective is to be the first team to complete the circle. Each team can fill in one-sixth of the circle each time the team gets a correct answer in six of the following seven categories:</p> <ul style="list-style-type: none"> ▪ HIV/AIDS transmission ▪ Prevention ▪ Infant feeding ▪ Testing ▪ Mother-to-child transmission ▪ Linkages to treatment, care, and support ▪ Prevention in healthcare settings <p>Distribute one question sheet to each participant. Use the Wild Card category <i>only</i> in the event of a tie.</p>
Activities	<p>Give the participants 15–20 minutes to answer the questions working together in their teams.</p> <p>Remind the teams to record their answers on the question sheet.</p> <p>Suggest that they keep the answers simple and not linger on any one question.</p> <p>To begin play, the first team chooses a category and a question, then reads the question aloud and gives the answer. The team has 10 seconds to answer.</p> <p>If correct, the team colours in one-sixth of its circle and records next to the circle the name of the category from which the question came.</p> <p>A team may only answer one question per category.</p> <p>If incorrect, the next team gets to answer that question or another question of its choosing.</p> <p>Once a question has been answered correctly, no other team may use it.</p> <p>The facilitator should clarify any misconceptions that may have surfaced during the discussion once the question is correctly answered.</p> <p>The next team takes a turn.</p>

Exercise 1.2 HIV 1, 2, 3 Knowledge interactive game	
	<i>The first team to fill its circle by colouring in all six pieces (representing six correct answers in six different categories) is the winner and receives the prize.</i>
Debriefing	Point out that each participant knows more than they think they know and that by working together, they are able to respond correctly to many of the HIV/AIDS questions in the Knowledge Game.

Answers to Exercise 1.2 HIV 1, 2, 3 Knowledge Game

Category 1: HIV/AIDS Transmission

Question	Answer
List at least three ways in which HIV infection is transmitted.	<ul style="list-style-type: none">▪ Unprotected sex with an infected person▪ From an infected mother to her infant before birth, during birth, or during breastfeeding▪ Blood transfusion in countries in which blood is not routinely screened▪ Blood-to-blood transmission, including any of the following:<ul style="list-style-type: none">▪ Injection drug use or▪ Accidental exposure to needles or sharps in a health care setting—razors, scalpel blades, lancets, or scissors—that were used by a person who was HIV-infected and not cleaned
Name the two types of HIV.	HIV-1 and HIV-2
What body fluids contain high concentrations of HIV?	<ul style="list-style-type: none">▪ Blood▪ Semen▪ Vaginal secretions▪ Breastmilk
What is the major route of HIV transmission worldwide?	Unprotected heterosexual sex
What specific part of the human body does HIV attack and what does this cause?	HIV infects the immune system, specifically the CD4 cells. Over time, the weakened immune system has a progressively more difficult time fighting infections.

Category 2: Prevention

Question	Answer
<p>What are the ABCs of prevention (on an individual level)?</p>	<p>A. Abstain from sex completely. B. Be faithful to one partner who is uninfected. C. Use a new condom properly each time you have sexual intercourse.</p> <p><i>Note:</i> There is also a “D”. Do not use drugs and do not share injection equipment.</p>
<p>Universal precautions are a set of practices designed to protect health workers and patients from infection. Name at least four interventions that are universal precautions.</p>	<ul style="list-style-type: none"> ▪ Wash hands after any direct contact with patients. ▪ Do not recap needles, whenever possible. ▪ Dispose of needles (hypodermic and suture) and sharps (scalpel blades, lancets, razors and scissors) safely, putting them into puncture- and leak-proof safety boxes. ▪ Wear gloves to prevent contact with body fluids, broken skin and mucous membranes. ▪ Wear a mask, eye protection, and gown (and sometimes a plastic apron) if blood or other body fluids might splash. ▪ Cover cuts and abrasions with a waterproof dressing. ▪ Promptly and carefully clean up spills of blood and other body fluids. ▪ Use a safe system for hospital waste collection and disposal.

Category 3: Infant Feeding

Question	Answer
<p>Exclusive breastfeeding is defined by WHO as giving an infant only breastmilk (including expressed breastmilk), with the exception of _____</p> <p>(Fill in the blank).</p>	<p>Drops or syrups consisting of vitamins, mineral supplements, or medicines</p>
<p>List two reasons why cup feeding is preferred over bottle feeding when the mother chooses replacement foods (rather than breastfeeding).</p>	<ul style="list-style-type: none"> ▪ Cups are safer because they are easier to clean with soap and water than bottles. ▪ Cups are less likely than bottles to be carried around for a long time, giving bacteria the opportunity to multiply. ▪ Cup feeding requires the mother or other caregiver to hold and have more contact with the infant, providing more psychosocial stimulation than bottle-feeding. ▪ Cup feeding is better than feeding with a cup and spoon because spoon feeding takes longer and the mother may stop before the infant has had enough.
<p>At what age does WHO recommend starting a child on complementary foods (food in addition to milk)?</p>	<p>6 months</p>
<p>Name two reasons why a woman may choose to breastfeed rather than give a breastmilk substitute to her infant.</p>	<ul style="list-style-type: none"> ▪ To avoid stigma ▪ To avoid inadvertently disclosing her HIV status ▪ To accommodate family pressure ▪ To maintain denial of her HIV status ▪ To manage finances if she cannot afford a breastmilk substitute (or if one is not available) ▪ To comfort the infant in an easy way ▪ To compensate for a feeling that she is missing out on something

Category 4: Testing

Question	Answer
What is specifically measured when an HIV screening test is done?	HIV antibodies <i>Note:</i> In some settings infants who are HIV-exposed may be “screened” using antigen tests.
With regard to HIV testing, what does the “window period” mean?	This is the period between the initial infection and the time when the HIV test can detect the antibodies the body has generated in reaction to HIV. People infected with HIV usually develop antibodies 4 to 6 weeks after being infected, but it may take as long as 3 months for antibodies to develop.
Name two advantages of the HIV rapid screening test (compared with the traditional ELISA test).	<ul style="list-style-type: none">▪ The result is ready on the same day, so a woman does not need to leave the clinic and then return for the results.▪ Rapid tests are cost-effective because they do not need special laboratory equipment and can be conducted in the clinic setting.▪ There is less potential for specimen mix-up and loss.▪ Providers do not have to spend time tracking down test results weeks after the test was done.▪ Pregnant women with positive HIV test results can immediately receive information on treatment for themselves and interventions to protect their infants from mother-to-child HIV transmission.

Category 5: Mother-to-Child Transmission

Question	Answer
If 100 women who were HIV-infected gave birth to 100 infants, how many of the infants would typically become infected during pregnancy?	During pregnancy5–10 During labour and delivery About 15
If 100 women who were HIV-infected gave birth to 100 infants, how many of the infants would typically become infected delivery?	During breastfeeding5–15
If 100 women who were HIV-positive gave birth to 100 infants, how many of these infants would typically become infected during breastfeeding?	Total.....25–40
Name two maternal factors that may increase the risk of HIV transmission during pregnancy.	<ul style="list-style-type: none"> ▪ New HIV infection during pregnancy ▪ Viral, bacterial, and parasitic placental infection (especially malaria) ▪ Maternal malnutrition ▪ STIs ▪ Advanced HIV or late-stage AIDS
Name two factors that may increase the risk of HIV transmission during breastfeeding.	<ul style="list-style-type: none"> ▪ New maternal HIV infection during breastfeeding ▪ Duration of breastfeeding ▪ Mixed feeding (breastmilk along with replacement feeding such as foods and fluids other than breastmilk) ▪ Breast abscesses, nipple fissures (cracked nipples), and mastitis ▪ Advanced HIV or AIDS in the mother ▪ Maternal malnutrition ▪ Oral disease in the infant, such as thrush and mouth sores

Category 6: Linkages to Treatment, Care, and Support

Question	Answer
Name at least two activities that should be included in the 6-week postnatal visit for the woman who is HIV-infected.	<ul style="list-style-type: none"> ▪ Assessment of healing, which includes: <ul style="list-style-type: none"> ▪ Wound healing ▪ Uterine involution ▪ Cessation of postnatal bleeding ▪ Infant feeding support ▪ Family planning and contraception ▪ Supporting the mother's choice of contraception ▪ Discussing importance of safer sex to prevent other STIs and the further spread of HIV ▪ Providing advice about early treatment of STI
Name one test that will tell you if an infant who is HIV-infected.	<p>An HIV antibody test (typically ELISA or one of the rapid HIV tests), done at 18 months of age or older</p> <p>An HIV antigen test, such as the DNA polymerase chain reaction (PCR) test, done beginning in the first month of life (<i>Note: Definitive diagnosis requires 2 positive antigen tests done at least a month apart.</i>)</p>
Name one symptom associated with HIV infection in the infant or child.	<ul style="list-style-type: none"> ▪ Low weight and/or growth failure ▪ Pneumonia, including PCP ▪ Oral candidiasis (thrush) ▪ Lymphadenopathy ▪ Diarrhoea ▪ TB

Category 7: Prevention in Healthcare Settings

Question	Answer
Name one disinfectant that is capable of inactivating HIV.	<ul style="list-style-type: none"> ▪ Soap and water ▪ 10% chlorine bleach solution ▪ 70% alcohol ▪ Hydrogen peroxide
<p>If a healthcare worker accidentally got stuck with a needle that had previously been used on a patient with HIV (and not cleaned), what would be the chance that he or she would become HIV-infected?</p> <p>A. 1% B. 5% C. 3% D. 20%</p>	<p>The risk of HIV transmission in situations in which the skin is punctured by a needle stick or other sharp is less than 1%. The risk of HIV transmission from exposure to infected fluids or tissues is believed to be lower than from exposure to infected blood.</p>
<p>What are two things that you can do when attending to a patient in obstetrics to reduce risk of occupational exposure to HIV?</p>	<ul style="list-style-type: none"> ▪ Cover broken skin or open wounds with watertight dressings. ▪ Wear gloves when expecting exposure to blood or body fluids. ▪ Wear an impermeable plastic apron for the birth. ▪ Pass all sharp instruments on to a receiver, rather than hand-to-hand. ▪ Use long cuffed gloves for manual removal of a placenta. ▪ Modify surgical practice to use needle holders and avoid using your fingers in needle placement. ▪ When available, wear an eye shield for operating, assisting a cesarean section, and suturing episiotomies. ▪ If blood splashes on skin, immediately wash the area with soap and water. If blood splashes in the eye, wash the eye with water only. ▪ Dispose of solid waste, such as blood-soaked dressings or placentas, safely and according to local procedures.

Category 8: Wild Card

Question	Answer
<p>AIDS is the _____ (choose number) cause of death in Africa?</p> <p>A. Number 1 B. Number 2 C. Number 3 D. Number 4</p>	<p>A. Number 1</p>
<p>The HIV/AIDS pandemic is growing fastest in what regions of the world?</p>	<p>Eastern Europe and Central Asia</p>
<p>In sub-Saharan Africa, women represent what percentage of all people living with HIV/AIDS?</p> <p>A. 78% B. 72% C. 58% D. 48%</p>	<p>C. 58%</p>
<p>What is the difference between stigma and discrimination?</p>	<p>Stigma refers to attitudes and thoughts. Discrimination is a behaviour based on stigmatising attitudes and thoughts.</p>
<p>What is the difference between monitoring and evaluation?</p>	<p>Monitoring is concerned primarily with describing the costs of an intervention, for example, the number of staff, hours worked, schedules, and costs.</p> <p>Evaluation relates to the benefits, such as how the project's objectives were realised (eg what percentage of ANC women were tested for HIV? What percentage of women who are HIV-infected received NVP? Was there a reduction in the number of infants who were HIV-infected?).</p>

APPENDIX 1-A WHO staging systems for HIV infection and disease in adults, adolescents, and children

WHO staging system for HIV infection and disease in adults

Clinical stage I	
<ul style="list-style-type: none"> ▪ Asymptomatic ▪ Generalised lymphadenopathy 	
Performance Scale 1: asymptomatic, normal activity	
Clinical Stage II	
<ul style="list-style-type: none"> ▪ Weight loss of less than 10% of body weight ▪ Minor mucocutaneous manifestations (seborrhoeic dermatitis, prurigo, fungal nail infections, recurrent oral ulcerations, angular cheilitis) ▪ Herpes zoster within the last 5 years ▪ Recurrent upper respiratory tract infections (e.g., bacterial sinusitis) 	
And/or Performance Scale 2: symptomatic, normal activity	
Clinical Stage III	
<ul style="list-style-type: none"> ▪ Weight loss of more than 10% of body weight ▪ Unexplained chronic diarrhoea lasting for more than 1 month ▪ Unexplained prolonged fever (intermittent or constant) lasting for more than 1 month ▪ Oral candidiasis (thrush) ▪ Oral hairy leukoplakia ▪ Pulmonary tuberculosis ▪ Severe bacterial infections (e.g., pneumonia, pyomyositis) 	
And/or Performance Scale 3: bedridden less than 50% of the day during the past month	
Clinical Stage IV	
<ul style="list-style-type: none"> ▪ HIV wasting syndrome^a ▪ <i>Pneumocystis carinii</i> pneumonia ▪ Toxoplasmosis of the brain ▪ Cryptosporidiosis with diarrhoea lasting more than 1 month ▪ Cryptococcosis, extrapulmonary ▪ Cytomegalovirus (CMV) disease of an organ other than liver, spleen or lymph node (e.g., retinitis) ▪ Herpes simplex virus (HSV) infection, mucocutaneous (lasting for more than 1 month), or visceral ▪ Progressive multifocal leukoencephalopathy (PML) ▪ Any disseminated endemic mycosis 	<ul style="list-style-type: none"> ▪ Candidiasis of the oesophagus, trachea, bronchi ▪ Atypical mycobacteriosis, disseminated or pulmonary ▪ Non-typhoid salmonella septicaemia ▪ Extrapulmonary tuberculosis ▪ Lymphoma ▪ Kaposi's sarcoma (KS) ▪ HIV encephalopathy^b
And/or Performance Scale 4: bedridden more than 50% of the day during the last month	

^a HIV wasting syndrome: weight loss of more than 10% body weight, plus either unexplained chronic diarrhoea (lasting longer than 1 month) or chronic weakness and unexplained prolonged fever (lasting longer than 1 month)

^b HIV encephalopathy: clinical findings of disabling cognitive and/or motor dysfunction interfering with activities of daily living progressing over weeks to months, in the absence of a concurrent illness or condition other than HIV infection that could explain the findings

Source: World Health Organization (WHO). 2004. *Scaling up antiretroviral therapy in resource-limited settings: Treatment guidelines for a public health approach, 2003 Revision*, Appendix D: WHO staging system for HIV infection and disease in adults and adolescents, p. 42

APPENDIX 1-A WHO staging systems for HIV infection and disease in adults, adolescents, and children *(continued)*

WHO staging system for HIV infection and disease in children

Clinical Stage I
<ul style="list-style-type: none"> ▪ Asymptomatic ▪ Generalised lymphadenopathy
Clinical Stage II
<ul style="list-style-type: none"> ▪ Chronic diarrhoea lasting more than 30 days in the absence of known etiology ▪ Severe persistent or recurrent candidiasis outside the neonatal period ▪ Weight loss or failure to thrive in the absence of known etiology ▪ Persistent fever lasting longer than 30 days in the absence of known etiology ▪ Recurrent severe bacterial infections other than septicaemia or meningitis (eg, osteomyelitis, bacterial (non-TB) pneumonia, abscesses)
Clinical Stage III
<ul style="list-style-type: none"> ▪ AIDS-defining opportunistic infections ▪ Severe failure to thrive (wasting) in the absence of known etiology^a ▪ Progressive encephalopathy ▪ Malignancy ▪ Recurrent septicaemia or meningitis

^a Persistent weight loss of more than 10% of baseline or less than 5th percentile on weight for height chart on 2 consecutive measurements more than 1 month apart in the absence of another etiology or concurrent illness.

Source: World Health Organization (WHO). 2004. *Scaling up antiretroviral therapy in resource-limited settings: Treatment guidelines for a public health approach, 2003 Revision*, Appendix E: WHO staging system for HIV infection and disease in children, p. 44

APPENDIX 1-B CDC AIDS surveillance case definitions for adolescents, adults, and children

I. CDC AIDS surveillance case definition for adolescents and adults

Clinical Categories			
CD4 Cell Categories	A	B	C*
mm ³ (%)	Asymptomatic, PGL, or Acute HIV Infection	Symptomatic** (not A or C)	AIDS Indicator Condition (1987)
1 >500/mm ³ (≥29%)	A1	B1	C1
2 200–499/mm ³ (14–28%)	A2	B2	C2
3 <200/mm ³ (<14%)	A3	B3	C3

* All patients in categories A3, B3 and C1-3 are defined as having AIDS, based on the presence of an AIDS-indicator condition (see the following table) and/or a CD4 cell count of less than 200/mm³.

** Symptomatic conditions not included in Category C that are: a) attributed to HIV infection or indicative of a defect in cell-mediated immunity or b) considered to have a clinical course or management that is complicated by HIV infection. Examples of B conditions include but are not limited to bacillary angiomatosis; thrush; vulvovaginal candidiasis that is persistent, frequent or poorly responsive to therapy; cervical dysplasia (moderate or severe); cervical carcinoma in situ; constitutional symptoms such as fever (38.5° C) or diarrhoea lasting longer than 1 month; oral hairy leukoplakia; herpes zoster involving two episodes or more than 1 dermatome; idiopathic thrombocytopenic purpura (ITP); listeriosis; pelvic inflammatory disease (PID) (especially if complicated by a tubo-ovarian abscess); and peripheral neuropathy.

Source: U.S. Centers for Disease Control and Prevention. 1992. 1993 Revised classification system for HIV infection and expanded surveillance case definition for AIDS among adolescents and adults. *MMWR* 41(RR-17) <http://www.cdc.gov/mmwr/preview/mmwrhtml/00018179.htm>

II. CDC AIDS case surveillance definition for infants and children

CDC immunologic categories based on age-specific CD4 counts and percent of total lymphocytes

Immunologic category	<12 mos	1–5 yrs	6–12 yrs
	mm ³ (%)	mm ³ (%)	mm ³ (%)
Category 1: No evidence of suppression	≥ 1,500 (> 25)	≥1,000 (> 25)	≥ 500 (> 25)
Category 2: Evidence of moderate suppression	750–1,499 (15–24)	500–999 (15–24)	200–499 (15–24)
Category 3: Severe suppression	< 750 (<15)	< 500 (<15)	< 200 (<15)

APPENDIX 1-B CDC AIDS surveillance case definitions for adolescents, adults, and children

(continued)

Clinical categories for children with HIV

CATEGORY N: NOT SYMPTOMATIC

Children who have no signs or symptoms considered to be the result of HIV infection or who have only one of the conditions listed in Category A.

CATEGORY A: MILDLY SYMPTOMATIC

Children with two or more of the conditions listed below but none of the conditions listed in Categories B and C.

- Lymphadenopathy (> 0.5 cm at more than two sites; bilateral = one site)
- Hepatomegaly
- Splenomegaly
- Dermatitis
- Parotitis
- Recurrent or persistent upper respiratory infection, sinusitis, or otitis media

CATEGORY B: MODERATELY SYMPTOMATIC

Children who have symptomatic conditions other than those listed for Category A or C that are attributed to HIV infection.

Examples of conditions in clinical Category B include but are not limited to:

- Anemia (<8 gm/dL), neutropenia (<1,000/mm³), or thrombocytopenia (<100,000/mm³) persisting ≥ 30 days
- Bacterial meningitis, pneumonia, or sepsis (single episode)
- Candidiasis, oropharyngeal (thrush), persisting (>2 months) in children >6 months of age
- Cardiomyopathy
- Cytomegalovirus infection, with onset before 1 month of age
- Diarrhea, recurrent or chronic
- Hepatitis
- Herpes simplex virus (HSV) stomatitis, recurrent (more than two episodes within 1 year)
- HSV bronchitis, pneumonitis, or esophagitis with onset before 1 month of age
- Herpes zoster (shingles) involving at least two distinct episodes or more than one dermatome
- Leiomyosarcoma
- Lymphoid interstitial pneumonia (LIP) or pulmonary lymphoid hyperplasia complex
- Nephropathy
- Nocardiosis
- Persistent fever (lasting >1 month)
- Toxoplasmosis, onset before 1 month of age
- Varicella, disseminated (complicated chickenpox)
- Leiomyosarcoma
- Lymphoid interstitial pneumonia (LIP) or pulmonary lymphoid hyperplasia complex
- Nephropathy
- Nocardiosis
- Persistent fever (lasting >1 month)
- Toxoplasmosis, onset before 1 month of age
- Varicella, disseminated (complicated chickenpox)

CATEGORY C: SEVERELY SYMPTOMATIC

Conditions included in clinical Category C for children infected with human immunodeficiency virus (HIV)

- Serious bacterial infections, multiple or recurrent (i.e., any combination of at least two culture-confirmed infections within a 2-year period), of the following types: septicemia, pneumonia, meningitis, bone or joint infection, or abscess of an internal organ or body cavity (excluding otitis media, superficial skin or mucosal abscesses, and indwelling catheter-related infections)
- Candidiasis, esophageal or pulmonary (bronchi, trachea, lungs)
- Coccidioidomycosis, disseminated (at site other than or in addition to lungs or cervical or hilar lymph nodes)
- Cryptococcosis, extrapulmonary
- Cryptosporidiosis or isosporiasis with diarrhea persisting >1 month
- Cytomegalovirus disease with onset of symptoms at age >1 month (at a site other than liver, spleen, or lymph nodes)
- Encephalopathy (at least one of the following progressive findings present for at least 2 months in the absence of a concurrent illness other than HIV infection that could explain the findings): a) failure to attain or loss of developmental milestones or loss of intellectual ability, verified by standard developmental scale or neuropsychological tests; b) impaired brain growth or acquired microcephaly demonstrated by head circumference measurements or brain atrophy demonstrated by computerized tomography or magnetic resonance imaging (serial imaging is required for children <2 years of age); c) acquired symmetric motor deficit manifested by two or more of the following: paresis, pathologic reflexes, ataxia, or gait disturbance
- Herpes simplex virus infection causing a mucocutaneous ulcer that persists for >1 month; or bronchitis, pneumonitis, or esophagitis for any duration affecting a child >1 month of age
- Histoplasmosis, disseminated (at a site other than or in addition to lungs or cervical or hilar lymph nodes)
- Kaposi's sarcoma
- Lymphoma, primary, in brain
- Lymphoma, small, noncleaved cell (Burkett's), or immunoblastic or large cell lymphoma of B-cell or unknown immunologic phenotype
- Mycobacterium tuberculosis, disseminated or extrapulmonary
- Mycobacterium, other species or unidentified species, disseminated (at a site other than or in addition to lungs, skin, or cervical or hilar lymph nodes)
- Mycobacterium avium complex or Mycobacterium kansasii, disseminated (at site other than or in addition to lungs, skin, or cervical or hilar lymph nodes)
- *Pneumocystis carinii* pneumonia
- Progressive multifocal leukoencephalopathy
- Salmonella (nontyphoid) septicemia, recurrent
- Toxoplasmosis of the brain with onset at >1 month of age
- Wasting syndrome in the absence of a concurrent illness other than HIV infection that could explain the following findings: a) persistent weight loss >10% of baseline OR b) downward crossing of at least two of the following percentile lines on the weight-for-age chart (e.g., 95th, 75th, 50th, 25th, 5th) in a child \geq 1 year of age OR c) <5th percentile on weight-for-height chart on two consecutive measurements, \geq 30 days apart PLUS a) chronic diarrhea (i.e., at least two loose stools per day for >30 days) OR b) documented fever (for \geq 30 days, intermittent or constant)

Adapted from: US Centers for Disease Control and Prevention. 1994. *Revised classification system for human immunodeficiency virus infection in children less than 13 years of age*. MMWR (RR-22).



Module 2 Overview of HIV Prevention in Mothers, Infants and Young Children



Total Time: 145 minutes

SESSION 1 Comprehensive Approach to Reducing HIV Infection in Infants and Young Children

Activity/Method	Resources Needed	Time
Exercise 2.1 Local epidemiology: interactive discussion	None, other than those noted below	20 minutes

SESSION 2 Mother-to-Child Transmission of HIV Infection

Activity/Method	Resources Needed	Time
Exercise 2.2 Local terminology: interactive discussion	None, other than those noted below	20 minutes

SESSION 3 Comprehensive Approach to Prevention of HIV Infection in Infants and Young Children

Activity/Method	Resources Needed	Time
Exercise 2.3 STI handshake: interactive group game	Marked paper strips measuring about 5 x 8 cm. A basket, box, or paper bag to hold paper strips	90 minutes

SESSION 4 Role of Maternal and Child Health Services in the Prevention of HIV Infection in Infants and Young Children

Activity/Method	Resources Needed	Time
Review local PMTCT policies and programmes	Copies of local PMTCT policies if not already in the Participant Manual.	15 minutes

Also have available the following:

- Overheads or PowerPoint slides for this Module (in Presentation Booklet)
- Overhead or LCD projector, extra extension cord/lead
- Flipchart or whiteboard and markers or blackboard and chalk
- Pencil or pen for each participant

Relevant Policies for Inclusion in National Curriculum
<p>Session 3</p> <ul style="list-style-type: none">▪ For Element 3: Prevention of HIV transmission from women infected with HIV to their infants<ul style="list-style-type: none">▪ Local/national/regional summary of epidemiology of MTCT▪ Brief introduction to local/national PMTCT policy and programme including PMTCT targets▪ For Element 4: Provision of treatment, care, and support to women infected with HIV, their infants, and their families<ul style="list-style-type: none">▪ Local/national PMTCT-Plus targets▪ Copies of patient brochures on personal risk reduction strategies (if available)

SESSION 1 Comprehensive Approach to Reducing HIV Infection in Infants and Young Children



Advance Preparation

- Either recruit an expert on local and national epidemiology to present the local HIV and MTCT information *or* research and develop the presentation yourself.
- Prepare slide(s) on local epidemiology if needed.
- Prepare handout summarising local epidemiology of MTCT if not already in the Participant Manual.



Total Session Time: 20 minutes



Trainer Instructions

Slides 1, 2 and 3

Begin by reviewing the module objectives listed below.

After completing the module, the participant will be able to:

- Describe the comprehensive approach to prevention of HIV infection in infants and young children.
- Discuss mother-to-child transmission (MTCT) of HIV infection.
- Describe the four elements of a comprehensive approach to prevention of HIV infection in infants and young children.
- Describe the role of maternal and child health (MCH) services in the prevention of HIV infection in infants and young children.



Trainer Instructions

Slides 4 and 5

Distribute the handout summarising national and regional epidemiology on HIV and MTCT if it is not already in the Participant Manual.

Introduce local expert OR review country or local data on HIV and MTCT epidemiology.



Facilitate Group Work

Lead interactive discussion on local epidemiology, as described below.



Make These Points

- Discuss local statistics and rates of HIV infection, particularly among pregnant women.
- Discuss how those factors will affect PMTCT services.

Exercise 2.1 Local epidemiology: interactive discussion	
Purpose	To involve the participants in a discussion about local epidemiology.
Duration	10 minutes
Introduction	Ask participants whether they are familiar with local statistics on HIV and MTCT or whether they are surprised by the data.
Activities	Ask the members of the group to tell you what factors they—as individuals and as healthcare workers—think are fuelling the epidemic. Write their responses on the flipchart or board in the front of the room.
Debriefing	Summarise the session by noting that HIV and MTCT are fuelled by a number of individual behaviours, which may be shaped by a range of personal, cultural, political, and legal factors.



Trainer Instructions

Slide 6

Explain that reducing HIV infection in infants and young children requires a multidimensional approach that includes the four elements listed below.

When possible, use local examples to describe the implementation of the four elements.



Make These Points

- Emphasise that HIV prevention efforts reach fewer than one in five people at risk.

Reducing HIV infection in infants and young children requires a comprehensive approach that includes the four elements listed below:

- Element 1: Primary prevention of HIV infection
- Element 2: Prevention of unintended pregnancies among women infected with HIV
- Element 3: Prevention of HIV transmission from women infected with HIV to their infants
- Element 4: Provision of treatment, care, and support to women infected with HIV, their infants, and their families



Make These Points

- Emphasise that access to comprehensive MCH services (ie, antenatal, postnatal, and child health) and HIV testing and counselling is central to any effort to reduce mother-to-child transmission of HIV.
- Discuss the United Nation's (UN) approach to comprehensive prevention of HIV infection in infants and young children.
- Discuss the four elements of a comprehensive approach to PMTCT outlined on Slide 6. The first element focuses on parents-to-be. The second element addresses family planning. The third and fourth elements focus on women who are HIV-infected, their infants, and their families. State that the four elements will be discussed in detail in Session 3 of this module.

Definition

PMTCT (prevention of mother-to-child transmission) is a commonly used term for programmes and interventions designed to reduce the risk of mother-to-child transmission (MTCT) of HIV.

Access to comprehensive MCH services (ie, antenatal, postnatal and child health services) is central to efforts to reduce HIV infection in infants and young children. The sessions that follow provide more details on the specific elements of the comprehensive approach.

SESSION 2 Mother-To-Child Transmission of HIV Infection



Advance Preparation

Ask colleagues working in the HIV prevention and care field or any related field to tell you local terms and phrases used to discuss sex, STIs, HIV disease or condoms. Make a list of these terms to use for Exercise 2.2.



Total Session Time: 20 minutes



Trainer Instructions

Slides 7 and 8

Begin this session by emphasising that PMTCT programmes function within region-specific cultural and social contexts. Healthcare workers, patients, and policy makers often use local terminology when discussing HIV/AIDS and related topics. Use the interactive discussion below to define some of the terms used locally.

Exercise 2.2 Local terminology: interactive discussion	
Purpose	To determine local language used in HIV/AIDS prevention, care, and treatment programmes.
Duration	10 minutes
Introduction	HIV disease has fostered the development of a number of words in every language to describe the disease, how it is transmitted, how it is prevented, and those thought to be infected and at risk. Although these terms are at times stigmatising, it is important that as healthcare workers we are familiar with the language used by our patients. Additionally it is important that providers are consistent with their use of words for new concepts.
Activities	<p>In the local language, have the healthcare provider briefly discuss the risks of HIV transmission from a mother to her baby during pregnancy, during labour and delivery, and when breastfeeding—as she would explain these concepts to a patient.</p> <p>Ask the group to identify the words/concepts used locally that are the most useful and clear when working with pregnant women. Concepts where consensus might be important include: window period, condom, HIV, virus, ARVs, replacement feeding, stigma, disclosure.</p> <p>Ask the group to list the words used to describe HIV disease and people who are HIV-infected.</p> <p>Write these words on flipchart; chose the most appropriate words to describe each concept, and agree to use this language to avoid misinformation or stigmatising language.</p>

Debriefing	These concepts can be communicated to pregnant women, even if they had not previously existed in the local language.
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Refer to *Pocket Guide*.



Trainer Instructions

Review MTCT, as described below.

The more technical term for MTCT is vertical transmission or perinatal transmission. The majority of children infected with HIV acquire the virus through MTCT.

Use of the term “MTCT” attaches no blame or stigma to the woman who gives birth to a child who is HIV-infected. It does not suggest deliberate transmission by the mother, who is often unaware of her own infection status and unfamiliar with the transmission risk to infants. Use of the term should not obscure the fact that HIV is often introduced into a family through the woman’s sexual partner.

MTCT can occur during:

- Pregnancy
- Labour and delivery
- Breastfeeding



Trainer Instructions

Slide 9



Make These Points

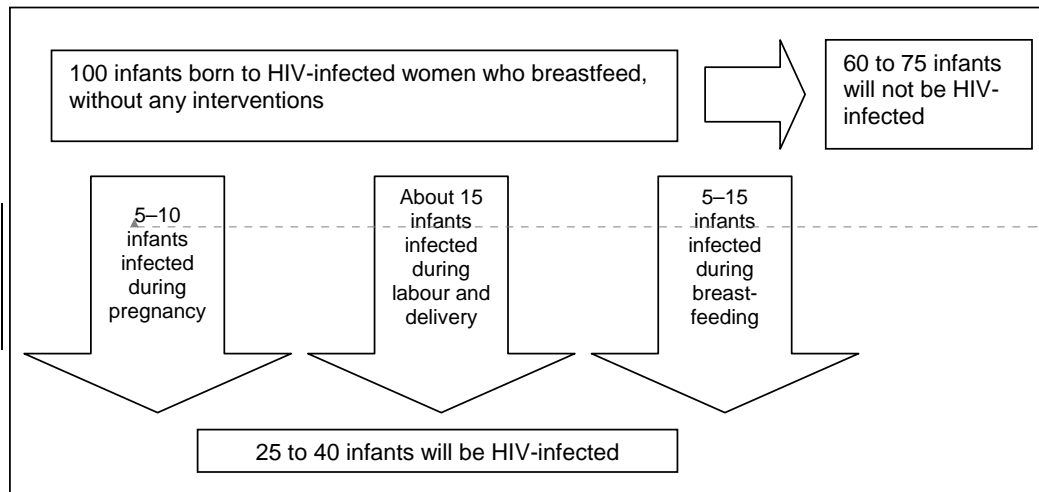
- Emphasise that MTCT may occur during pregnancy, labour, delivery and breastfeeding.
- Point out that without intervention (ARV prophylaxis or treatment) up to 40% of breastfed infants born to mothers infected with HIV can become HIV-infected.

Risk of transmission without interventions

Most transmission occurs during labour and delivery, but depending on breastfeeding practices and duration there is also substantial risk of HIV transmission during breastfeeding.

Figure 2.1 shows that without intervention (ARV prophylaxis or treatment) up to 40% of infants born to mothers infected with HIV who breastfeed can become HIV-infected.

Figure 2.1 HIV outcomes of infants born to women infected with HIV



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Note: Figure 2.1 gives an overall picture of possible outcomes, and there will be variability among different populations.



Trainer Instructions

Slides 10, 11, and 12

Review interventions that decrease the risk of HIV transmission during pregnancy, labour and delivery, and breastfeeding.



Make These Points

Much is known about specific factors that might put a woman at higher risk of transmission, as outlined in the following text and Table 2.1.

- We can use this knowledge to identify interventions to decrease the risk of HIV transmission to the infant during pregnancy, labour, delivery, and breastfeeding.

Risk factors for transmission

A great deal is known about specific factors that may put a woman at higher risk of transmitting HIV to her infant:

- Viral, maternal, obstetrical, foetal, and infant factors all influence the risk of MTCT.
- *The most important risk factor for MTCT is the amount of HIV virus in the mother's blood, known as the viral load. The risk of transmission to the infant is greatest when the viral load is high—which is often the case with recent HIV infection or advanced HIV/AIDS.*

Some of the risk factors for transmission are the same and some are different during pregnancy, labour and delivery, and breastfeeding. These similarities and differences are summarised in Table 2.1.

Pregnancy	Labour and Delivery	Breastfeeding
<ul style="list-style-type: none">• High maternal viral load (new or advanced HIV/AIDS)• Viral, bacterial, or parasitic placental infection (eg, malaria)• Sexually transmitted infections (STIs)• Maternal malnutrition (indirect cause)	<ul style="list-style-type: none">• High maternal viral load (new or advanced HIV/AIDS)• Rupture of membranes more than 4 hours before labour begins• Invasive delivery procedures that increase contact with mother's infected blood or body fluids (eg, episiotomy, foetal scalp monitoring)• First infant in multiple birth• Chorioamnionitis (from untreated STI or other infection)	<ul style="list-style-type: none">• High maternal viral load (new or advanced HIV/AIDS)• Duration of breastfeeding• Early mixed feeding (eg, food or fluids in addition to breastmilk)• Breast abscesses, nipple fissures, mastitis• Poor maternal nutritional status• Oral disease in the baby (eg, thrush or sores)



Trainer Instructions

Introduce information about the relationship between pregnancy and HIV infection as described below.

HIV and pregnancy

Pregnancy itself does not seem to have an effect on progression of HIV/AIDS. Women with HIV/AIDS, however, are more likely to experience pregnancy-related complications such as premature delivery.

SESSION 3 Comprehensive Approach to Prevention of HIV Infection in Infants and Young Children



Advance Preparation

Verify that a summary of local/national/regional epidemiology as well as a brief introduction to local/national PMTCT programme are included in the Participant Manual. If not, have copies available for distribution. Familiarise yourself with these materials.

For Exercise 2.3 STI handshake: interactive group game, strips of paper will be needed. To determine the number of strips needed, use the following formula:

- Number of strips = total number of participants + 1/3 total number of participants
(eg, for 24 participants: $24 + 8 = 32$ strips)
- Cut the strips to measure about 5 x 8 cm.
- For groups of fewer than 10 participants, write "HIV" on 1 strip.
- For groups of 10 to 20 participants, write "HIV" on 1 strip and the name of a common local STI on another strip.
- Gather the "extra" strips (1/3 of total number of participants). Remove two strips. Write "condom" on one and "abstinence" on the other and set aside.



Total Session Time: 90 minutes



Trainer Instructions

Slides 13 and 14

Explain that the comprehensive approach to prevention of HIV infection in infants and young children consists of four elements and that each of the four elements will be discussed during this session. Introduce Element 1, as outlined below.

Although PMTCT programmes often focus on ARV prophylaxis, a comprehensive approach to the prevention of HIV infection in infants and young children consists of four elements:

Element 1 Prevention of primary HIV infection

Decreasing the number of mothers infected with HIV is the most effective way of reducing MTCT. HIV infection will not be passed on to children if parents-to-be are not infected with HIV. Primary prevention strategies include the following components:

Safer and responsible sexual behaviour and practices

Safe and responsible sexual behaviour and practices include, as appropriate, delaying the onset of sexual activity, practising abstinence, reducing the number of sexual partners, and using condoms.



Trainer Instructions

Slide 15

While the main focus of this programme is on Element 3 (Prevention of HIV transmission from women who are HIV-infected to their infants) and Element 4 (Provision of treatment, care, and support to women who are HIV-infected, their infants and their families), special attention is given to preventing HIV infection in parents-to-be, as outlined below.

This approach has come to be known as the “ABC” approach.

- A** = Abstinence—Refrain from having sexual intercourse.
- B** = Be faithful—Be faithful to one partner not infected with HIV.
- C** = Condom use—Use condoms correctly and consistently.

Recent reports of increasing new HIV infections transmitted from husbands to wives indicate a continued need to educate people about safer sex practices and other behaviour changes. For example, being faithful to one partner not HIV-infected is a partner reduction behaviour that has proven significant in slowing the spread of HIV infection.

Behaviour change communication (BCC) efforts aim to change the behaviours that place individuals at risk for becoming HIV-infected or spreading HIV infection. BCC recognises that behaviour change is not simply a matter of increasing knowledge. Many factors—including family, church, and community—influence change. BCC attempts to create household, community, and health facility environments in which individuals can modify their behaviour to decrease risk.

Factors contributing to women’s vulnerability to HIV include poverty, lack of information, abuse, violence, and coercion by men who have several partners.

Especially among young women, the successful implementation of the “ABCs” outlined above may require support from organised programs. Healthcare workers can help women address these challenges through education and community linkages.



Trainer Instructions

Introduce the four prevention strategies outlined below.

Provide access to condoms.

Condoms can help prevent HIV transmission when used correctly and consistently, especially in high-risk settings. Programmes that promote condom use for HIV prevention should also focus on condom use for PMTCT.

Provide early diagnosis and treatment of STIs.

The early diagnosis and treatment of STIs can reduce the incidence of HIV in the general population by about 40%. STI treatment services present an opportunity to provide information on HIV infection, MTCT, and referral for testing and counselling.

Make HIV testing and counselling widely available.

HIV testing and counselling services need to be made available to all women of childbearing age because PMTCT interventions depend on a woman knowing her HIV status.

Provide suitable counselling for women who are HIV-negative.

Counselling provides an opportunity for a woman who is HIV-negative to learn how to protect herself and her infant from HIV infection. It can also serve as powerful motivation to adopt safer sex practices, encourage partner testing, and discuss family planning.



Trainer Instructions

Summarise the lessons from Element 1.

To review primary prevention of HIV, lead the group in the interactive game described below.

Exercise 2.3 Interactive group game: STI handshake	
Purpose	To explore the concept of HIV and STI transmission—both with and without the use of protection—when individuals are sexually active with multiple partners.
Duration	30 minutes
Introduction	Begin by explaining to participants that you have an interesting exercise for them. The purpose of the exercise will be clear upon completion.
PART 1	
Activities Part 1	<p>Instruct each participant to:</p> <ul style="list-style-type: none">▪ Take one piece of paper from the basket/box/paper bag, but do not look at it.▪ Shake hands with three other people in the group, and remember whom you shook hands with. <p>When everyone has shaken hands with three people, ask them to return to their seats and unfold their pieces of paper.</p> <p>Explain that most pieces of paper will be blank. Two people will have marked papers. Ask the participants with the paper labelled “HIV” to stand. Ask those with papers labelled with the common STI to stand. Explain that these people <i>represent</i> someone who is infected. Explain that the group will pretend that their handshakes represented sexual intercourse or some other risky sexual contact.</p> <p>Ask everyone who shook hands with the person holding the “HIV” paper to stand. Ask those who shook hands with the person holding the “STI” paper to stand.</p> <p>Now ask the people still seated if they shook hands with any of the new people standing. Ask them to stand as well.</p> <p>Continue this process until all the people who could have contracted the infectious disease have been identified and are standing.</p> <p>Stress that this is only an exercise: In real life, people make conscious decisions about whether or not to engage in risky behaviour.</p>
Debriefing	<p>Engage the group in discussion by asking:</p> <ul style="list-style-type: none">▪ What did you learn from this activity?▪ Why did the disease spread so quickly?▪ How can we slow the spread of STIs?▪ How can we slow the spread of HIV?

PART 2	
Activities Part 2	<p>Ask participants to refold their pieces of paper. Collect the paper strips, starting with those marked with “HIV” or “STI.”</p> <p>Place into the empty basket/box/paper bag the following items:</p> <ul style="list-style-type: none"> ▪ The original strips marked with “HIV” and “STI” ▪ The two strips from the “extra “ pile marked “condom” or “abstinence” ▪ Enough paper strips to total the number of participants in the group <p>Shake basket/box/bag and have each participant draw one piece of folded paper, keep it folded, and shake hands with three people as before. When they are finished shaking hands, they should return to their seats and unfold their papers.</p> <p>Ask those with the paper marked “HIV” or “STI” to stand.</p> <p>Ask participants who shook hands with those people to stand.</p> <p>Ask anyone who shook hands with any of the people standing to stand as well.</p> <p>Identify participants with the papers marked “condom” or “abstinence.” Ask them to sit down. Then ask any participants who shook hands with these two people to sit down as well.</p> <p>Note to Instructor: There should be significantly fewer people standing in Part 2 of this exercise than in Part 1.</p>
Debriefing	<p>Start the discussion by asking the following questions:</p> <ul style="list-style-type: none"> ▪ What happened this time? ▪ How did the use of condoms or abstinence affect the risk of contracting an infectious disease in this group? <p>End the activity by recording participants' feelings about the exercise on the flipchart, whiteboard, or blackboard.</p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> ▪ How did you feel shaking hands in Part 2? ▪ How did you decide whom to shake hands with? ▪ Can you think of another way to prevent an STI besides condoms or abstinence (eg, mutual monogamy with a non-infected person)? ▪ What is the effect of multiple partners on the STI rate?



Trainer Instructions

Slide 16

Introduce Element 2, as described below.

Element 2 Prevention of unintended pregnancies among women who are HIV-infected

With appropriate support, women who know they are HIV-infected can avoid unintended pregnancies and therefore reduce the number of infants at risk for MTCT.

The rapid spread of HIV has made access to effective contraception and family planning services even more important throughout the world. Most women in resource-constrained settings are unaware of their HIV status. Access to family planning counselling and referral for women known or suspected to be HIV-infected and their partners is critical for preventing unintended pregnancies. Such counselling also provides an opportunity to discuss related risks, both present and future, and is a vital component of reducing maternal and child morbidity and mortality.

- *Effective family planning can help prevent unintended pregnancies and help women who are HIV-infected protect their own health while taking care of their families.*
- Providing safe and effective contraception and high-quality reproductive health counselling contribute to informed decision-making about pregnancy choices.



Trainer Instructions

Slide 17

Summarise the lessons from Element 2.

Element 3 Prevention of HIV transmission from women infected with HIV to their infants

PMTCT usually refers to specific programs to identify pregnant women infected with HIV and to provide them with effective interventions to reduce MTCT.

Element 3 in this module provides an overview of PMTCT. Module 3 discusses PMTCT interventions in detail.

Specific interventions to reduce HIV transmission from an infected woman to her child include HIV testing and counselling, antiretroviral prophylaxis and treatment, safer delivery practices, and safer infant-feeding practices. When an ARV drug is given to the mother and infant to prevent MTCT, it is referred to as *ARV prophylaxis*.

Note: This curriculum focuses on women infected with HIV-1; *Appendix 2-A* provides information about PMTCT services for women infected with HIV-2.



Refer to *Pocket Guide*.



Make These Points

- Reiterate the key interventions for reducing the risk of MTCT listed below.

PMTCT core interventions

- HIV testing and counselling
- Antiretroviral treatment and prophylaxis
- Safer delivery practices
- Safer infant-feeding practices

How these interventions work

- Identify women infected with HIV.
- Reduce maternal viral load.
- Reduce infant exposure to the virus during labour and delivery.
- Reduce infant exposure to the virus through safer feeding options.

Ways to reduce risk of MTCT

- HIV testing and counselling
- Antiretrovirals
- Elective caesarean section, where safe and feasible
- Safer delivery practices
- Infant-feeding counselling for safer feeding practices
- Early termination of pregnancy, where safe and legal



Trainer Instructions

Discuss global trends in MTCT.

In industrialised countries where women infected with HIV receive triple-drug ARV treatment and do not breastfeed—and where elective cesarean sections are safe, feasible, and commonly performed—the rate of MTCT has been reduced to about 2%.

ARV prophylaxis can reduce MTCT by 40–70%. The impact is greatest (closer to 70%) when women do not breastfeed, because current ARV prophylaxis regimens only prevent HIV transmission during the early breastfeeding period. Studies are ongoing to determine whether ARV prophylaxis for mother or child during breastfeeding can help reduce the risk of HIV transmission during that period.



Refer to *Pocket Guide*

Partner involvement in PMTCT

PMTCT efforts should be as comprehensive as possible and acknowledge that both mothers and fathers have an impact on transmission of HIV to the infant:

- Both partners need to be aware of the importance of safer sex throughout pregnancy and breastfeeding.
- Both partners should be tested and counselled for HIV.
- Both partners should be made aware of and provided with PMTCT interventions.



Trainer Instructions

Summarise the lessons from Element 3.

As a lead-in to the next slide, remind group of the following fact.

ARV prophylaxis for the mother

ARV prophylaxis given to a pregnant woman who is HIV-infected does not provide long-term benefits to the woman. Pregnant women with advanced HIV infection require combination ARV treatment to reduce the risk of AIDS-related illness. As treatment becomes more available, there should be integration between treatment and prophylaxis services.



Trainer Instructions

Slide 18

Introduce Element 4, as described below.

Element 4 Provision of treatment, care, and support to women infected with HIV, their infants and their families

Programmes for the prevention of HIV in infants and young children will identify large numbers of women infected with HIV who will need special attention. Medical care and social support are important for women living with HIV/AIDS to address concerns about both their own health and the health and future of their children and families.

If a woman is assured that she will receive adequate treatment and care for herself, her children, and her partner, she is more likely to accept HIV testing and counselling and, if HIV-positive, accept interventions to reduce MTCT.

It is important to develop and reinforce linkages with programmes for treatment, care, and support services to promote long-term care of women who are HIV-infected and their families.

Treatment, care, and support services for women

Services for women include the following:

- Prevention and treatment of opportunistic infections
- ARV treatment
- Treatment of symptoms
- Palliative care
- Nutritional support
- Reproductive health care, including family planning and counselling
- Psychosocial and community support

Care and support of the infant and child who are HIV-exposed

Children whose mothers are infected with HIV are at higher risk than other children for illness and malnutrition for multiple reasons:

- They may be infected with HIV and become ill—even when adequate health care and nutrition are provided.
- Those who receive replacement feeding lack the protective benefits of breastfeeding against gastroenteritis, respiratory infections, and other complications.
- If their mother is ill, she may have difficulty caring for them adequately.
- Their families may be economically vulnerable due to AIDS-related illnesses and deaths among adult relatives.

Nutritional support for the infant or child who is HIV-exposed

- Support the mother's infant-feeding choice.
- Provide education on hydration and early reporting of diarrhoea.
- Monitor for growth and development.
- Monitor for signs of infection that can alter feeding patterns.

Infants and children who are HIV-exposed require regular follow-up care—especially during the first 2 years of life—including immunisations, HIV testing, and ongoing monitoring of feeding, growth, and development (See *Module 7: Linkages to Treatment, Care, and Support for Mothers and Families with HIV Infection*).



Trainer Instructions

Inform the group that these issues will also be addressed in *Module 7: Linkages to Treatment, Care, and Support for Mothers and Families with HIV Infection*.

Summarise the lessons from Element 4.

SESSION 4 Role of Maternal and Child Health Services in the Prevention of HIV Infection in Infants and Young Children



Advance Preparation

No additional preparation is required for this session.



Total Session Time: 15 minutes



Trainer Instructions

Slides 19 and 20

Instruct the group to refer to the materials on in-country policies and programmes.

Discuss the mutually supporting functions of MCH, PMTCT, and antenatal care services.

Maternal and child health services

HIV infection is one of the most important health problems for pregnant mothers and newborns in many developing countries. PMTCT programmes need to be integrated as an essential part of MCH care.

MCH care encompasses a broad range of educational and clinical services that help mothers, their children, and their families lead healthy lives. *Although all four elements of a comprehensive PMTCT programme are important, antenatal care is the most common entry point for women into those programmes.* MCH programmes facilitate PMTCT by providing:

- Essential antenatal care
- Family planning services
- ARV treatment and prophylaxis
- Safer delivery practices
- Counselling and support for the woman's chosen infant-feeding method

All mothers and infants will benefit when PMTCT is integrated into existing MCH services. Many elements of PMTCT programmes parallel and complement initiatives that are in development or are already offered by providers of quality antenatal care (eg, Safer Motherhood, Baby Friendly Hospitals, Baby Feeding, and Saving Newborn Lives).



Trainer Instructions

Provide an overview of comprehensive MCH services, as described in the box below.



Make These Points

- Effective integration of PMTCT into postnatal MCH services is likely to strengthen maternal care, infant care, and family care.

Comprehensive MCH services

- Recognise that the best approach to preventing HIV infection in infants and children begins with prevention of primary infection in parents-to-be.
- Provide information to prevent unintended pregnancies in women who are HIV-positive and high-risk women with unknown status.
- Provide education about early recognition and treatment of STIs.
- Provide education about reducing the risk of MTCT.
- Link and refer patients to health care and community services that include the following:
 - HIV testing and counselling
 - Nutritional care
 - ARV treatment
 - Psychosocial and/or spiritual support (such as support groups for women with HIV)
 - Treatment of symptoms
 - Palliative care
 - Economic assistance
- Educate patients about how to recognise symptoms of opportunistic infections and measures they can take to prevent such infections.
- Educate patients about how to recognise early signs and symptoms of HIV infection in the infant or child.

Integration of PMTCT into postnatal MCH services

Effective integration of PMTCT into postnatal MCH care is likely to strengthen maternal care, infant care, and family care.

- MCH postpartum care helps protect the mother's health by providing medical and psychosocial supportive care.
- MCH postnatal care offers assessment of infant growth and development, nutritional support, immunisations, and early HIV testing. If the infant is HIV-infected, additional support services may include ARV treatment.
- MCH services provide social support, HIV testing, and counselling for family members, referrals to community-based support programmes, and assistance with contending with stigma.

The PMTCT programme

A comprehensive PMTCT programme provides the continuum of care for mother and child.

The continuum begins with educating adolescent women about primary prevention of infection and continues through treatment, care, and support for women who are HIV-positive and their families.

PMTCT programmes ensure women receive education and services to reduce the risk of MTCT throughout pregnancy, labour and delivery, and infant feeding. They also provide support for both mother and child, especially during the crucial early years of childhood growth and development. This comprehensive approach ultimately provides linkages to existing community services to address the complex needs and issues involved in HIV prevention, treatment, and management.



Trainer Instructions

Slides 21, 22 and 23

Summarise key points for Module 2, as presented in the box below.

Module 2: Key Points

- A comprehensive approach is needed to prevent HIV infection in infants and young children.
- The four elements of the comprehensive approach to PMTCT are:
 - Primary prevention of HIV infection
 - Prevention of unintended pregnancies in women infected with HIV
 - Prevention of HIV transmission from women infected with HIV to their infants
 - Provision of treatment, care and support to women infected with HIV, their infants and their families
- Without intervention the risk of MTCT is 25–40%.
- Combination interventions can reduce the MTCT rate by up to 40% in women who are breastfeeding.
- Because ARV prophylaxis alone does not treat the mother's infection, ongoing ARV treatment is needed.
- MCH services can act as an entry point to the range of services that provide treatment, care, and support to the woman who is HIV-positive and her family.
- Linkages to community services can enhance treatment, care, and support.

APPENDIX 2-A MTCT services for the woman who is HIV-2 infected

The woman infected with HIV-2 should have access to the entire range of antenatal, labour and delivery, and postnatal services as well as linkages to other services designed for women infected with HIV-1. Offering the mother infected with HIV-2 short-course ARV prophylaxis to prevent MTCT should follow national and local policy, if such a policy statement exists.

The following information, adapted from the CDC (October 1998) provides pertinent background on HIV-2 for consideration:

- HIV-2 infections are predominantly found in West Africa.
- HIV-2 infections:
 - Have the same modes of transmission as HIV-1
 - Also progress to AIDS
 - Are associated with similar opportunistic infections
 - Develop more slowly and appear less virulent than HIV-1
 - Appear to be less transmissible from mother to child than HIV-1
- Testing for both HIV-1 and HIV-2 should be considered in the following situations:
 - In settings where HIV-2 is present
 - When illnesses (such as opportunistic infections) appear in someone whose HIV-1 test is negative
 - When an HIV-1 Western blot indicates certain indeterminate test band patterns
- The best approach to clinical treatment of HIV-2- is unclear. The following factors, however, should be considered:
 - Non-nucleoside reverse transcriptase inhibitors (NNRTIs), such as nevirapine, are not as effective against HIV-2. Therefore, zidovudine therapy should be considered for expectant mothers who are infected with HIV-2 and their newborn infants to reduce MTCT risk, especially for women who become infected during pregnancy.
 - Treatment response is more difficult to monitor than in women infected with HIV-1. CD4 counts and physical signs of immune deterioration are currently being used for monitoring.
 - The woman's wishes: the healthcare provider should have a frank discussion with the woman infected with HIV-2 to explain the prevailing policy and practice and to support her in making a decision with which she is comfortable.
 - Continued surveillance to monitor the spread of HIV-2 is necessary.

Infant Feeding

The woman infected with HIV-2 should be advised to follow national and local infant-feeding recommendations for women infected with HIV-1.



Module 3 Specific Interventions to Prevent MTCT



Total Time: 200 minutes

SESSION 1 Antiretroviral Treatment and Prophylaxis for the Prevention of MTCT

Activity/Method	Resources Needed	Time
Lecture and slide presentation	None	30 minutes

SESSION 2 Antenatal Management of Women who are HIV-Infected and Women with Unknown HIV Status

Activity/Method	Resources Needed	Time
Exercise 3.1 Antenatal care: case studies	None	40 minutes

SESSION 3 Management of Labour and Delivery of Women Infected with HIV and Women with Unknown HIV Status

Activity/Method	Resources Needed	Time
Exercise 3.2 Labour and delivery ARV prophylaxis: case studies	None	50 minutes

SESSION 4 Immediate Postpartum Care of Women who are HIV-infected and Women with Unknown HIV Status

Activity/Method	Resources Needed	Time
Exercise 3.3 Immediate postpartum care of women who are HIV-infected and women with unknown HIV status: case studies	None	30 minutes

SESSION 5 Immediate Newborn Care of Infants who are HIV-Exposed and Infants of Unknown HIV Status

Activity/Method	Resources Needed	Time
Exercise 3.4 Immediate postnatal care of infants who are HIV-exposed: case studies	None	50 minutes

For all sessions, also have available the following:

- Overheads or PowerPoint slides for this Module (in Presentation Booklet)
- Overhead or LCD projector, extra extension cord/lead
- Flipchart or whiteboard and markers or blackboard and chalk
- Pencil or pen for each participant

Relevant Policies for Inclusion in National Curriculum
<p>Session 1</p> <ul style="list-style-type: none"> ▪ National guidelines on antiretroviral treatment and prophylaxis for the prevention of MTCT (PMTCT) <p>Session 2</p> <ul style="list-style-type: none"> ▪ National guidelines on antenatal care (ANC) for women who are HIV-infected ▪ ANC and/or PMTCT confidentiality policy, policy on recording HIV status in patient's medical record (if not included in national guidelines) <p>Session 3</p> <ul style="list-style-type: none"> ▪ National guidelines on management of labour and delivery for women who are infected with HIV and women with unknown HIV status ▪ National policy on testing and counselling during labour <p>Session 4</p> <ul style="list-style-type: none"> ▪ National guidelines on immediate postpartum care of women infected with HIV and women with unknown HIV status <p>Session 5</p> <ul style="list-style-type: none"> ▪ National guidelines on immediate newborn care of infants who are HIV-exposed and infants with unknown HIV status



The *Pocket Guide* contains a summary of each session in this module.

SESSION 1 Antiretroviral Treatment and Prophylaxis for the Prevention of MTCT



Advance Preparation

Ensure that national guidelines on ARV prophylaxis for prenatal care and ARV treatment for pregnant women appear in the Participant Manual. If not, have copies available for distribution. Familiarise yourself with these guidelines.



Total Session Time: 30 minutes



Trainer Instructions

Slides 1, 2 and 3

Begin by reviewing the module objectives listed below.

After completing the module, the participant will be able to:

- Name specific interventions for preventing mother-to-child transmission (PMTCT).
- List locally available and recommended antiretroviral (ARV) regimens.
- Discuss the antenatal management of women infected with HIV and women whose HIV status is unknown.
- Explain the management of labour and delivery in women infected with HIV and women whose HIV status is unknown.
- Explain postpartum care of women infected with HIV and women whose HIV status is unknown.
- Explain immediate newborn care of infants born to mothers who are HIV-infected and mothers whose HIV status is unknown.



Trainer Instructions

Slides 4, 5, 6, and 7

Introduce Session 1. Discuss the difference between ARV treatment and ARV prophylaxis. Mention that ARV treatment can be offered to women infected with TB.

ARV treatment: Long-term use of antiretroviral drugs to treat maternal HIV/AIDS and prevent PMTCT

ARV prophylaxis: Short-term use of antiretroviral drugs to *reduce HIV transmission* from mother to infant



Make These Points

- Antiretroviral *prophylaxis* does not treat maternal HIV or provide long-term protection for the infant.
- Antiretroviral *treatment* during pregnancy can improve a woman's health and decrease HIV transmission risk to the infant by reducing the maternal viral load.

ARV treatment

ARV drugs are effective for both treating maternal HIV infection and preventing MTCT. Several antiretroviral regimens reduce the risk of MTCT in both breastfeeding and non-breastfeeding women. The mechanisms by which these regimens prevent or reduce mother-to-child HIV transmission include decreasing viral replication in the mother, leading to a decrease in viral load in the infant and/or prophylaxis during and after exposure to the virus.

Pregnant women who are HIV-infected need ARV treatment for their own health should receive it, according to the treatment guidelines recommended by WHO. ARV treatment during pregnancy, when indicated, will improve the health of the woman and decrease the risk of transmission of HIV to the infant.

ARV treatment is recommended in the following situations: For detailed information, please refer to Appendix 1-A.

If CD4 testing is available, it is recommended that baseline CD4 counts be documented and ARV treatment offered to patients with:

- **WHO Stage IV disease, irrespective of CD4 cell count**
- **WHO Stage III disease** (including but not restricted to HIV wasting, chronic diarrhoea of unknown aetiology, prolonged fever of unknown aetiology, pulmonary TB, recurrent invasive bacterial infections, or recurrent or persistent mucosal candidiasis); **with consideration of using CD4 cell counts of less than 350/mm³ to assist with decision-making^a**
- **WHO Stage I or II disease with CD4 cell counts of 200/mm³ or lower^b**

^a CD4 count advisable to assist with determining need for immediate therapy. For example, pulmonary TB can occur at any CD4 level, and other conditions can be mimicked by non-HIV aetiologies (eg, chronic diarrhoea, prolonged fever).

^b The precise CD4 count above 200/mm³ at which ARV treatment should be initiated has not been established.

If CD4 testing is unavailable, it is recommended that ARV treatment be offered to patients with:

- **WHO Stage IV disease, irrespective of total lymphocyte count**
- **WHO Stage III disease** (including but not restricted to wasting, chronic diarrhoea of unknown aetiology, prolonged fever of unknown aetiology, pulmonary TB, recurrent invasive bacterial infections, or recurrent/ persistent mucosal candidiasis), **irrespective of total lymphocyte count^c**
- **WHO Stage II disease, with a total lymphocyte count of less than or equal to 1,200/mm^{3d}**

ARV treatment during pregnancy

For women diagnosed with HIV during pregnancy and eligible for treatment with ARVs, treatment should be initiated as soon as possible. The start of treatment may be delayed until after the first trimester. However, when the woman is severely ill, the benefits of treatment outweigh any potential risk to the foetus. Efavirenz (EFV), an antiretroviral drug that is considered potentially teratogenic is not recommended until after the first trimester of pregnancy and should be avoided in women of childbearing age unless effective contraception can be ensured. Module 3 Appendix 3-B provides guidance for the use of antiretroviral drugs in pregnant women and women of childbearing age.

Pregnant women receiving ARV therapy

Pregnant women receiving ARV therapy require ongoing care and monitoring within the local HIV/AIDS programme. When co-infection with TB exists, additional drug therapy and clinical management are required to minimise side effects that may occur when ARV drugs are coadministered with TB therapy.



Trainer Instructions

Slides 8, 9 and 10

Discuss ARV prophylaxis using the information on the next page.

^c The recommendation to start ARV treatment in all patients with stage III disease, without reference to total lymphocyte counts reflects a consensus of experts. The discussion took into account the need for a practical recommendation that allows clinical services and TB programmes in severely constrained settings to offer access to ARVs to their patients. As some adults and adolescents with stage III disease will be presenting with CD4 counts above 200/mm³, some of them will receive antiretroviral treatment before the CD4 less than 200/mm³ threshold is reached. However, if CD4 counts cannot be determined, the experts did not consider starting ARVs earlier in these patients to be problematic.

^d A total lymphocyte count of less than or equal to 1200/mm³ can be substituted for the CD4 count when the latter is unavailable and HIV-related symptoms exist. It is not useful in the asymptomatic patient. Thus, in the absence of CD4 cell testing, asymptomatic HIV-infected patients (WHO Stage I) should not be treated because there is currently no other reliable marker in severely resource-constrained settings.



Make These Points

- Emphasise that selection of ARV prophylaxis regimens is based on many factors.
- Antiretroviral prophylaxis alone will not protect breastfeeding infants from the risk of HIV.
- Until recently, the emphasis of PMTCT guidelines has been on short-course prophylaxis (eg, short-course ZDV or short-course NVP) in resource-constrained settings.
- New recommendations from WHO (2004) emphasise longer, combination prophylaxis regimens, where feasible, but recognise the need for short-course prophylaxis where the longer course is not yet provided or feasible.

ARV prophylaxis

Women who do not need treatment (ie, women who are not “eligible” for treatment based on the criteria above), or do not have access to treatment, should be offered prophylaxis to prevent MTCT using one of a number of ARV regimens known to be effective. ARV prophylaxis regimens vary and are selected based on efficacy, safety, drug resistance, feasibility, and acceptability. Please refer to Appendix 3-A for a complete listing of ARV prophylaxis regimens.

The first choice prophylaxis regimen for PMTCT

Zidovudine (ZDV) starting at 28 weeks of gestation, or as soon as possible thereafter and intrapartum every 3 hours until delivery plus single-dose nevirapine (NVP) at the onset of labour for the mother, and single-dose NVP plus one week of ZDV for the infant.

Please refer to Appendix 3-A for a complete listing of ARV prophylaxis regimens.



Trainer Instructions

Discuss the use of ZDV, NVP, and 3TC (see Appendices 3-A and 3-B) by presenting the information below.

Drug information

Zidovudine (ZDV, AZT)

- Absorbed rapidly and completely after oral administration
- Prenatal and neonatal exposure to ZDV is generally well tolerated
- Mild anaemia may occur but usually resolves when treatment ends
- May be taken with or without food

Nevirapine (NVP)

- Absorbed rapidly and completely after oral administration and crosses the placenta quickly
- Long half-life that benefits the infant
- May be taken with or without food

Lamivudine (3TC)

- Absorbed rapidly and completely after oral administration
- May safely be taken with other medications that treat HIV-related symptoms
- May be taken with or without food

WHO recommendations on longer prophylaxis regimens

Until recently, the emphasis of PMTCT guidelines has been on short-course prophylaxis (eg short-course zidovudine or short-course nevirapine in resource-constrained settings). New recommendations from WHO (2004) emphasise longer, combination prophylaxis regimens, where feasible, while recognising the need for short-course prophylaxis where longer regimens have not been provided or are not feasible.

Note: NVP is not recommended for concurrent use with rifampin—a consideration when TB treatment is indicated.

3TC has been known to increase in concentration when taken with cotrimoxazole (TMP/SMX)—a drug commonly used in PCP prophylaxis. Altering dosages of either drug, however, is not recommended.

SESSION 2 Antenatal Management of Women who are HIV-Infected and Women with Unknown HIV Status



Advance Preparation

Ensure that the national policy on antenatal management of women who are HIV-Infected and women with unknown HIV status appears in the Participant Manual. If not, have copies available for distribution. Familiarise yourself with these policies.

Review Exercise 3.1: Antenatal care case studies to be sure they reflect local customs, issues, names, and policies. Ask local healthcare workers to help you adapt the case studies if necessary.



Total Session Time: 40 minutes



Trainer Instructions

Slides 11 and 12

Introduce the discussion on antenatal care.



Make These Points

- Testing and counselling serve as the gateway to PMTCT interventions.
- Early diagnosis and treatment of STIs reduces MTCT of HIV infection.
- A comprehensive approach to the care of the woman who is HIV-infected is important for a successful PMTCT programme.
- Discuss routine ANC for all women, using the information on the next page.

Antenatal care

Antenatal care improves the general health and well being of mothers and their families. Given the rapid spread of HIV infection worldwide, all pregnant women may be considered at risk for acquiring HIV infection.

The ANC setting is a main source of health care for women of childbearing age. By integrating PMTCT services into essential ANC services, healthcare programmes can improve care—and pregnancy outcomes—for all their clients.

This session addresses integrating PMTCT services for and antenatal management of women infected with HIV and women of unknown HIV status within the context of ANC programmes.

Antenatal interventions can reduce the risk of MTCT. Good maternal health care helps women with HIV infection stay healthy longer and care for their children better. When mothers die prematurely, their children face higher rates of illness and death.

For the successful implementation of PMTCT programmes, the following elements need to be included as part of ANC:

- Health information and education
- Education about safer sex practices and HIV
- HIV testing and counselling
- Partner HIV testing and counselling
- Interventions to reduce the risk of MTCT
- Infant-feeding counselling and support for Safe Motherhood including malaria and TB treatment
- Diagnosis and treatment of sexually transmitted infections (STIs)



Trainer Instructions

Slide 13

Discuss routine ANC and ANC for women who are HIV-infected, using the information below.



Make These Points

- Confidential HIV testing services must be made available to all women.
- Women whose HIV status is unknown are considered at risk for MTCT and counselled accordingly.
- Women whose HIV status is unknown should be aware that testing can take place at any time during their care.
- Screening for and treating opportunistic infections and common illnesses can greatly improve the quality of life for pregnant women living with HIV infection.

Antenatal care of women infected with HIV

ANC for women infected with HIV includes the basic services recommended for all pregnant women. However, obstetric and medical care should be expanded to address the specific needs of women infected with HIV. (See Table 3.1.)

HIV infection in women of childbearing age presents a great challenge in resource-limited settings. Determining a woman's HIV status is the first step in providing appropriate treatment, care and support services, including access to antiretroviral prophylaxis when indicated. Availability of rapid testing allows women to be tested and receive their HIV test results at the first prenatal visit. When HIV status is known, mothers can be evaluated for ARV eligibility and offered the ARV treatment and prophylaxis indicated, if available.

In some situations, because of the lack of accessible testing services or because a woman refuses to be tested, her HIV status may remain unknown. In such circumstances, the woman should be considered at risk for MTCT, and she should be counselled accordingly during ANC. Women of unknown HIV status should be made aware that testing is available at later ANC visits and be reminded of the benefits of knowing their HIV status.



Trainer Instructions

Slides 14, 15 and 16

Discuss the prevention of opportunistic infections as well as other recurrent or chronic infections.

Preventing opportunistic infections

Preventing opportunistic infections (OIs) can reduce rates of illness and death among pregnant women who are HIV-infected. It also can reduce the risk of adverse pregnancy outcomes, such as preterm labour and delivery, which can increase the risk of MTCT.

Prevention, screening, and treatment for TB, a leading cause of mortality among persons who are HIV-infected, is particularly important. Module 7, Appendix 7-A contains information on tuberculosis.

Healthcare workers should pay special attention to signs and symptoms of possible opportunistic infections and follow protocols for prophylaxis of common problems. In Module 7, Appendix 7-C provides information about *pneumocystis carinii* pneumonia (PCP) prophylaxis.

Assessment and management of HIV-related illnesses

HIV-related illnesses can increase the risk of MTCT. Women should be monitored for signs or symptoms of progressive HIV/AIDS.

Recurrent or chronic infection

Women infected with HIV are susceptible to other infections that can be treated in keeping with local protocols. Examples include the following:

- TB
- Urinary tract infections
- Respiratory infections
- Recurrent vaginal candidiasis
- Malaria

Psychosocial and community support

Pregnancy is a time of unique stress, and healthcare workers may consider assessing the amount of support a woman is receiving from family and friends. Women with HIV usually have additional concerns related to their own health, their child's health, confidentiality, and the possibility that their HIV status might be disclosed to other people. Referrals to AIDS support organisations and clubs should be made.



Trainer Instructions

Explain the essential package of integrated ANC services, using the chart on the next page.



Make These Points

- Integrated antenatal care services are the most successful approach to caring for pregnant women with HIV.
- Comprehensive obstetric and medical care for women who are HIV-infected requires specific interventions to reduce MTCT.

Table 3.1 Essential Package of Integrated Antenatal Care Services

<p>Client history: Obtain routine data including medical, obstetric, and psychosocial history. Determine drug history, known allergies, and use of alternative medicines such as herbal products.</p>
<p>Physical exam and vital signs: Include visual and hands-on exam and assess for current signs or symptoms of illness including AIDS, tuberculosis (TB), malaria and sexually transmitted infections (STIs).</p>
<p>Abdominal exam: Include speculum and bimanual exams, where acceptable and feasible.</p>
<p>Lab diagnostics: Perform routine serology for syphilis including testing for anaemia. Perform HIV testing as per country protocol based on availability and informed consent. When woman is HIV-positive, obtain CD4 count and RNA polymerase chain reaction (PCR) (measures viral load, response to ARV treatment), when available.</p>
<p>Tetanus toxoid immunisations: Administer when appropriate.</p>
<p>Nutritional assessment and counselling: Include iron and folate supplementation, monitor for anaemia, adequate caloric and nutrient intake, and recommend realistic diet adjustments based on local resources.</p>
<p>STI screening: Include risk assessment for STIs. Diagnose and treat early according to protocols. Counsel about STIs, signs and symptoms and increased risk of HIV transmission. Educate to avoid transmission or re-infection.</p>
<p>Opportunistic Infection (OI) Prophylaxis: Provide prophylaxis based on country protocols.</p>
<p>Screening and care for other infections: Screen and treat any locally prevalent parasitic, bacterial, or fungal infections, including helminth infections. Treat herpes, candidiasis, PCP, and any other AIDS-related OIs.</p>
<p>Tuberculosis (TB): Co-infection with tuberculosis is the leading cause of HIV mortality. All women presenting for ANC services with a cough of more than 2 weeks' duration should be screened for TB, regardless of HIV status. Specific treatment protocols are recommended for women infected with HIV, pregnant women, and women already receiving antiretroviral therapy.</p>
<p>Antimalarials: Malaria is a major cause of high maternal and infant morbidity and mortality and is linked to increased MTCT (via placental infection). Malaria prophylaxis is needed in endemic areas; identify acute cases and treat aggressively and promptly. Use insecticide on bed nets where possible.</p>
<p>ARV prophylaxis during pregnancy: Provide in accordance with country PMTCT protocol.</p>
<p>ARV treatment during pregnancy: Refer for treatment when indicated according to country protocols.</p>
<p>Counselling on infant feeding: All women require infant-feeding counselling and support. When women do not know their HIV status, exclusive breastfeeding should be promoted and supported. Women infected with HIV should consider replacement feeding when it is feasible, acceptable, affordable, accessible, and safe; otherwise, exclusive breastfeeding with early cessation is recommended.</p>
<p>Counselling on pregnancy danger signs: Provide women with information and instructions on seeking early care for pregnancy complications such as bleeding, fever and pre-eclampsia.</p>
<p>Counselling on HIV/AIDS danger signs: Provide women with information and instructions on seeking healthcare for symptoms of HIV disease progression, such as opportunistic infections, chronic persistent diarrhoea, candidiasis, fever or wasting. Refer women to AIDS treatment programmes when indicated and available.</p>
<p>Partners and family: HIV-related stress and lack of support have been linked to progression of HIV infection. Refer women, partners, and families to community-based support clubs or organisations when possible.</p>
<p>Effective contraception plan: Counsel about consistent use of condoms during pregnancy, as well as throughout postpartum and breastfeeding periods to avoid new infection, re-infection and further transmission. Include long-term family planning with partner involvement when possible.</p>



Trainer Instructions

Familiarise participants with national guidelines on ANC and PMTCT and lead a discussion based on antenatal care case studies.

Exercise 3.1 Antenatal care: case studies	
Purpose	To review national policies on ANC and PMTCT. To review antenatal management in the context of women who are HIV-infected.
Duration	25 minutes
Introduction	The purpose of this exercise is to review national policies on ANC and PMTCT, and review ANC management in the context of HIV/AIDS.
Activities	<ul style="list-style-type: none">▪ Distribute copies of the national policies on ANC and PMTCT.▪ Ask participants to take a few minutes to become familiar with the policies.▪ Write the key points of the policies on a flipchart.▪ Ask participants to comment on whether these policies are being followed in their respective clinical settings.▪ Ask participants about any challenges or obstacles they may experience when putting these policies into practice.▪ Distribute copies of the ANC case studies.▪ Ask for a volunteer to read the narrative section of the first case study.▪ Ask all participants for answers to the questions posed in the case study.▪ Repeat above steps for second case study in Exercise 3.1.▪ Determine whether any participants disagree with any of the answers offered.▪ Ask whether this case study is similar to cases the participants may encounter in ANC.▪ Write exceptions (ie, ways in which the participants' experiences differ from the case studies) on the flipchart.▪ Ask participants to describe a particular case that has challenged them in the ANC clinical setting, and how they resolved the case.
Debriefing	<ul style="list-style-type: none">▪ Summarise how the local policies are reflected in local practice.▪ Remind participants that the policies serve as practice guidelines.▪ Mention that each case is as unique as the person or circumstances involved.

Exercise 3.1 Antenatal care: case studies

Case study 1

Selma, a 22-year-old single woman, tested HIV-positive at her first antenatal visit at 24 weeks gestation. At that time, she received post-test counselling and was encouraged to bring her partner in for testing. She is now 28 weeks pregnant with her first child.

What are the ANC management steps that should be taken?

Case study 2

You are an antenatal clinic midwife. Louisa, your patient, is 30 weeks pregnant. When you ask her about her delivery plans, she says that she wants to have the baby at home. She informs you that this is her third child and even though she is HIV-infected, this pregnancy (like her previous two) has been a healthy pregnancy. You can see that she is determined to have a home delivery.

What do you tell Louisa?

Consider how you would approach meeting ANC and PMTCT care needs in the context of home delivery. What would your next steps be?

SESSION 3 Management of Labour and Delivery of Women Infected with HIV and Women with Unknown HIV Status



Advance Preparation

Ensure that the national policy on management of labour and delivery in women who are HIV-infected and women of unknown HIV status appears in the Participant Manual. If not, have copies available for distribution. Familiarise yourself with these policies.

Review the case studies to make sure they reflect local customs, issues, names, and policies. Ask local healthcare workers to help you adapt the case studies if necessary.



Total Session Time: 50 minutes



Trainer Instructions

Slides 17, 18, 19 and 20

Discuss interventions that can reduce mother-to-child transmission during labour and delivery.



Make These Points

- Reducing foetal exposure to infected maternal blood and body fluids reduces MTCT.
- Universal precautions can help reduce MTCT in the high-risk labour and delivery setting.
- Safer practices in labour and delivery can minimise MTCT risk.

A significant number of infants, who are born to women who are HIV-infected, become infected during labour and delivery. Adhering to standard practices for delivery and to procedures that reduce foetal exposure to maternal blood and secretions can reduce the risk of MTCT.

Interventions that can reduce MTCT include the following:

Administer ARV treatment and prophylaxis during labour in accordance with national protocols.

- Continue ARV treatment/prophylaxis or implement ARV prophylaxis at labour to reduce maternal viral load and provide protection to the infant.

Use good infection prevention practices for all patient care.

- Use universal precautions, which include use of protective gear, safe use and disposal of sharps, sterilisation of equipment, and safe disposal of contaminated materials.
(For additional information, see *Module 8: Safety and Supportive Care in the Work Environment.*)

Minimise cervical examinations.

- Perform cervical examination only when absolutely necessary and with appropriate clean technique.

Avoid prolonged labour.

- Consider using oxytocin to shorten labour when appropriate.
- Use noninvasive foetal monitoring to assess need for early intervention.

Avoid routine rupture of membranes.

- Use a partogram to measure the progress of labour.
- Avoid artificial rupture of membranes, unless necessary.

Avoid unnecessary trauma during delivery.

- Avoid invasive procedures, including scalp electrodes or scalp sampling.
- Avoid routine episiotomy.
- Minimise the use of forceps or vacuum extractors.

Minimise the risk of postpartum haemorrhage.

- Actively manage the third stage of labour.
- Give oxytocin immediately after delivery.
- Use controlled cord traction.
- Perform uterine massage.
- Repair genital tract lacerations.
- Carefully remove all products of conception.

Use safe transfusion practices.

- Minimise the use of blood transfusions.
- Use only blood screened for HIV and when available syphilis, malaria, and hepatitis B and C.



Trainer Instructions

Slide 21

Discuss when to consider elective cesarean section versus vaginal delivery.

Considerations regarding mode of delivery

Caesarean section, when performed before the onset of labour or membrane rupture, has been associated with reduced MTCT.

Consider the benefits and risks of vaginal delivery versus elective caesarean section, including the safety of the blood supply and the risk of complications.



Trainer Instructions

Slides 22 and 23

Use the information below to discuss HIV testing and methods for reducing the risk of MTCT during labour in women with unknown HIV status.



Make These Points

- A mother who tests HIV-positive after childbirth can choose to provide post-exposure prophylaxis for her infant.
- HIV testing after childbirth can influence a mother's choice of feeding options.
- If a mother tests negative or refuses testing, encourage exclusive breastfeeding.



Trainer Instructions

Lead a discussion based on the case study exercise on the next page.

Exercise 3.2 Labour and delivery ARV prophylaxis: case studies	
Purpose	To review national policies on testing and counselling during labour. To discuss administering ARV prophylaxis during labour and delivery.
Duration	25 minutes
Introduction	Using case studies, the purpose of this exercise is to review national policies on testing and counselling during labour, and to discuss administering ARV prophylaxis during labour and delivery.
Activities	<ul style="list-style-type: none"> ▪ Refer to the Participant Manual or distribute copies of the handout about national/local policies on testing and counselling in labour and ARV prophylaxis. ▪ Ask participants to take a few minutes to read the policies. ▪ On a flipchart, record the policies' main points. ▪ Ask participants to comment on their ability to follow the policies in their own clinical settings. ▪ Ask participants about any challenges or obstacles to putting these policies into practise. ▪ Distribute copies of the case studies. ▪ Ask a participant to read the narrative section of the first case study. ▪ Ask the group for answers to the questions posed after each case study. ▪ Write participants' answers on the flipchart. ▪ Ask participants whether they disagree with any of the answers offered. ▪ Do the same with the next case study in Exercise 3.2. ▪ Ask participants if any of the case studies are similar to cases they may have encountered in ANC and labour and delivery clinical settings. ▪ Write exceptions (ie, ways in which the participants' experiences differ from the case studies) on the flipchart. ▪ Ask participants if they can describe a particular case that has challenged them in the ANC clinical setting. ▪ Ask them to describe what was done to resolve the challenges.
Debriefing	<ul style="list-style-type: none"> ▪ Summarise for participants how closely the local policies are reflected in local practice. ▪ Mention to participants that each case is as individual as the person or circumstances involved.

Exercise 3.2 Case Studies—Labour and delivery ARV prophylaxis for mother

Case study 1

Consuelo arrives at the labour and delivery unit. This is her first baby. She hands you her ANC card, which indicates that she was tested during pregnancy and is infected with HIV. Her water broke 4 hours ago and her contractions are now less than 3 minutes apart. Consuelo earlier received a NVP tablet to take at home. When you examine her, you find that she is 5 centimetres dilated.

After providing general support during labour, what is your first priority?

If you discover that she has not taken her NVP tablet, what do you do?

Case study 2

Deborah arrives to deliver. This is her fourth child and she tells you that she has had a good pregnancy. Deborah has received no antenatal care and was never tested for HIV. At this time, her contractions are regular and about 2 minutes apart. During your examination, you find that she is 7 centimetres dilated.

Considering your national policy on testing and counselling during labour and delivery, what are your next steps?

SESSION 4 **Immediate Postpartum Care of Women who are HIV-Infected and Women with Unknown HIV Status**



Advance Preparation

Ensure that national guidelines on immediate postpartum care of women who are HIV-infected and women with unknown HIV status appear in the Participant Manual. If not, have copies available for distribution. Familiarise yourself with these policies.

Review the case studies to make sure the materials reflect local customs, issues, names, and policies. Ask local healthcare workers to help you adapt the case studies if necessary.



Total Session Time: 30 minutes



Trainer Instructions

Slides 24, 25, 26, 27, 28 and 29

Using the information below, discuss postpartum care of women infected with HIV, including newborn feeding, signs and symptoms of postnatal infection, and family planning.



Make These Points

- Women who are HIV-infected require additional postpartum monitoring and support.
- Women taking ARVs require nutritional support and guidance.
- Infant-feeding support is required during the first two years of a child's life with special attention provided any time a mother elects to change her feeding practice.
- Early identification and treatment of infections can improve quality of life.
- Postpartum family planning can include both partners and prevent future HIV infection.

Postpartum care of women infected with HIV

When providing postpartum care to women infected with HIV, healthcare workers may follow routine protocols, but several areas require additional attention:

Continuing care

Encourage and make plans for continued health care in the following areas:

- Routine gynaecologic care, including pap smears, if available.
- Ongoing treatment, care and support for HIV/AIDS and opportunistic infections along with nutritional support.
- Treatment and monitoring of TB and malaria.
- Referral for antiretroviral treatment (or treatment eligibility)
- Referral for prophylaxis and treatment of OIs.

(For additional information, see *Module 7, Linkages to Treatment, Care and Support for Mothers and Families with HIV Infection.*)

Newborn feeding

- Ensure that the mother chooses feeding options before she leaves the facility or hospital after delivery.
- Support the mother's choice of feeding option. (See *Module 4, Infant Feeding in the Context of HIV Infection* for additional information).
- Provide training and observe proper feeding technique prior to discharge.

Signs and symptoms of postnatal infection

Review the following symptoms of infection before the new mother leaves the clinic or hospital and provide her with information on where to seek treatment for:

- Burning with urination
- Fever
- Foul smelling lochia
- Cough, sputum, shortness of breath
- Redness, pain, pus, or drainage from incision or episiotomy
- Severe lower abdominal tenderness

Education:

- Instruct the mother on perineal and breast care
- Ensure that the mother knows how to dispose of potentially infectious materials such as lochia and blood-stained sanitary pads

Family planning

Contraception and child spacing should be discussed with every woman during antenatal care and again in the immediate postpartum period. The main family planning goals for the woman who is HIV-infected are:

- Preventing unintended pregnancy
- Appropriate child spacing, which can help reduce maternal and infant morbidity and mortality

(See *Module 2, Overview of HIV Prevention in Mothers, Infants and Young Children* for additional information.)



Trainer Instructions

Slide 30

Discuss the benefits of HIV testing after delivery for women with unknown HIV status, as outlined below.

Postpartum care of women with unknown HIV status

Women whose HIV status is unknown should receive the same postpartum care as women with HIV infection (outlined above). They should be encouraged to be tested for HIV and to follow national recommendations for feeding their infants.

HIV testing after delivery can assist women infected with HIV to:

- Initiate post-exposure ARV prophylaxis for the infant
- Choose safer infant-feeding options



Trainer Instructions

Lead an interactive discussion based on the case study exercise below.

Exercise 3.3: Immediate postpartum care of women who are HIV-infected: case studies	
Purpose	To review postnatal management of the woman with HIV infection.
Duration	25 minutes
Introduction	The purpose of this exercise is to review postpartum management practices in the context of HIV infection.
Activities	<ul style="list-style-type: none">▪ Distribute copies of the postnatal case studies to the participants.▪ Ask a participant to read the narrative section of each case study.▪ Ask participants for answers to the questions at the end of each case study.▪ Ask participants if they disagree with any of the answers offered.▪ Ask participants if any of these case studies is similar to cases they may have encountered in their facilities.▪ Write exceptions (ie, ways in which the participants' experiences differ from the case studies) on the flipchart.▪ Ask participants if they can describe a particular case that has challenged them in the postnatal clinical setting.▪ Ask them to describe what was done to resolve the challenges.

Debriefing	<ul style="list-style-type: none"> ▪ Review the major areas of importance including routine postnatal care, counselling on infant feeding, and referral for ongoing care. ▪ Mention how each case is as individual as the person and circumstances involved.
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Exercise 3.3 Immediate postpartum care of women who are HIV-infected: case studies

Case study 1

Deborah presented to the labour and delivery ward without having had an HIV test during her pregnancy. The result of the rapid HIV test performed during labour was positive. When told of the test result, Deborah became upset but agreed to take the NVP tablet. Subsequently, she had an uneventful labour and delivered a 2.4 kg healthy boy she named William. Although breastmilk substitute is available at the clinic, Deborah is determined to breastfeed her baby. It is now two hours after her delivery and she is resting. Her mother and husband are staying with her.

What postpartum care does she require?

What HIV-specific services does she need?

What can you accomplish before she leaves the facility in 24 hours?

Case study 2

Consuelo, who is HIV-positive, has been following the ZDV and NVP regimen for herself and her child. After a short labour, she delivered a 2 kg girl named Samantha. Consuelo has chosen to use breastmilk substitute; she will be discharged in 48 hours.

What postpartum care does she require?

What HIV-specific services does she need?

What can you do to support her infant-feeding choice?

What services can you provide to her before she leaves in 24 hours?

What continuing support do you anticipate providing to her?

SESSION 5 **Immediate Newborn Care Of Infants who are HIV-Exposed and Infants with Unknown HIV Status**



Advance Preparation

Ensure that national guidelines on immediate newborn care of infants who are HIV-exposed and infants with unknown HIV status appear in the Participant Manual. If not, have copies available for distribution.

Familiarise yourself with these policies. Be sure that you have enough copies to distribute to all participants.

Review the case studies to make sure the materials reflect local customs, issues, names, and policies. Ask local healthcare workers to help you adapt the case studies, if necessary.



Total Session Time: 50 minutes



Trainer Instructions

Slides 31, 32 and 33

Discuss immediate newborn care of infants, using the information below.



Make These Points

- Universal precautions should always be followed when caring for newborn infants.
- BCG is not given to infants who are HIV-infected in low-prevalence countries.

The immediate care of the newborn exposed to HIV follows standard practice. Regardless of the mother's HIV status, all infants are kept warm after birth and are handled with gloves until maternal blood and secretions have been washed off.

Immediate newborn care

- Maintain universal precautions throughout care and treatment. Wear gloves when giving injections, and clean all injection sites with surgical spirits. Dispose of all needles according to facility policy.
- Clamp cord immediately after birth, and avoid milking the cord. Cover the cord with gloved hand or gauze before cutting.
- Wipe infant's mouth and nostrils with gauze when the head is delivered.
- Use suction only when meconium-stained liquid is present. Use either mechanical suction at less than 100 mm Hg pressure or bulb suction, rather than mouth-operated suction.

- Wipe the infant dry with a towel.
- Determine the mother's feeding choice. If she is using breastmilk substitute, place the infant on her body for skin-to-skin contact and provide help with the first feeding. If she is breastfeeding, place the infant on the mother's breast.
- Administer vitamin K, silver nitrate eye ointment, and Bacille Calmette Guérin (BCG) according to national guidelines.



Trainer Instructions

Slides 34, 35, 36, and 37

Discuss care of newborns who are HIV-exposed, using the country protocol and the information below.



Make These Points

- Routine assessment for signs and symptoms of HIV infection is essential.
- HIV testing, immunisation against infectious diseases of childhood, and screening and prevention of TB and malaria are part of ongoing healthcare.
- Even with prophylaxis, infants who are HIV-exposed are at increased risk of illness and challenges related to growth and development.
- PCP prophylaxis is recommended for infants who are HIV-exposed, starting at six weeks and continuing until HIV-infection can be ruled out.

ARV prophylaxis

ARV prophylaxis should be administered to the newborn according to country protocol. (See Appendix 3-A).

Follow-up newborn care

Care of the newborn baby should follow standard practices. Care for babies exposed to HIV should follow the approach described in *Module 7, Linkages to Treatment, Care and Social Support for Mothers and Families with HIV Infection*.

Infants born to mothers with unknown HIV status

In the immediate postpartum period, the goal is to reduce MTCT by minimising newborn exposure to maternal blood and body fluids and by providing ARV prophylaxis to the newborn. When HIV testing is unavailable or the mother's HIV status is unknown, newborn care should follow national or local policy.

- Newborns of mothers with unknown HIV status should be tested as soon as possible after birth, if the mother consents.
- In some high-prevalence settings, national policy could recommend that all babies be given a single oral dose of nevirapine 2 mg/kg liquid suspension as soon as possible after birth, if the mother consents, whether or not the mother has been tested for HIV.
- The mother should receive counselling about feeding her infant, as described in *Module 4, Infant Feeding in the Context of HIV Infection*.



Trainer Instructions

Lead an interactive discussion based on the exercise below.

Exercise 3.4 Immediate newborn care of infants who are HIV-exposed: case studies	
Purpose	To review ARV prophylaxis and newborn care of infants who are HIV-exposed.
Duration	20 minutes
Introduction	Tell the participants that this exercise will serve as a review of ARV prophylaxis and postnatal care of infants.
Activities	<ul style="list-style-type: none">▪ Distribute copies of the case studies to the participants.▪ Make sure all participants have a pencil or pen.▪ Ask participants to take five minutes to read the case studies.▪ Instruct participants to write out their answers on a piece of paper.▪ Let participants know that the case studies will not be collected but will be reviewed as a group.▪ Lead a group discussion of each case study.
Debriefing	<ul style="list-style-type: none">▪ Ask participants how they felt about providing answers to the case study.▪ Ask participants whether any areas in the module need clarification.▪ Answer any questions.

Exercise 3.4 Immediate newborn care of HIV-exposed infants: case studies

Case study 1

Deborah has just delivered her son, William. She tested HIV-positive during labour.

What HIV-specific infant interventions are required after the birth?

What are the components of follow-up care for William?

How can you help Deborah manage ongoing HIV-related care for herself and her infant?

Case study 2

Samantha, the newborn daughter of Consuelo (who is HIV-positive), is irritable and cries often. Consuelo's mother-in-law, who is visiting her at the facility and will be helping care for the infant after discharge, is worried. You overhear her repeatedly telling Consuelo that the baby needs breastmilk and that the breastmilk substitute is not satisfying the baby.

What can you do to help Consuelo at this stressful time?

What support will Consuelo need from the PMTCT programme to continue using breastmilk substitute after discharge?

Home birth case study

Louisa was diagnosed as HIV-positive during her one ANC visit prior to delivery at home. She has returned to the health centre 6 days after the birth of Teresa, her daughter. The baby appears to be happy, well hydrated, and thriving. Louisa remains convinced she is not infected with HIV and that the baby is not at risk. In fact, she did not give the NVP syrup to Teresa because the baby "didn't need it" and Teresa is breastfeeding.

Is this a typical response in your setting?

What services would you offer this mother?

What follow-up and referrals are necessary for this mother and her infant?

How will you deal with her denial of her diagnosis and risk for her infant?



Trainer Instructions

Slides 38, 39, and 40

Summarise the key points of this module from the box below.

Module 3: Key Points


- Integrating PMTCT services into the essential package of ANC services promotes improved care for all pregnant women and provides the best opportunity for a successful PMTCT programme.
- Specific interventions to reduce MTCT include ARV treatment and prophylaxis, safer delivery procedures, and counselling and support for safe infant feeding.
- Using antiretroviral drugs for treatment and prophylaxis reduces the risk of MTCT. Longer-course combination regimens are more effective, but short-course prophylaxis regimens may be more feasible in some resource-constrained settings.
- PCP prophylaxis and the prevention and treatment of TB and malaria are part of comprehensive care for mothers infected with HIV and their infants.
- Safer delivery procedures include avoiding unnecessary invasive obstetrical procedures and offering the option of elective caesarean section when safe and feasible.
- Infant-feeding options to minimise the risk of MTCT require support and guidance throughout ANC, labour and delivery and postpartum.

APPENDIX 3-A Antiretroviral prophylaxis regimens to prevent MTCT

HIV-related treatment, care and support must be provided during the antenatal and postpartum periods. All HIV-exposed infants should be followed-up for diagnosis of HIV, prophylaxis of opportunistic infection, and treatment, care and support.

All regimens are administered by mouth. Paediatric formulations are needed for all infant regimens. Efforts must be made to monitor for side effects and support maternal infant adherence.

COURSE	ANTENATAL	INTRAPARTUM	POSTPARTUM	POSTNATAL
Zidovudine (ZDV) and nevirapine (NVP)	Mother: ZDV 300 mg twice a day starting at 28 weeks or as soon as possible thereafter	Mother: ZDV 300 mg at onset of labour and every 3 hours until delivery and single-dose NVP 200 mg at onset of labour	None	Infant: NVP 2mg/kg oral suspension immediately after birth and ZDV 4 mg/kg twice a day for 7 days
		OR ZDV 600 mg at onset of labour		OR NVP 2 mg/kg oral suspension immediately after birth
ZDV	Mother: ZDV 300 mg twice a day starting at 28 weeks or as soon as possible thereafter	Mother: ZDV 600 mg at onset of labour OR ZDV 300 mg at onset of labour and every 3 hours until delivery	None	Infant: ZDV 4 mg/kg twice a day for 7 days OR ZDV 2 mg/kg 4 times a day for 7 days
ZDV and NVP for infant (when mother has received no ARV prophylaxis)	None	None	None	Infant: NVP 2 mg/kg oral suspension immediately after birth and ZDV 4 mg/kg twice a day for 7 days. When ZDV oral suspension not available NVP 2 mg/kg as soon as possible after delivery and a dose of NVP 72 hours after birth
NVP	None	Mother: Single-dose NVP 200 mg at onset of labour	None	Infant: NVP 2 mg/kg oral suspension immediately after birth
ZDV and lamivudine (3TC)	Mother: ZDV 300 mg and 3TC 150 mg twice a day starting at 28 weeks or as soon as possible thereafter	Mother: ZDV 300 mg every 3 hours until delivery and 3TC 150 mg every 12 hours until delivery	Mother: ZDV 300 mg and 3TC 150 mg twice a day for 7 days	Infant: ZDV 4 mg/kg and 3TC 2 mg/kg twice a day for 7 days

 = First choice regimen

APPENDIX 3-A Antiretroviral prophylaxis regimens to prevent MTCT *(continued)*

Course	ANTENATAL	INTRAPARTUM	POSTPARTUM	POSTNATAL
ZDV and 3TC	None	Mother: ZDV 600 mg and 3TC 150 mg at onset of labour followed by ZDV 300 mg every 3 hours and 3TC 150 mg every 12 hours until delivery	Mother: ZDV 300 mg and 3TC 150 mg twice a day for 7 days	Infant: ZDV 4 mg/kg and 3TC 2 mg/kg twice a day for 7 days
ZDV + 3TC + saquinavir (SQV/r) * (Considered for MTCT prophylaxis in women not needing ARV therapy)	Mother: ZDV 300 mg, 3TC 150 mg and SQV/r 1000 mg/100 mg twice a day starting at 36 weeks or as soon as possible thereafter	Mother: Continue antenatal dosing schedule	None	Infant: NVP 2 mg/kg oral suspension immediately after birth OR ZDV 4 mg/kg twice a day for 7 days OR NVP 2 mg/kg oral suspension immediately after birth and ZDV 4 mg/kg twice a day for 7 days
ZDV or stavudine (d4T) + 3TC + NVP[†] (When used for treatment in pregnant women, this regimen also provides MTCT prophylaxis.)	Mother: ZDV 300 mg and 3TC 150 mg and NVP 200 mg twice a day OR d4T 40 mg, 3TC 150 mg and NVP 200 mg twice a day starting at 36 weeks or as soon as possible thereafter	Mother: Continue antenatal dosing schedule	None	Infant: NVP 2 mg/kg oral suspension immediately after birth OR ZDV 4 mg/kg twice a day for 7 days OR NVP 2 mg/kg suspension immediately after birth and ZDV 4 mg/kg twice a day for 7 days

* In women who do not require ARV, alternative triple-combination regimens for MTCT prophylaxis may be considered. If the woman is in the third trimester of pregnancy, these regimens may include ZDV + 3TC + nelfinavir (NFV) or ZDV + 3TC + efavirenz (EFV).

[†] In women who require ART, this is the recommended first-line regimen. However, in the third trimester of pregnancy, a regimen consisting of ZDV (or d4T) + 3TC + EFV may be considered.

APPENDIX 3-B Clinical situations and recommendations for the use of antiretroviral drugs in pregnant women and women of child-bearing potential in resource-constrained settings

Clinical Situation	Recommendation
<p>A: HIV-infected women with indications for initiating ARV treatment¹ who may become pregnant</p>	<p>First-line regimens: ZDV + 3TC + NVP or D4T + 3TC + NVP</p> <p>Efavirenz (EFV) should be avoided in women of childbearing age, unless effective contraception can be assured. Exclude pregnancy before starting treatment with EFV.</p>
<p>B: HIV-infected women receiving ARV treatment who become pregnant</p>	<p>Women</p> <ul style="list-style-type: none"> ▪ Continue the current ARV regimen² unless it contains EFV. If it does, substitution with NVP or a PI should be considered if in the 1st trimester. ▪ Continue the same ARV regimen during the intrapartum period and after delivery. <p>Infants</p> <ul style="list-style-type: none"> ▪ If born to women receiving either 1st or 2nd-line ARV regimens: 1-week ZDV OR single-dose NVP OR 1-week ZDV and single dose NVP.
<p>C: HIV-infected pregnant women with indications for ARV treatment¹</p>	<p>Women</p> <ul style="list-style-type: none"> ▪ Follow the treatment guidelines as for non-pregnant adults except that EFV should not be given in the 1st trimester. ▪ First line regimens: ZDV + 3TC + NVP or d4T + 3TC + NVP ▪ Consider delaying therapy until after the 1st trimester, although in severely ill women the benefits of early therapy clearly outweigh the potential risks. <p>Infants</p> <ul style="list-style-type: none"> ▪ 1-week ZDV OR single-dose NVP OR 1-week ZDV and single-dose NVP.

APPENDIX 3-B Clinical situations and recommendations for the use of antiretroviral drugs in pregnant women and women of child-bearing potential in resource-constrained settings

(continued)

Clinical Situation	Recommendation
D: HIV-infected pregnant women without indications for ARV treatment ¹	<p>First-choice regimen: ZDV and NVP</p> <p>Women</p> <ul style="list-style-type: none"> ▪ ZDV starting at 28 weeks or as soon as possible thereafter. Continue ZDV at the same dose in labour. In addition, women should receive single-dose NVP at the onset of labour. <p>Infants</p> <ul style="list-style-type: none"> ▪ Single-dose NVP and 1-week ZDV³
	<p>Alternative regimen: NVP only</p> <p>Women</p> <ul style="list-style-type: none"> ▪ Single-dose NVP <p>Infants</p> <ul style="list-style-type: none"> ▪ Single-dose NVP
	<p>Alternative regimen: ZDV only</p> <p>Women</p> <ul style="list-style-type: none"> ▪ ZDV starting at 28 weeks or as soon as possible thereafter. Continue in labour. <p>Infants</p> <ul style="list-style-type: none"> ▪ 1-week ZDV³
	<p>Alternative regimen: ZDV + 3TC</p> <p>Women</p> <ul style="list-style-type: none"> ▪ ZDV + 3TC starting at 36 weeks or as soon as possible thereafter. Continue in labour and for 1 week postpartum. <p>Infants</p> <ul style="list-style-type: none"> ▪ 1-week ZDV + 3TC
E: HIV-infected pregnant women with indications for starting ARV treatment ¹ but treatment is not yet available	Follow the recommendations in Situation D, but preferably use the most efficacious regimen that is available and feasible.
F: HIV-infected pregnant women with active tuberculosis	<p>If ARV treatment is initiated, consider⁴: (ZDV or d4T) + 3TC + SQV/r.</p> <p>If treatment is initiated in the third trimester (ZDV or d4T) + 3TC + EFV can be considered.</p> <p>If ARV treatment is not initiated, follow the recommendations in Situation D.</p>

APPENDIX 3-B Clinical situations and recommendations for the use of antiretroviral drugs in pregnant women and women of child-bearing potential in resource-constrained settings

(continued)

Clinical Situation	Recommendation
G: Pregnant women of unknown HIV status at the time of labour or women in labour known to be HIV-infected who have not received ARV drugs before labour	If there is time, offer HIV testing and counselling to women of unknown status and if positive, initiate intrapartum ARV prophylaxis.
	<p>Women</p> <ul style="list-style-type: none"> ▪ Single-dose NVP. If in advanced labour do not give the dose but follow the recommendations in Situation H. <p>Infants</p> <ul style="list-style-type: none"> ▪ Single-dose NVP
H: Infants born to HIV-infected women who have not received any ARV drugs	<p>Women</p> <ul style="list-style-type: none"> ▪ ZDV + 3TC in labour and 1-week ZDV + 3TC postpartum <p>Infants</p> <ul style="list-style-type: none"> ▪ 1-week ZDV+3TC <p>If there is insufficient time for HIV testing and counselling during labour, then offer testing and counselling as soon as possible postpartum. Follow the recommendations in Situation H for women testing positive postpartum.</p>
	<p>Infants</p> <ul style="list-style-type: none"> ▪ Single-dose NVP as soon as possible after birth and 1-week ZDV <p>If the regimen is started more than 2 days after birth, it is unlikely to be effective.</p>

¹ WHO recommendations for initiating ARV treatment in HIV-infected adolescents and adults. If CD4 testing is available it is recommended to offer ARV treatment to patients with: WHO Stage IV disease irrespective of CD4 cell count, WHO Stage III disease with consideration of using CD4 cell counts less than 350 10⁶ cells/L to assist decision-making and WHO Stage I and II disease in the presence of a CD4 cell count less than 200 10⁶ cells/L. If CD4 testing is unavailable, it is recommended to offer ARV treatment to patients with WHO Stage III and IV disease irrespective of total lymphocyte count or WHO Stage II disease with a total lymphocyte count less than 1200 10⁶ cells/L.

² Conduct clinical and laboratory monitoring as outlined in the 2003 revised WHO treatment guidelines.

³ Continuing the infant on ZDV for four to six weeks can be considered if the woman received antepartum ARV drugs for less than four weeks.

⁴ ABC can be used in place of SQV/r; however, experience with ABC during pregnancy is limited. In the rifampicin-free continuation phase of tuberculosis treatment, an NVP-containing ARV regimen can be initiated.

Source: WHO. *Antiretroviral Drugs for Treating Pregnant Women and Preventing HIV Infection in Infants: Guidelines on Care, Treatment and Support for Women Living with HIV/AIDS and their Children in Resource-constrained Settings*. 2004. pp 39-41.



Module 4 Infant Feeding in the Context of HIV Infection



Total Time: 160 minutes

SESSION 1 Global Recommendations for Infant and Young Child Feeding

Activity/Method	Resources Needed	Time
Exercise 4.1 Strategies for optimal feeding: large group discussion	Copies of national HIV infant-feeding policy or protocol, if not already in the Participant Manual	30 minutes

SESSION 2 Feeding Options

Activity/Method	Resources Needed	Time
Exercise 4.2 National and local policies on infant feeding: large group discussion	Copies of national HIV infant-feeding policy or protocol, if not already in the Participant Manual Information about local costs of infant-feeding supplements	30 minutes

SESSION 3 Infant-Feeding Counselling and Support

Activity/Method	Resources Needed	Time
Exercise 4.3 Infant-feeding counselling and support: role play	Copies of the list of patient roles for the role play Tins of commercially prepared infant formula, measuring spoons, and feeding cups to demonstrate correct preparation Equipment to correctly make home-modified infant formula (if used in your area) If available, model of a breast to demonstrate correct position during breastfeeding	100 minutes

For all sessions, also have available the following:

- Overheads or PowerPoint slides for this Module (in Presentation Booklet)
- Overhead or LCD projector, extra extension cord/lead
- Flipchart or whiteboard and markers or blackboard and chalk
- Pencil or pen for each participant

Relevant Policies for Inclusion in National Curriculum
<p>Session 2</p> <ul style="list-style-type: none">▪ National HIV infant-feeding policy and applicable infant-feeding guidance <p>Session 3</p> <ul style="list-style-type: none">▪ National guidelines on infant-feeding counselling and support



The *Pocket Guide* contains a summary of each session in this module.

SESSION 1 Global Recommendations for Infant and Young Child Feeding



Advance Preparation

Familiarise yourself with the 2003 UN recommendations on infant feeding by mothers who are HIV-infected as well as national HIV infant-feeding policy or protocol.



Total Session Time: 30 minutes



Trainer Instructions

Slides 1 and 2

Begin by reviewing the module objectives listed below.

After completing the module, the participant will be able to:

- Describe the current global recommendations for infant feeding in the context of HIV.
- Understand the importance of optimal infant and young child feeding for child health, nutrition, growth, and development.
- Define the main options for infant feeding and the advantages and disadvantages of each.
- Describe the steps for counselling mothers who are HIV-infected about infant feeding.
- Understand the importance of the postnatal follow-up and support required for appropriate infant feeding.



Trainer Instructions

Slide 3 and 4

Present an introduction to infant and young child feeding, using the information below.



Make These Points

- Antiretroviral prophylaxis does not provide long-term protection for the infant.
- The longer the duration of breastfeeding, the greater the cumulative risk of MTCT.

Introduction

Antiretroviral (ARV) treatment and prophylaxis has substantially reduced mother-to-child transmission (MTCT) of HIV. ARV prophylaxis, however, does not provide long-term protection for the infant who is breastfeeding.

Without intervention, 5% to 20% of infants breastfed by mothers who are HIV-positive may acquire HIV-infection through breast-feeding. Infant-feeding practices that carefully follow national or UN guidelines can reduce the likelihood of MTCT through breastfeeding and reduce the risk of infant death from diarrhoea and other childhood infections.



Trainer Instructions

Slides 4 and 5

Present the following basic facts about malnutrition, infant feeding, and child survival.



Make These Points

- Malnutrition a major cause of morbidity in children.
- Mothers who are HIV-infected require counselling and support for safer feeding practices.

Basic facts on malnutrition, infant feeding, and child survival

- Malnutrition is the underlying cause of death in about 60% of children younger than 5 years old worldwide and in about 50% of children that age in Africa.
- Being underweight was associated with 3.7 million deaths worldwide in the year 2000, and most of the deaths occurred in children younger than 5 years old.
- Poor feeding practices, such as those that provide insufficient nutritional balance or contribute to diarrhoea, are a major cause of low weight and morbidity and mortality in children.
- Counselling and support for infant feeding can improve feeding practices and, in turn, prevent malnutrition and reduce the risk of death in children.
- For mothers who are HIV-positive, counselling and support may lead to improved infant-feeding practices that may also help prevent MTCT.



Trainer Instructions

Slides 7 and 8

Explain to participants the following UN infant-feeding recommendations for mothers who are HIV-negative and mothers with unknown HIV status.

Questions often arise about mixed versus exclusive breastfeeding practices. Explain rationale for avoidance of mixed feeding—irritability of intestinal mucosa, diarrhoea.

Infant-feeding recommendations for mothers who are HIV negative and mothers with unknown HIV status

- Breastfeed exclusively (see definition below) for the first six (6) months of life.
- Continue breastfeeding for up to 2 years or longer.
- After the infant reaches 6 months of age, introduce complementary foods that provide sufficient nutritional balance and are safe.

Mothers should also receive information about the risk of becoming infected with HIV late in pregnancy or during breastfeeding. Women with unknown HIV status should be encouraged to be tested for HIV.

Definition

Exclusive breastfeeding: The mother gives her infant only breastmilk except for drops or syrups consisting of vitamins, mineral supplements, or medicines. The exclusively breastfed child receives no food or drink other than breastmilk—not even water.



Trainer Instructions

Slide 9

Explain the UN infant-feeding recommendations for mothers who are HIV-infected.

Infant-feeding recommendations for mothers who are HIV-infected

- When replacement feeding is acceptable, feasible, affordable, sustainable, and safe, mothers who are HIV-infected should avoid all breastfeeding. (Please see “Definitions” below.)
- Otherwise, exclusive breastfeeding is recommended during the first months of life.
- To minimise HIV transmission risk, mothers who are HIV-positive should discontinue breastfeeding as soon as feasible, taking into account local circumstances, the individual woman’s situation, and the risks of replacement feeding (which include malnutrition and infections other than HIV).
- All mothers who are HIV-positive should receive counselling, which includes general information about the risks and benefits of infant-feeding options and specific guidance on selecting the option most likely to be suitable for their situation.
- Whatever choice a mother makes, she should be supported.

There is no evidence indicating a specific time for early cessation of breastfeeding for all mothers—as it depends on each mother’s individual situation. *It is recommended that countries establish their own guidelines taking into account these recommendations.*

Definitions

Acceptable: The mother perceives no significant barrier(s) to choosing a feeding option for cultural or social reasons or for fear of stigma and discrimination.

Feasible: The mother (or other family member) has adequate time, knowledge, skills, and other resources to prepare feeds and to feed the infant as well as the support to cope with family, community, and social pressures.

Affordable: The mother and family, with available community and/or health system support, can pay for the costs of the replacement feeds—including all ingredients, fuel and clean water—without compromising the family’s health and nutrition spending.

Sustainable: The mother has access to a continuous and uninterrupted supply of all ingredients and products needed to implement the feeding option safely for as long as the infant needs it.

Safe: Replacement foods are correctly and hygienically stored, prepared, and fed in nutritionally adequate quantities; infants are fed with clean hands using clean utensils, preferably by cups.

International Code of Marketing Breastmilk Substitutes

The importance of supporting safer infant-feeding practices is exemplified in the International Code of Marketing of Breastmilk Substitutes. This code helps provide safe and adequate nutrition for children by:

- Protecting and promoting breastfeeding
- Supporting proper and informed use of breast-milk substitutes when necessary
- Promoting acceptable marketing and distributing practices

Even in countries that have decided to provide infant formula to HIV-positive mothers, health workers should resist all commercial promotion of formula under the Code, for example by removing advertisements from health facilities; refusing to accept free samples of formula and equipment (e.g. bottles), refusing to accept or use other gifts or equipment with brand names, and making sure that any formula used in a health facility is kept out of sight of mothers who do not need it.



Trainer Instructions

Lead an interactive discussion based on the exercise below.

Exercise 4.1 Strategies for optimal feeding: large group discussion	
Purpose	<p>To review global strategies recommending optimal feeding for infants and young children.</p> <p>To identify local practices and application of the national HIV infant-feeding policy or protocol.</p>
Duration	15 minutes
Introduction	Discuss national infant-feeding policy and practices in light of the WHO infant-feeding recommendation which states: “When replacement feeding is acceptable, feasible, affordable, sustainable, and safe, avoidance of all breastfeeding by HIV-infected mothers is recommended. Otherwise, exclusive breastfeeding is recommended during the first months of life.”
Activities	<ul style="list-style-type: none">▪ Discuss the national HIV infant-feeding policy or protocol.▪ Is it clear? Is it consistent with international recommendations and does it provide guidance for your healthcare setting?▪ Examine the following terms on the flipchart, whiteboard or blackboard:<ul style="list-style-type: none">AcceptableFeasibleAffordableSustainableSafe▪ Consider the mothers whom you have met in your work. Would they be able to implement replacement feeding based on the above criteria?▪ What other things can you think of that influence a mother’s choice of feeding options, eg cultural influences?
Debriefing	<p>Ask the group to consider:</p> <ul style="list-style-type: none">▪ How do cultural beliefs influence infant-feeding practices?▪ How does a family’s economic or financial status affect infant-feeding options?▪ What other barriers are there to optimal feeding practices?



Trainer Instructions

Slide 10

Explain the information below about how to implement the WHO infant-feeding recommendations.

Guidance and support for implementing infant-feeding recommendations

- Provide all mothers who are HIV-positive with counselling that includes general information about the advantages and disadvantages of various infant-feeding options as well as specific guidance for selecting the option most suitable for their situations.
- Support the mother's choice, whichever feeding option she chooses.
- Conduct local assessments to identify the range of feeding options that are acceptable, feasible, affordable, sustainable, and safe in particular contexts.
- Develop information and education about MTCT, including facts about transmission through breastfeeding, and target the material to the public, affected communities, and families.
- Train, supervise, and support adequate numbers of people who can counsel women who are HIV-positive about infant feeding.
- Provide updated training to counsellors when new information and recommendations emerge.
- Extend the services of healthcare workers into the community using trained lay or peer counsellors.

SESSION 2 Feeding Options



Advance Preparation

Discuss with local PMTCT staff the degree to which national infant-feeding policies or protocols are reflected in current feeding practices.

Have available information about the local costs of commercial infant formulas, sugar, and multivitamin syrups or powders that are used to supplement home-modified animal milk formulas.

Keep the definitions of the terms acceptable, feasible, affordable, sustainable, and safe visible on the flipchart or board so that you can refer to them during Exercise 4.2 National and local policies on infant feeding: large group discussion.

Note: This session reviews *all* feeding options. Discuss only those options recommended for your local area and show only those slides that concur with local policy.



Total Session Time: 30 minutes



Trainer Instructions

Slides 11 and 12

Introduce the discussion on infant-feeding options, using the material below.

Use Slide 12 as a placeholder to present and discuss the national or local infant-feeding policy.

Making decisions about infant feeding

Mothers with HIV infection must consider many factors when deciding on a feeding option that is best for their infants. Healthcare workers play an important role in guiding their decision-making process by providing infant-feeding counselling that includes the following:

- Information about the risk of HIV transmission through breastfeeding
- Advantages and disadvantages of each available option
- Respect for local customs, practices, and beliefs when helping a mother make infant-feeding choices

Healthcare workers share in the responsibility to protect, promote, and support safe and appropriate feeding practices. In addition to supporting women's infant-feeding decisions, referral is needed to trained infant-feeding counsellors for continued support during the first two years of a child's growth and development. Programs such as the Baby Friendly Hospital Initiative have played a vital role in this important task as well. (See Session 3 HIV Infant-Feeding Counselling and Support.)

An HIV-positive pregnant or newly-delivered woman will have to make a decision among the locally-appropriate options available.



Trainer Instructions

Slide 13

Discuss the option of replacement feeding using commercial formula.

Use the information presented in Table 4.1 to review the advantages and disadvantages of using commercial infant formula. Use the information presented in Table 4.2 to present information about the amount of commercial formula required by infants at various ages.

Replacement feeding during the first 6 months of life

Replacement feeding means feeding infants who are receiving no breastmilk with a diet that provides most of the nutrients infants need until the age at which they can be fully fed on family foods. Unlike breastfeeding, it does not provide immune protection against other diseases. During the first 6 months of life, replacement feeding should be with a suitable breast-milk substitute. After six months the suitable breast-milk substitute should be complemented with other foods.

If a woman is considering replacement feeding for the first six months there are two types of breastmilk substitutes: commercial infant formula or home-modified formula with micronutrient supplements. Cup feeding is recommended over bottle feeding. (Refer to Appendix 4-B.)

Option 1: Commercial infant formula

Advantages and disadvantages of using commercial infant formulas are presented in Table 4.1. Table 4.2 summarises how many tins of commercial infant formula are required to feed infants each month.

Table 4.1 Commercial infant formula

Advantages

- Commercial formula poses no risk of transmitting HIV to the infant.
- Commercial formulas are made especially for infants.
- Commercial formula includes most of the nutrients that an infant needs.
- Other family members can help feed the infant.
- If the mother falls ill, others can feed her infant while she recovers.

Disadvantages

- Commercial formula does not contain antibodies, which protect infants from infection. An infant who is fed commercial formula exclusively is more likely to get diarrhoea and pneumonia and may develop malnutrition.
- A continuous, reliable formula supply is required to prevent malnutrition.
- Commercial formula is expensive.
- Families need soap for cleaning cups and utensils used in preparing the formula.
- Safe preparation of commercial formula requires clean water, boiled vigorously for 1-2 seconds; this also requires fuel.
- Formula should be made fresh for each feed, according to directions, day and night, unless she has access to a refrigerator.
- The infant needs to drink from a cup, which may take time to learn.
- The mother must stop breastfeeding completely, or she will continue to be at risk of transmitting HIV to her infant.
- In some settings, family, neighbours, or friends may question a mother who does not breastfeed about her HIV status. (See Session 3 of this module.)
- Formula feeding offers the mother no protection from pregnancy.

Table 4.2 Commercial infant formula requirements in first 6 months

Month	500 g Tins/Month	450 g Tins/Month
1	4	5
2	6	6
3	7	8
4	7	8
5	8	8
6	8	9
Total	40	44



Trainer Instructions

Slide 14

Discuss the option of feeding the infant home-modified animal milk, using the information below. Use Table 4.3 to review the advantages and disadvantages of using home-modified infant formulas.

Option 2: Home-modified animal milk

Home-modified animal milk is only suitable when commercial formula is not available. Infants require about 15 litres of modified animal milk formula per month for the first 6 months. Babies also require multi-nutrient supplements, in liquid or powder form, to help prevent anaemia and other forms of malnutrition. Safe preparation and storage of the home-modified animal milk is also essential for preserving nutritional value and minimising the risk of malnutrition.

Formula may be prepared at home using fresh animal milks, dried milk powder, or evaporated milk. Preparing formula with any of these types of milk involves modifications to make the formula suitable for infants up to 6 months old. Modifications include diluting the milk with boiled water in precise amounts to reduce the formula's concentration and adding sugar to increase the formula's energy density. The required dilution amount varies for different animal milks. Dilution is not required for infants 6 months and older who should also be receiving complementary foods.

Table 4.3 lists the advantages and disadvantages of using home-modified infant formulas.

Suitable and unsuitable milks

Not all milks are suitable for use in home-modified infant formula.

The following milks are suitable for home-modified animal milk:

- Fresh (full-cream or whole) cow, goat, sheep, buffalo, or camel milk
- Full-cream or whole dried milk powder
- Evaporated milk
- Ultra-heat treated (UHT) milk

The following milks and liquids are not suitable for home-modified animal milk:

- Fresh animal milk already diluted by an unknown amount
- Skimmed or low-fat milk powder
- Sweetened or condensed milk
- Thin cereal-based gruels
- Fruit juice, teas, or sodas

Infants who are fed home-modified animal milk formulas require micronutrient supplements because animal milks are relatively low in iron, zinc, vitamin A, vitamin C and folic acid.

Table 4.3 Home-modified animal milk

Advantages

- Home-modified formula presents no risk of HIV transmission.
- Home-modified formula may be less expensive than commercial formula and is readily available if the family has milk-producing animals.
- Mothers and caretakers already using commercial formula can use home-modified formula when commercial formula is not available.
- Other family members can help feed the infant.
- If the mother falls ill, others can feed her infant while she recovers.

Disadvantages

- Home-modified formula does not contain antibodies, which protect infants from infection.
- An infant who is fed home-modified formula exclusively is more likely to get diarrhoea and pneumonia and may become malnourished.
- Home-modified formula does not contain all of the nutrients and micronutrients that infants need.
- Formulas based on animal milks are more difficult for infants to digest.
- The mother or caretaker may need to make fresh formula for each feeding, day and night, unless she has access to a refrigerator.
- The mother or caretaker must dilute home-modified formula with clean water (boiled vigorously for 1–2 seconds) and add sugar in the correct amount.
- The mother must stop breastfeeding completely, or the risk of transmitting HIV to her infant will continue.
- Families will need access to a regular supply of animal milk, sugar, multi-nutrient syrup or powder, fuel for boiling water, and soap for cleaning feeding cups and utensils used in preparing the formula.
- Cup feeding is recommended but may take time to learn. (See Appendix 4-B.)
- In some settings, a mother who does not breastfeed may be questioned about her HIV status by family, neighbours, or friends. (See Session 3 of this module.)
- Formula feeding offers the mother no protection from pregnancy.



Trainer Instructions

Slide 15

Discuss the option of exclusive breastfeeding using the information presented below and in Table 4.4.

Breastmilk feeding options

Mothers who choose to breastfeed should be made aware that:

- From 5% to 20% of infants breastfed by HIV-positive mothers may acquire HIV-infection through breastfeeding.
- ARV prophylaxis provided during labour and to the infant shortly after birth does not provide long-term protection for the infant who is breastfeeding.
- The risk of transmitting HIV to her infant during breastfeeding is greater:
 - When the woman is more ill (by clinical or laboratory measures)
 - When she has mastitis, breast abscess or other similar conditions
 - When the child has ulcers in the mouth

Option 1: Exclusive breastfeeding

Advantages and disadvantages of exclusive breastfeeding are presented in Table 4.4.

Table 4.4 Exclusive breastfeeding
<p>Advantages</p> <ul style="list-style-type: none">▪ Breastmilk is easily digestible and gives infants all the nutrients and water they need. They do not need any other liquid or food for the first 6 months.▪ Breastmilk is always available and does not need any special preparation.▪ Breastmilk protects infants and children from diseases, particularly diarrhoea and pneumonia.▪ Breastfeeding provides the close contact that deepens the emotional relationship or bond between mother and child.▪ Compared to mixed feeding, exclusive breastfeeding may lower the risk of passing HIV.▪ Breastfeeding reduces mother's risk of some cancers and helps space her pregnancies. <p>Disadvantages</p> <ul style="list-style-type: none">▪ Risk of MTCT exists as long as the mother who is HIV-infected breastfeeds because breastfeeding exposes the infant to HIV.▪ The risk of transmitting HIV through breastfeeding is increased if the mother has a breast infection (eg, mastitis) or cracked and bleeding nipples.▪ Family, friends, or neighbours may pressure mothers to give water, other liquids, or foods to the infant.▪ Although nearly all mothers have sufficient milk to feed their infants, some are concerned that they do not have enough milk to breastfeed exclusively.▪ Breastfeeding requires feeding on demand at least 8–10 times per day.▪ Working mothers may need to find a strategy to continue to breastfeed exclusively once they return to work, eg privately expressing milk during the workday and arranging to store milk in a cool place.▪ Breastfeeding mothers require an additional 500 kcal/day to support exclusive breastfeeding during the infant's first 6 months.



Trainer Instructions

Slide 16

Discuss the option of exclusive breastfeeding with early cessation using the information presented below and in Table 4.5.

Option 2: Exclusive breastfeeding with early cessation

Mothers who are HIV-positive and choose to breastfeed should discontinue breastfeeding as soon as replacement feeding is acceptable, feasible, affordable, sustainable, and safe for them and their babies, given local circumstances, the individual woman's situation, and the risks of replacement feeding for the infant's age.

Before entering the period of breastfeeding cessation, which may take from a few days to two weeks, mothers who are HIV-positive should receive support and guidance to maintain breast health, psychosocial support, and infant nutritional support.

Advantages and disadvantages of exclusive breastfeeding with early cessation are presented in Table 4.5.

Table 4.5 Exclusive breastfeeding with early cessation

Advantages

- Early cessation of breastfeeding terminates the infant's exposure to HIV through breastfeeding.

Disadvantages

- Infants may become malnourished after breastfeeding stops if suitable breastmilk substitutes are unavailable or are provided inappropriately.
- Infants may be at increased risk of diarrhoea if breastmilk substitutes are not prepared safely.
- Cup feeding requires caregiver patience and time. If possible, mothers should be taught how to feed infants, using a cup and expressed breastmilk, before breastfeeding cessation. (See *Appendix 4-B* for a summary of the advantages of cup feeding and practical suggestions for cup feeding an infant.)
- Infants may become anxious and even dehydrated if breastfeeding cessation is too rapid.
- After six months, a milk source should continue to be given along with appropriate other foods, see *Appendix 4-C*.
- Mothers' breasts may become engorged and infected during the transition period if some milk is not expressed and discarded.
- Mothers are at risk of becoming pregnant if they are sexually active.
- Early breastfeeding cessation is not recommended for infants who are already infected with HIV.



Trainer Instructions

Slide 17

Discuss wet nursing as an option, using the information below and in Table 4.6.

Option 3: Wet nursing

Mothers who are HIV-positive, in keeping with local custom, may consider using a wet nurse as a breastmilk feeding option. It is important that mothers receive counselling about the potential risk of HIV transmission from a wet nurse who is HIV-infected or a wet nurse whose HIV status is unknown. Table 4.6 presents advantages and disadvantages of wet nursing.

Table 4.6 Wet nursing

Advantages

- Use of a wet nurse poses no risk of HIV transmission provided the wet nurse is not HIV-infected.
- Many of the other advantages of breastfeeding described above also apply to breastfeeding using a wet nurse.

Disadvantages

- The wet nurse must be tested and found to be free of HIV infection.
- The wet nurse must protect herself from HIV infection during the entire time she is breastfeeding.
- The wet nurse must be available to breastfeed the infant frequently throughout the day and night, or she must express milk to be provided when she is away from the infant.
- People might ask the mother why someone else is breastfeeding her infant.

Note: Additional education and support may be necessary to assist mothers who choose to use wet nurses. For example, mothers and wet nurses should be familiar with techniques for breastmilk expression, use of heat-treated breastmilk, and the option of using breastmilk banks.



Trainer Instructions

Slide 18

Review the process of expressing and heat-treating breastmilk, using the information below in Table 4.7.

Option 4: Expressing and heat-treating breastmilk

Table 4.7 presents advantages and disadvantages of expressing and heat-treating breastmilk.

Table 4.7 Expressing and heat-treating breastmilk	
Advantages	
<ul style="list-style-type: none"> ▪ The HIV virus is killed by heating the milk. ▪ Breastmilk is the perfect food for babies, and most nutrients remain in breastmilk after heating. ▪ Breastmilk is always available. ▪ Other responsible family members can help feeding the baby. 	
Disadvantages	
<ul style="list-style-type: none"> ▪ Although heat-treated breastmilk does not contain HIV, it may not be as effective as unheated breastmilk in protecting the baby from other diseases, but it is still better than formula. ▪ Expressing and heating breastmilk takes time and must be done frequently. ▪ The baby will need to drink from a cup, and it may take time to learn. ▪ The breastmilk needs to be stored in a cool place and used within one hour of heating. ▪ Families will need clean water and fuel to wash the baby's cup and the container used to store the breastmilk. ▪ People may wonder why the mother is expressing her milk. 	



Trainer Instructions

Lead an interactive discussion based on the exercise below.

Exercise 4.2 National and local policies on infant feeding: large group discussion	
Purpose	To review feeding options for infants of mothers who are HIV-infected. To convey an understanding of the benefits and risks of each feeding option and how to make each one safer and healthier for the infant and the mother.
Duration	20 minutes
Introduction	<p>Feeding options are in two primary categories:</p> <ul style="list-style-type: none"> ▪ Breastfeeding ▪ Replacement feeding <p>Briefly summarise the national HIV infant-feeding policy and how similar or different it is from the UN recommendations.</p> <p>Remind participants that this exercise is primarily about providing appropriate information and support for feeding options.</p>

<p>Activities</p>	<ul style="list-style-type: none"> ▪ Start the discussion by asking participants to identify and discuss strategies that minimise the risk of HIV transmission during breastfeeding. Be certain to cover the following points: Only breastmilk means only breastmilk (exclusively breastfed infants should receive nothing else—not even water). Effective breastfeeding technique minimises nipple fissures (cracks) and mastitis. Early recognition and treatment of breast problems is important for continued success. As strategies to minimise the risk of MTCT, early cessation of breastfeeding and wet nursing may or may not be appropriate, given a patient's family, community, or cultural setting. Early cessation may bring physical discomfort for the mother and emotional stress for both mother and infant. Mixed breast and replacement feedings increase the risk of MTCT. Review the rationale—irritation of intestinal mucosa, etc. ▪ Refer to the tables presented earlier in this module to identify the primary benefits and risks of each breastfeeding option, ensuring that early cessation of breastfeeding is mentioned. Ask participants whether they can think of other factors that were not mentioned. ▪ Encourage participants to consider strategies to minimise the risks of each breastfeeding option. Ask participants to volunteer some suggestions to the group. ▪ Record participants' responses on the flipchart, whiteboard, or blackboard. ▪ Highlight factors crucial to safer replacement feeding (boiled water, clean utensils, availability of vitamins and sugar for home-modified formula, and cup feeding).
<p>Debriefing</p>	<ul style="list-style-type: none"> ▪ Emphasise that each feeding option should be explored for safer implementation practices. ▪ Remind participants that selecting an option is just the beginning and that ongoing support will be required to maximise success. and ensure proper growth and development of the child, especially during the first two years of life.

SESSION 3 Infant-Feeding Counselling and Support



Advance Preparation

For the Exercise 4.3 role play, if necessary, adapt the sample roles provided to reflect the jobs that your participants will have after completing the course. For example, if your participants will all work in antenatal clinics, then discard all postnatal roles, because they will not apply to your participants. Make sure that the roles reflect all infant-feeding options in your area.

Make copies of the sample roles for participants to use in the role-play exercise.

If the session is being conducted at a location where participants can demonstrate preparation of infant formula, have available measuring spoons, powdered formula, mixing spoons, water, and feeding cups. For home-modified formula, have available milk, sugar, water, vitamin syrup, measuring spoons, feeding cups, and anything else that may be used in your area to prepare formula.



Total Session Time: 100 minutes



Make These Points

- Safer infant-feeding practices and the challenges they represent vary from community to community.
- Infant-feeding guidelines can direct counselling and education, promote safety, and minimise MTCT risk.

Counselling about infant feeding

A woman who is HIV-infected should receive counselling that includes:

- Information about the risk of HIV transmission through breastfeeding
- Information about the advantages and disadvantages of various infant-feeding options
- Guidance in selecting and adhering to the option most suitable for her situation
- Respect for local customs, practices, and beliefs when presenting infant-feeding choices

How to prepare non-breastfeeding women for questions

In many cultures, women are expected to breastfeed their infants for one year or longer. If the infant is not breastfed or if breastfeeding is discontinued early, questions about the mother's HIV status may arise. Once a woman decides how she plans to feed her infant, ideally during the antenatal period, the healthcare worker should help her prepare to answer questions about her choice.

During the counselling process, healthcare workers should ask women specific questions, such as “What will you say when your mother-in-law or neighbour asks you why you are not breastfeeding or why you have stopped breastfeeding?” or “What will you tell your husband when he tells you to give the baby porridge when you have chosen to breastfeed exclusively?” The healthcare worker may help the mother prepare to answer these questions. The counselling session may also be an opportunity to further discuss issues that relate to disclosure of the mother's HIV status to the family.

As PMTCT programmes expand, community education and mobilization activities should be developed to help women undertake the choice of not breastfeeding or stopping breastfeeding early. They should also be aimed at helping mothers who choose to exclusively breastfeed to maintain that choice.

For information on stigma related to replacement feeding or early cessation of breastfeeding, see *Module 5: Stigma and Discrimination Related to MTCT*.

The final decision about her infant-feeding strategy should be the woman's, and she must receive support for her choice.

Additional training in infant-feeding counselling and support

Infant-feeding counselling for women who are HIV-positive is an integral part of every PMTCT programme and requires that counsellors have many specific skills. Special WHO training courses exist about general breastfeeding and infant-feeding counselling and support (a 40-hour course) and for HIV and infant-feeding counselling (a 3-day course). Healthcare workers who are expected to provide infant-feeding counselling should have this type of training. Specific infant-feeding counselling skills include listening and learning, building the client's confidence, giving support, and providing information.



Trainer Instructions

Slides 19 and 20

Review the following information about infant-feeding counselling, education, and support.

Infant-feeding counselling, education, and support is

- Provided during both the antenatal and postnatal periods
- Based on country or local guidelines and includes an understanding of the sustainable resources accessible to the mother and her family
- Based on the individual woman's circumstances, including her health, social, and financial status as well as her customs and beliefs

Infant-feeding counselling, education, and support also

- Includes information on various feeding options, including the advantages and disadvantages of each
- Provides women with the skills needed to feed their infants safely
- Includes demonstrations and/or opportunities for practice
- Encourages partner or family involvement in infant-feeding decisions

- Supports women when they disclose their HIV status to loved ones.
- Support women when they disclose their HIV status to loved ones.
- Include demonstrations and/or opportunities for practice.
- Encourage partner or family involvement in infant-feeding decisions.
- Support women when they disclose their HIV status to loved ones.



Trainer Instructions

Slide 21

Explain the recommended scheduling for counselling visits, using the information below.

Counselling visits

Mothers who are HIV positive should receive infant-feeding counselling over the course of several sessions. At least one counselling session should take place during the antenatal period. If possible, do this some time after post-test counselling, but not immediately after the mother learns her test results.

The counsellor should visit the mother and infant immediately after the birth and schedule another visit within 7 days to monitor postpartum and infant-feeding progress.

It is advisable to schedule monthly follow-up sessions whenever the mother brings the child to the clinic for well-baby checkups or immunisations. Additional sessions may be required during special high-risk periods, such as when the:

- Child is sick
- Mother returns to work
- Mother decides to change feeding methods



Trainer Instructions

Slides 22 and 23

Figure 4.1 presents a flowchart that lists steps to be followed for counselling mothers who are HIV-infected about their infant-feeding choices. Use the following directions to go through the flowchart and review the steps with the participants.

Infant-feeding counselling steps for women who are HIV-infected

The flowchart in Figure 4.1 illustrates the six steps for counselling mothers infected with HIV about infant feeding. Use the flowchart on the next page as follows:

If this is the mother's first infant-feeding counselling session and...

She is early in her pregnancy:

- Do Steps 1–4.
- Ask her to return in her third trimester to learn how to implement the feeding method (Step 5).

She is late in her pregnancy:

- Do Steps 1–5.

She already has a child and is breastfeeding or mixed feeding:

- Do relevant parts of Steps 1–5.

She already has a child and is using only replacement feeding:

- Do relevant parts of Step 5 and Step 6.

If the mother has already been counselled and chosen a feeding option and...

She is still pregnant or newly delivered, but has not yet been counselled on how to succeed in her selected feeding method:

- Begin with relevant parts of Step 5.

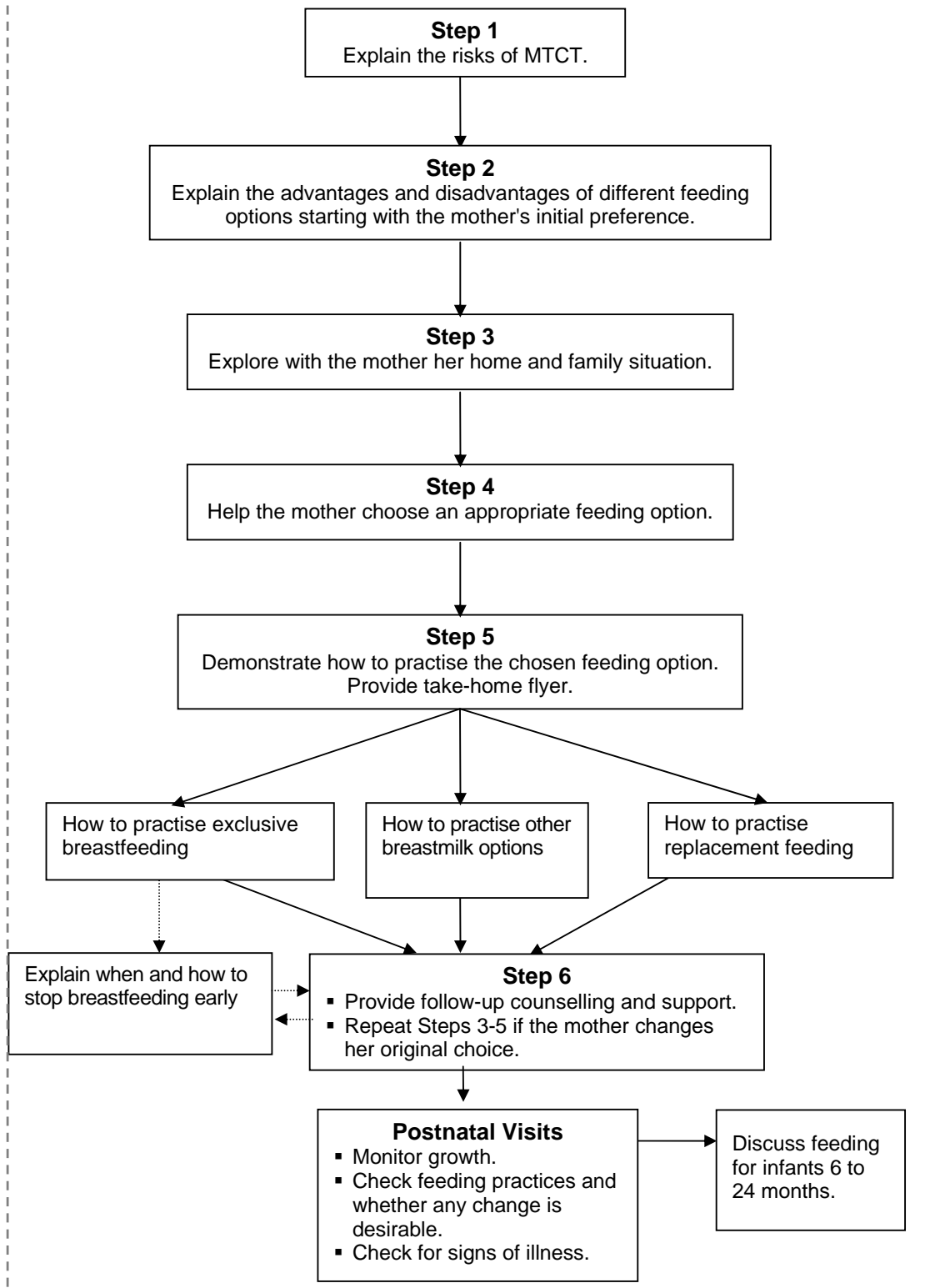
If she already has a child:

- Begin with Step 6.

If this is a follow-up visit...

- Begin with Step 6.

Figure 4.1 Infant-feeding counselling for women who are HIV-positive counselling flowchart



Postnatal visits

During each postnatal visit, clinic staff should review information from the infant-feeding counselling session and focus on issues most relevant to the mother. Reinforcing essential and relevant information supports optimal infant nutrition, growth, and development while minimising risks.



Trainer Instructions

Facilitate and discuss reactions to the role play about infant-feeding counselling in Exercise 4.3 below.

Exercise 4.3 Infant-feeding counselling and support: role play	
Purpose	To provide information on issues that may arise when counselling for infant feeding.
Duration	70 minutes
Introduction	<p>Ask participants to pair up with another person; one will play the role of “mother” and one will act play the role of “infant-feeding counsellor.” If there are an odd number of participants, assign three people to one of the groups.</p> <p>Ask participants to refer to the “Infant-feeding counselling for mothers who are HIV-infected” flowchart in Figure 4.1.</p>
Activities	<p>Sample roles are printed on the page following this exercise. Feel free to use them or adapt the roles to a setting that is more realistic for your group. Some of the sample roles apply in antenatal settings and others in postnatal settings. Pick roles that are appropriate to participants' learning needs but make sure that a range of feeding options is presented. Co-facilitator of session should meet with “mothers” separately.</p> <ul style="list-style-type: none">▪ Assign each “mother” a patient role (See Suggested roles for Exercise 4.3 below) based on scenarios typical for your area.▪ Have the “mothers” introduce themselves to their “infant-feeding counsellors,” noting whether they are in an antenatal or postnatal setting.▪ Ask the “infant-feeding counsellors” to take the lead and follow the flowchart steps that are applicable to their patients.▪ Allow 30 minutes for the participants to complete the role-play.▪ After 30 minutes, ask the participants to reconvene as a large group. Conduct the debriefing for the exercise in the large group.
Debriefing	<p>Ask the “mothers” what they thought of the counselling session.</p> <ul style="list-style-type: none">▪ What were the main points learned in the session?▪ How has the session changed the way you would feed your infant?▪ If you would not make any changes, why not? <p>Ask the “infant-feeding counsellors” to talk about the session by answering the following questions.</p> <ul style="list-style-type: none">▪ Were there difficulties with any of the steps? If so, why were they

Exercise 4.3 Infant-feeding counselling and support: role play

difficult?

- Which steps were most troublesome?
- What can participants do to become more competent in providing infant-feeding support?
- Did you feel that you needed to use counselling skills to work with a “mother” who was fearful, anxious, or upset?



Trainer Instructions

Below are sample “mother” roles for the role-playing exercise on infant-feeding counselling and support. Use these roles or create roles that more accurately reflect your participants’ needs. Photocopy this page (or write scenarios on separate slips of paper). If you photocopy the page, use scissors to cut along the dashed lines, separating the roles into strips. Give each “mother” one of the strips to help her remember the details of her role during the exercise.

Suggested patient roles for Exercise 4.3, infant-feeding counselling and support

Antenatal visit

Your name is Jennifer. You are HIV-infected and will probably breastfeed because you know that you cannot afford to buy commercial infant formula. You breastfed your first baby. This is your second child, due in 1 month.

Antenatal visit

Your name is Jasmine. You are HIV-infected and expect to give birth next month. Because you want to protect your baby from HIV infection, you want to know more about home-modified formulas. You and your husband own two cows, so it would be convenient and inexpensive to make your own home-modified formula, but you understand that it is quite complicated.

Antenatal visit

Your name is Maya. You are HIV-infected and expect to give birth in 3 months. Your home and financial situation are such that you feel confident that you could purchase and prepare commercially available infant formula. However, you have heard that many infants get diarrhoea when fed formula, so you are concerned.

Postnatal visit

Your name is Mercy. You have been breastfeeding your baby for 3 months and would like advice on reducing your baby's risk of HIV. You are willing to stop breastfeeding and start cup feeding the baby, but you are worried about discomfort from engorged breasts and how to comfort your baby during the transition period.

Postnatal visit

Your name is Pairing. You have been feeding your 3-month-old baby commercial formula since he was born. You have several questions about cleaning the cups and equipment, diluting formula when the money is tight, and introducing complementary foods.



Trainer Instructions

Slides 24, 25 and 26

Review the key points in this module, as discussed in the box below.

Module 4: Key Points

- All women who are HIV-positive need infant-feeding counselling and support.
- HIV transmission risk continues the entire time a mother who is HIV-infected breastfeeds her child.
- The mother has the right to choose how she wants to feed her infant; the healthcare worker's job is to support her choice.
- Mothers who are HIV-positive should avoid breastfeeding when replacement feeding is acceptable, feasible, affordable, sustainable, and safe.
- Exclusive breastfeeding and early breastfeeding cessation are appropriate when breastfeeding is the chosen option.
- Counselling, education, and support are key to establishing and maintaining safer infant-feeding practices.
- Postnatal counselling and infant follow-up are required throughout the first 2 years of the infant's life.
- PMTCT staff can prevent spillover or misuse of replacement feeding in three ways:
 - Promote exclusive breastfeeding for the general population
 - Discourage use of replacement milk supplies by mothers whose infants do not need them
 - Respect the International Code of Marketing of Breast Milk Substitutes

APPENDIX 4-A United Nations infant-feeding recommendations for mothers who are HIV-infected

UN infant-feeding recommendations (2001) for mothers who are HIV-infected are as follows:

- When replacement feeding is acceptable, feasible, affordable, sustainable, and safe (terms defined in Session 1), avoidance of all breastfeeding by HIV-infected mothers is recommended.
- Otherwise, exclusive breastfeeding is recommended during the first months of life.
- To minimise HIV transmission risk, HIV-positive mothers should discontinue breastfeeding as soon as feasible, taking into account local circumstances, the individual woman's situation, and the risks of replacement feeding (which include malnutrition and infections other than HIV).
- The UN suggests early cessation of breastfeeding with safe transition (over a period of a few days or up to 2 weeks), recognising that this is difficult and that the mother and infant will require support.
- When HIV-positive mothers choose not to breastfeed from birth or stop breastfeeding later, counsellors or healthcare workers should provide them with specific guidance and support for at least the first 2 years of the child's life to ensure adequate replacement feeding.
- Programmes should make replacement feeding safer for HIV-positive mothers and families.
- All HIV-infected mothers should receive counselling, which includes promotion of general information about the risks and benefits of various infant feeding options, and specific guidance in selecting the option most likely to be suitable for their situation.
- Whatever a mother decides, she should be supported in her choice.

This appendix was adapted from the following:

- WHO and UNAIDS. 2003. *HIV and infant feeding: Guidelines for decision-makers*, Retrieved 30 July 2004, from http://www.who.int/child-adolescent-health/New_Publications/NUTRITION/HIV_IF_DM.pdf
- WHO and UNAIDS. 2003. *HIV and infant feeding: Guidelines for health care managers and supervisors*. Retrieved 30 July 2004, from http://www.who.int/child-adolescent-health/New_Publications/NUTRITION/HIV_IF_MS.pdf

APPENDIX 4-B Advantages of cup feeding

Breastmilk substitutes should be given from a cup.

Healthcare workers should explain to mothers and families that cup feeding is preferable for the following reasons:

- Cups are safer, as they are easier to clean with soap and water than bottles.
- Cups are less likely than bottles to be carried around for a long time (which gives bacteria the opportunity to multiply).
- Cup feeding requires the mother or other caregiver to hold and have more contact with the infant and provides more psychosocial stimulation than bottle feeding.
- Cup feeding is better than feeding with a cup and spoon because spoon feeding takes longer and the mother may stop before the infant has had enough. However, some caregivers prefer to use a cup and spoon.

Feeding bottles are not necessary and for most purposes they are not the preferred option.

Using feeding bottles and artificial teats should be actively discouraged because:

- Bottle feeding increases the infant's risk of diarrhoea, dental disease, and ear infections.
- Bottle feeding increases the risk that the infant will receive inadequate stimulation and attention during feedings.
- Bottles and teats need to be thoroughly cleaned with a brush and then boiled for sterilisation; this takes time and fuel.
- Bottles and teats cost more than cups and are less readily available.

Healthcare workers should receive training to show mothers and families how to cup feed.

How to feed an infant with a cup

- Hold the infant sitting upright or semi-upright on your lap.
- Hold the cup of milk to the infant's lips.
- Tip the cup so that the milk just reaches the infant's lips and it rests lightly on the infant's lower lip.
- The infant will become alert and open its mouth and eyes.*
- **Do not pour** the milk into the infant's mouth. Hold the cup to the infant's lips and let the infant take it.
- When the infant has had enough, he/she will close its mouth and take in no more milk.
- Measure the infant's intake at each feeding over 24 hours.

*Low-birthweight infants will start to take milk with the tongue. A full-term or older infant will suck the milk, spilling some.

This appendix was adapted from the following:

- WHO, UNICEF and USAID. 2004. *HIV and infant feeding counselling tools*. Currently in print, to be available in late 2004 from http://www.who.int/child-adolescent-health/NUTRITION/HIV_infant.htm
- WHO and UNAIDS. 2003. *HIV and infant feeding: Guidelines for decision-makers*, Retrieved 30 July 2004, from http://www.who.int/child-adolescent-health/New_Publications/NUTRITION/HIV_IF_DM.pdf
- WHO and UNAIDS. 2003. *HIV and infant feeding: Guidelines for health care managers and supervisors*. Retrieved 30 July 2004, from http://www.who.int/child-adolescent-health/New_Publications/NUTRITION/HIV_IF_MS.pdf

APPENDIX 4-C Feeding from 6–24 months

All infants, including infants who continue to be breastfed, require nutritious foods beginning at about 6 months of age. The term *complementary food* refers to any food, whether manufactured or locally prepared, suitable as a complement to breastmilk or a breastmilk substitute. This term is preferred because it implies that the newly introduced foods are provided in addition to the milk feeds; they are not intended to replace milk at this point. Replacement feeding describes the use of alternative foods when there is no breastfeeding, such as a commercial or home-modified breastmilk substitute.

Infants should receive continued frequent breastfeeding or cup feeding with commercial infant formula or other milk into the second year of life.

Recommendations for complementary feeding should be based on locally available foods and feeding practices. General principles for complementary feeding include the following:

Introducing complementary foods

- Begin introducing complementary foods in small amounts at 6 months of age. The amount of food required will increase as the child gets older. (See table below.)
- After complementary foods have been introduced, the infant will continue to need breastmilk or milk in some form frequently throughout the day.
- For infants who are not breastfed, animal milk requirements after 6 months are about 1 to 2 cups per day.
- Infants older than 6 months do not require dilution of animal milks. However, fresh animal's milk should still be boiled.
- No special preparation is needed for processed, pasteurised, or ultra-heat treated (UHT) milk. However, the mother or caregiver should increase the number of complementary feedings as the child gets older. The appropriate number of feedings depends on the energy density of the local foods and the usual amounts consumed at each feeding. When no milk is available, the diet should include other animal-source foods and/or enriched foods.
- The table on the next page shows the type, frequency, and amounts of complementary foods that the average healthy infant requires at different ages. If the energy density or the amount of food per meal is low, more frequent feedings may be required.
- Energy requirements are higher for unhealthy infants because of the metabolic effects of infections. Energy requirements also are higher for infants who are severely malnourished and undergoing nutritional rehabilitation.
- Gradually increase food consistency and the variety of foods offered as the infant gets older, adapting to the infant's nutritional requirements and physical abilities.

APPENDIX 4-C Feeding from 6–24 months *(continued)*

Age	Texture	Frequency	Amount at each meal*
6 months	Soft porridge; well-mashed vegetable, meat, or fruit	2 times a day plus frequent milk feeds	2–3 tablespoons
7–8 months	Mashed foods	3 times a day plus frequent milk feeds	2/3 cup ⁺
9–11 months	Finely chopped or mashed foods, and foods that baby can pick up	3 meals plus 1 snack between meals plus milk feeds	2/3 cup ⁺
12–24 months	Family foods, chopped or mashed if necessary	3 meals plus 2 snacks between meals plus milk feeds	1 full cup ⁺
If baby is not breastfed, give in addition: 1-2 cups of milk per day, and 1-2 extra meals per day.			

* This chart should be adapted to the local context, using local utensils to show the amount.

⁺ One cup = 250 ml

- Offer children 6 months and older an increasing variety of nutrient-dense foods. On a daily basis, or as often as possible, they should eat animal foods such as meat, poultry, fish, eggs, dairy products, or other adequate local sources of protein. Children should also eat fruit and vegetables that are rich in vitamin A daily. Satisfying the nutritional needs of children in this age group through a vegetarian diet is difficult.
- If nutritionally adequate complementary foods or fortified complementary foods are not available locally, consider giving the child a vitamin-mineral supplement to avoid growth and development deficiencies.
- Mothers and caregivers should avoid giving drinks with low nutrient value, such as tea and coffee (which interfere with iron absorption) and sugary drinks such as soda. The amount of juice offered should be limited to avoid displacing more nutrient-rich foods.
- Avoid offering foods that may cause choking, such as those that have a shape or consistency that could cause the food to become lodged in the trachea. Foods to avoid include nuts, grapes, and raw carrots.

Responsive feeding

- Feed infants directly and assist older children when they feed themselves, being sensitive to when the infant or child is hungry or full.
- Feed slowly and patiently, encouraging the child to eat, but do not force food.
- Encourage food intake by experimenting with different food combinations, tastes, and textures, especially if the child refuses to eat.
- Minimise distractions during meals if the child loses interest easily.
- Remember that feeding times are periods of learning and love: talk to children during feeding, using eye-to-eye contact.

APPENDIX 4-C Feeding from 6–24 months *(continued)*

Good hygiene and proper food handling

- Wash hands before food preparation and eating.
- Store foods safely and serve foods immediately after preparation.
- Use clean utensils to prepare and serve food.
- Use clean cups and bowls to feed children.
- Avoid using feeding bottles, which are difficult to keep clean.

Feeding children with allergies and illnesses

Mothers and caregivers of infants and young children with a family history of allergies or food sensitivities should delay introducing cow's milk, egg whites, and fish until after the infant reaches 12 months of age, and should not feed the child peanuts or other nuts until after the child is 3 years old.

When the child's age permits, mothers and caregivers should give the child increased amounts of fluids when they are ill, and encourage them to eat semisolid or solid foods. After the illness, mothers and caregivers should offer their children at least one extra meal a day and encourage them to eat more.

This appendix was adapted from the following:

- WHO, UNICEF and USAID. 2004. *HIV and infant feeding counselling tools*. Currently in print, to be available in late 2004 from http://www.who.int/child-adolescent-health/NUTRITION/HIV_infant.htm
- WHO and UNAIDS. 2003. *HIV and infant feeding: Guidelines for decision-makers*, Retrieved 30 July 2004, from http://www.who.int/child-adolescent-health/New_Publications/NUTRITION/HIV_IF_DM.pdf
- WHO and UNAIDS. 2003. *HIV and infant feeding: Guidelines for health care managers and supervisors*. Retrieved 30 July 2004, from http://www.who.int/child-adolescent-health/New_Publications/NUTRITION/HIV_IF_MS.pdf



Module 5 Stigma and Discrimination Related to MTCT



Total Time: 180 minutes (120 minutes if alternative exercise 5.3 is used rather than the PLWHA panel)

SESSION 1 Introduction to the Concepts of Stigma and Discrimination and International Human Rights

Activity/Method	Resources Needed	Time
Exercise 5.1: Labels interactive game	Notecards or sheets of 8.5" x 11" or A4 paper (one per person participating in the interactive game) Tape	60 minutes

SESSION 2 Values Clarification (Individual Perspective)

Activity/Method	Resources Needed	Time
Exercise 5.2 Examples of stigma and discrimination: large group discussion	None, other than those listed below	30 minutes

SESSION 3 Dealing with Stigma and Discrimination in Healthcare Settings and Communities

Activity/Method	Resources Needed	Time
Exercise 5.3 PLWHA Panel or	See Appendices 5-B & 5-C. <i>Note:</i> preparation for the PLWHA Panel should begin about 1 month before the training. Index card or pieces of paper for questions Basket or box	90 minutes
Alternative Exercise 5.3 Stigma and discrimination: case study	See Appendix 5-D. Copies of Case Study for participants	30 minutes

Also have available the following:

- Overheads or PowerPoint slides for this Module (in Presentation Booklet)
- Overhead or LCD projector, extra extension cord/lead
- Flipchart or whiteboard and markers or blackboard and chalk
- Pencil or pen for each participant

Relevant Policies for Inclusion in National Curriculum
<p>Session 1</p> <ul style="list-style-type: none">▪ National policies on discrimination, equal rights, and human rights▪ National policies on discrimination, equal rights, and human rights relevant to people with HIV▪ Local or national policies regarding patient rights within PMTCT and ANC services



The *Pocket Guide* contains a summary of Sessions 1 and 3.

SESSION 1 Introduction to the Concepts of Stigma and Discrimination and International Human Rights



Advance Preparation

Prepare for Exercise 5.1 Labels interactive game by writing on a note card (or piece of paper) a “label” for a person who is HIV-infected and could be stigmatised or stereotyped. Prepare enough “labels” so that each participant receives one. Write the labels large enough that participants are able to see them across the room. Labels could include:

- Man with HIV infection
- Sex worker
- Child with HIV infection
- Government official
- Woman with HIV
- Drug user
- Clergy with HIV infection
- Housewife with HIV infection
- Gay man
- Gay woman
- Mother who is HIV-positive

On the remaining note cards or pieces of paper, write generic labels of people not usually associated with HIV/AIDS-related stigma or stereotyping (for example, doctor, nurse, healthcare worker, or training participant).



Total Session Time: 60 minutes



Trainer Instructions

Lead the group through the following exercise. It is recommended that the facilitator participate in this exercise.

Note This exercise works best if started immediately prior to introducing the module, preferably either as participants return from a lunch or tea/coffee break or first thing in the morning, depending on the time of day.

Exercise 5.1: Labels interactive game	
Purpose	To help recognise the role of stereotypes in stigma.
Duration	20 minutes
Introduction	As each participant enters the room, attach—by tape or safety pin—a “label” on his or her back (without letting the participant see the label). Explain that each person has a label. During this exercise, the participants should behave toward each other as society might treat a person with the label each person is wearing.
Activities	<ul style="list-style-type: none">▪ Ask the group to mingle and chat with each other, reacting to others according to the label they are wearing, but without telling them what the label is.▪ After 5 to 7 minutes, ask the group to sit in their seats.

Debriefing	<p>Start the discussion by asking the following questions:</p> <ul style="list-style-type: none"> ▪ Who can guess what their label is? ▪ How did it feel to be treated in a stereotyped way? ▪ What was the experience like for you? ▪ Were you puzzled or surprised by how you were treated? <p>After the initial discussion, ask the group to take the labels off their backs and look at them.</p> <p>Ask the group to identify specific ways to combat stereotypes and help decrease stigma in their clinical settings. Write the participants' suggestions on the flip chart, whiteboard, or blackboard.</p> <p>Encourage each person to “de-role” by stating their name and something positive about themselves.</p>
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Trainer Instructions

Slides 1, 2 and 3

Review module objectives.

Explain that upon completion of this module, the participants will be able to:

- Define and identify HIV/AIDS-related stigma and discrimination.
- Better understand international and national human rights issues.
- Clarify personal values and attitudes with regard to HIV/AIDS prevention and care.
- Know how to address stigma and discrimination in the context of providing PMTCT services.



Trainer Instructions

Slide 4

Introduce the concepts of stigma and discrimination, as discussed on the next page.

Introduction to the concepts of stigma and discrimination

HIV/AIDS is not only the greatest health challenge of our time, but it is also the greatest human rights challenge. Those aware they are HIV-infected shoulder the twin burdens of stigma and discrimination. Fear of becoming infected underlies stigma and discrimination, which remain major impediments to preventing HIV transmission and providing treatment, care, and support to people who are HIV-infected and their families.

HIV/AIDS-related stigma is increasingly recognised as the single greatest challenge to slowing the spread of the disease at the global, national, and community/provider level.

The most effective responses to the HIV/AIDS epidemic are those that work to prevent the stigma and discrimination associated with HIV, and to protect the human rights of people living with HIV and those at risk of infection.

What is stigma?

Stigma refers to unfavourable attitudes and beliefs directed toward someone or something.

HIV/AIDS-related stigma

HIV/AIDS-related stigma refers to all unfavourable attitudes and beliefs directed toward people living with HIV/AIDS (PLWHA) or those perceived to be infected, and toward their significant others and loved ones, close associates, social groups, and communities.

Stigmatising attitudes are often directed not only toward the person with HIV, but also toward behaviours believed to have caused the infection. Stigma is particularly pronounced when the behavior linked to the origin of a particular disease is perceived to be under the individual's control, such as prostitution or injection drug use.

People who often are already socially marginalised—poor people, indigenous populations, men who have sex with men, injection drug users, and sex workers—frequently bear the heaviest burden of HIV/AIDS-related stigmatisation. People who are HIV-infected are often assumed to be members of these groups, whether they are or not.



Make These Points

- Emphasise that HIV/AIDS stigma is often more severe than stigma associated with other diseases.
- HIV transmission is believed to be under the control of the individual, so unlike tuberculosis, for example, people with HIV may be blamed for their illness.
- In many settings, people who are affected by HIV are the same people who are already marginalised in society, ie, poor people and indigenous people.



Trainer Instructions

Slides 5 and 6

Discuss discrimination as well as the difference between stigmatisation and discrimination, as described on the next page.

What is discrimination?

Discrimination is the treatment of an individual or group with partiality or prejudice. Discrimination is often defined in terms of human rights and entitlements in various spheres, including healthcare, employment, the legal system, social welfare, and reproductive and family life.

Stigmatisation and discrimination

Stigmatisation reflects an attitude, but *discrimination* is an act or behaviour. Discrimination is a way of expressing, either on purpose or inadvertently, stigmatising thoughts.

Stigma and discrimination are linked. Stigmatised individuals may suffer discrimination and human rights violations. Stigmatising thoughts can lead a person to act or behave in a way that denies services or entitlements to another person.

Stigma and discrimination have been documented in association with other disfiguring or incurable infectious diseases, including tuberculosis, syphilis, and leprosy. However, HIV/AIDS-related stigma appears to be more severe than the stigma associated with other life-threatening infectious diseases.

Three phases of the HIV/AIDS epidemic

Three phases of the HIV/AIDS epidemic have been identified: the epidemic of HIV; the epidemic of AIDS; and the epidemic of stigma, discrimination, and denial. The third phase is as central to the global AIDS challenge as the disease itself.

Examples of discrimination

- A person with HIV is denied services by a healthcare worker.
- The wife and children of a man who recently died of AIDS are ostracised from the husband's familial home or village after his death.
- An individual loses his job because it becomes known that he/she is HIV-infected.
- A person finds it difficult to get a job once it is revealed that he/she is HIV-infected.
- A woman who decides not to breastfeed is assumed to be HIV-infected and is ostracised by her community.



Trainer Instructions

Slide 7

Discuss international human rights and HIV-related stigma, using the information below.



Make These Points

Summarise any pertinent national/local laws related to human rights and HIV-related stigma or discrimination.

International human rights and HIV-related stigma and discrimination

Freedom from discrimination is a fundamental human right founded on principles of natural justice that should be universally applied to people everywhere. According to recent United Nations Commission on Human Rights resolutions, "discrimination on the basis of HIV/AIDS status, actual or presumed, is prohibited by existing human rights standards." In other words, discrimination against PLWHA or people thought to be infected is a clear violation of human rights.

The forms of stigma and discrimination faced by people with HIV/AIDS are varied and complex. Individuals are stigmatised and discriminated against not only because of their HIV-positive status but also because of what that status implies. UNAIDS-sponsored research in India and Uganda showed that women with HIV/AIDS may be doubly or triply stigmatised—as women, as PLWHA, as the spouse of person who is HIV-infected, or the widow of a person who died of AIDS. A woman may face additional stigmatisation as a "woman who is HIV-infected and is pregnant and/or has children." For example, she may be treated poorly or denied medical and psychosocial support services.



Trainer Instructions

Slides 8 and 9

Discuss the role of the PMTCT programme in protecting, respecting, and fulfilling human rights as described in the box below.



Make These Points

- Review the specific rights listed below one at a time and invite participants to comment on popular cultural views on each of these rights.
- Explain that gender relationships in a culture have an impact on human rights and on vulnerability to becoming infected with HIV.

Protect, respect, and fulfill human rights in relation to HIV

- All women and men, irrespective of their HIV status, have a right to determine the course of their sexual and reproductive lives and to have access to information and services that allow them to protect their own and their family's health.
- Children have a right to survival, development, and health.
- Women and girls have a right to information about HIV/AIDS and access to the means of protecting themselves against HIV infection.
- Women have the right to access to HIV testing and counselling and to know their HIV status.
- Women have a right to choose not to be tested or to choose not to be told the result of an HIV test.
- Women have a right to make decisions about infant feeding, on the basis of full information, and to receive support for the course of action they choose.

A summary of the International Guidelines on HIV/AIDS and Human Rights, as adopted by the Second International Consultation (July 2002), can be found in Appendix 5-A. These 12 guidelines urge governments to review laws, policies, systems, and practices to ensure protection of the human rights of people at-risk for or infected with HIV.

SESSION 2 Values Clarification (Individual Perspective)



Advance Preparation

Review the examples of stigma and discrimination provided for this session in Exercise 5.2 and consider local examples that could be included in this list.



Total Session Time: 30 minutes



Trainer Instructions

Slides 10, 11 and 12

Discuss how stigma is expressed, using the information below.

The face of stigma

HIV/AIDS-related stigma is complex, dynamic, and deeply ingrained. The points below may provide PMTCT programmes with a framework for developing and implementing interventions to address HIV/AIDS-related stigma and discrimination.

Attitudes and actions are stigmatising.

People are often unaware that their attitudes and actions are stigmatising. A word, action or belief may be unintentionally stigmatising or discriminatory toward an individual who is HIV-infected. People often exhibit contradictory beliefs and behaviours. For example, consider the following:

- A person who is opposed to stigmatisation or discrimination may simultaneously believe that PLWHA indulge in immoral behaviours, deserve what they get, or are being punished by God for their sins.
- A person who claims to know that HIV cannot be transmitted through casual contact may still refuse to buy food from a vendor who is HIV-infected or allow his family to use utensils once used by a PLWHA.

Choice of language may express stigma.

- Language is central to how stigma is expressed. People may not realise that they are stigmatising with their choice of words in referring to HIV disease or PLWHA. One way that language can be stigmatising is in the use of derogatory references to those with HIV/AIDS. In some countries people refer to HIV, not by name, but rather indirectly as, for example, "that disease we learned about" and refer to PLWHAs as "walking corpse" and "expected to die".

Lack of knowledge and fear foster stigma.

Knowledge and fear interact in unexpected ways that allow stigma to continue. Although most people have some understanding of HIV transmission and prevention, many lack in-depth or accurate knowledge about HIV. For example, many do not understand the difference between HIV and AIDS, how the disease progresses, the life expectancy of PLWHA, or that HIV/AIDS-related opportunistic infections (such as tuberculosis) are treatable and curable. Others equate an HIV-positive test result with imminent death. The fear of death is so powerful that many people will avoid individuals suspected to have HIV—even though they know that HIV is not transmitted through casual contact.

Shame and blame are associated with HIV/AIDS.

Sexuality, morality, shame, and blame are associated with HIV/AIDS. Stigmatisation often centres on the sexual transmission of HIV. Many people assume that individuals who are HIV-infected must have been infected through sexual activities deemed socially or religiously unacceptable. People who are HIV-infected are often presumed to be promiscuous, careless, or unable to control themselves, and therefore responsible for their infection.

Stigma makes disclosure more difficult.

Disclosure, the sharing of HIV status with others, is advocated but an often difficult—and uncommon—in practice. Most people believe that disclosure of HIV infection should be encouraged. Yet many people infected with HIV avoid disclosing their HIV status for fear that doing so will subject them to unfair treatment and stigma. Some of the benefits of disclosure are the following:

- Disclosure can encourage partner(s) to be tested for HIV.
- Disclosure can help prevent the spread of HIV to partner(s).
- Disclosure allows individuals to receive support from partner(s), family, and/or friend(s).

Stigma can exist even in caring environments.

Care and support can coexist with stigma. Caregivers who offer love and support to family members living with HIV/AIDS may also exhibit stigmatising and discriminatory behaviour (such as blaming and scolding). In many cases, the caregivers don't recognise this behaviour as stigmatising.

- Stigmatising attitudes exist even among those individuals, communities and healthcare workers who are opposed to HIV/AIDS-related stigma.
- People can have both correct and incorrect information about HIV at the same time. For example, an individual's understanding of the routes of HIV transmission may be accurate in some respects but inaccurate in others.
- People express both sympathetic and stigmatising attitudes toward PLWHA.
- Families that provide genuine and compassionate care may sometimes stigmatise and discriminate against a family member with HIV/AIDS.



Trainer Instructions

Lead the participants in a discussion of examples of stigma and discrimination in a variety of settings as described below.

Exercise 5.2 Examples of stigma and discrimination: large group discussion	
Purpose	To encourage participants to consider examples of stigma and discrimination in their own settings.
Duration	10 minutes
Introduction	<p>Start the discussion by suggesting that many of us have either witnessed or heard stories about cases of stigmatising and discriminatory treatment of PLWHA.</p> <p>Explain that this exercise provides an opportunity to share some of those stories.</p>
Activities	<ul style="list-style-type: none"> ▪ Show Slide 13. ▪ Ask the participants to give examples of stigmatising or discriminatory messages or attitudes in the media (newspapers, television, or radio programmes). Give participants a couple of minutes to supply three or four examples. If participants have difficulty citing examples in the media category, offer the examples on the next page and move on to the next category. ▪ Ask the participants for examples of stigmatisation or discrimination they may have witnessed in healthcare settings. Again, if you need to get the discussion restarted, refer to examples for this category in the material below. ▪ Ask the participants for examples of stigmatisation or discrimination they may have witnessed in the workplace. ▪ While still showing Slide 13, ask the participants for examples of stigmatisation or discrimination that they have witnessed <ul style="list-style-type: none"> ▪ In the context of religion ▪ In the family or community ▪ Again, give the participants a few minutes to supply three to four examples in each category. ▪ When participants offer examples that repeat patterns or themes mentioned in the discussion of earlier categories, you can close the discussion.
Debriefing	Conclude by showing and explaining the effects of stigma as described in the next section.



Make These Points

- Stigma and discrimination may be found in all aspects of society. Review the categories listed below and compare with the lists developed by participants during Exercise 5.2.

Examples of stigmatisation and discrimination

In the media

- Suggesting in the media that there are specific groups of people with HIV who are guilty (such as sex workers or injection drug users) whereas others (such as infants) are innocent
- Depicting HIV/AIDS as a death sentence, which perpetuates fear and anxiety, and labels HIV as a disease that cannot be managed like any other chronic disease
- Using stereotypical gender roles, which may perpetuate women's vulnerability to sexual coercion and HIV infection

In health services

- Refusing to provide care, treatment, and support to PLWHA
- Providing poor quality of care for PLWHA
- Violating confidentiality
- Providing care in stand-alone settings (such as clinics for sexually transmitted infections) that further stigmatise and segregate PLWHA
- Using infection-control procedures (such as gloves) only with patients thought to be HIV-positive, rather than with all patients
- Advising or pressuring PLWHA to undergo procedures, such as abortion or sterilisation that would not be routinely suggested for others

In the workplace

- Requiring testing before employment
- Refusing to hire people who are HIV-infected and HIV-affected
- Mandating periodic HIV testing
- Being dismissed because of HIV status
- Violating confidentiality
- Refusing to work with colleagues who are HIV-infected because of fear of contagion

In the context of religion

- Denying participation in religious/spiritual traditions and rituals (such as funerals) for PLWHA
- Restricting access to marriage for PLWHA
- Restricting participation of PLWHA in religious activities

In the family and local community

- Isolating people who are HIV-infected
- Restricting participation of PLWHA in local events
- Refusing to allow children who are HIV-infected or HIV-affected in local schools
- Ostracising of partners and children of PLWHA
- Using violence against a spouse or partner who has tested HIV-positive
- Denying support for bereaved family members, including orphans



Trainer Instructions

Slide 14

Discuss the effects of stigma, using the information below.

Effects of stigma

Stigma is disruptive and harmful at every stage of the HIV/AIDS continuum, from prevention and testing to treatment and support. For example, people who fear discrimination and stigmatisation are less likely to seek HIV testing while persons who have been diagnosed may be afraid to seek necessary care. PLWHA also may receive suboptimal care from workers who stigmatise them.

- Stigma may reduce an individual's choices in healthcare and family/social life.
- Stigma may limit access to measures that can be taken to maintain health and quality of life.

HIV/AIDS-related stigma fuels new HIV infections.

- Stigma may deter people from getting tested for the disease.
- Stigma may make people less likely to acknowledge their risk of infection.
- Stigma may discourage those who are HIV-infected from discussing their HIV status with their sex partners and/or those with whom they share needles.
- Stigma may deter PLWHA from adopting risk-reduction practices that may label them as HIV-infected.

Stigma and discrimination can lead to social isolation.

A study in South Africa found that both men and women who are HIV-infected face social isolation, rumours and gossip, ejection from the home, rejection by the community, and verbal abuse. One person in the study stated, "There are those who will tell you face-to-face that you are no longer needed in their friendship, those who will just isolate you." Another said, "People make jokes about HIV-infected people and point fingers at them."

Stigma and discrimination can limit access to services.

HIV/AIDS-related stigma and discrimination may discourage individuals from contacting health and social services, thereby increasing the risk of transmission to partners or children. In many cases, those people most in need of information, education and counselling will not benefit from these services—even when they are available.

Secondary stigma (stigma by association)

The effects of stigma often extend beyond the infected individual to stigma by association also known as secondary stigma. **Secondary stigma** is evidenced in statements like "If I sit near someone with AIDS, others will think that I have AIDS too." HIV/AIDS programme social workers and peer educators in South Africa reported that they were sometimes stigmatised because of their work with PLWHA.

Stigma and PMTCT services

Stigma and discrimination pose distinct challenges to the delivery of PMTCT services. Notably, in many areas women may avoid replacement feeding because they know that they will be labelled as HIV-infected if they are not breastfeeding. The children of mothers who participate in PMTCT programmes may experience secondary stigmatisation because people assume that they are HIV-infected.



Trainer Instructions

Slide 15

Discuss the consequences of stigma in the PMTCT programme setting.

Consequences of stigma in PMTCT programmes

- Discourages women from accessing antenatal care services
- Prevents people from receiving HIV testing and, as a result, PMTCT services
- Discourages women from discussing their HIV tests and disclosing results to their partner(s)
- Discourages women from accepting PMTCT interventions eg, ARV treatment and prophylaxis
- Discourages the use of recommended PMTCT safer infant-feeding practices (replacement feeding or early cessation of breastfeeding)

SESSION 3 Dealing with Stigma and Discrimination in Healthcare Settings and Communities



Advance Preparation

Prepare for Exercise 5.3 PLWHA Panel:

- See Appendix 5-B for information on planning and hosting a PLWHA panel.
- When possible, about 1 month before the training course, contact an AIDS service organisation to recruit 1 to 4 PLWHA who have publicly disclosed their HIV status and who are comfortable and self-confident talking about it.
- Brief the panellists about the training course, its objectives, and the participants (who they are, their job positions, their attitudes toward people with HIV).
- Advise the panellists that they may cancel their commitment at any time and that they should not feel obligated to answer questions that make them feel uncomfortable.
- Develop a question/interview guide. A sample guide appears in Appendix 5-C at the end of this module. If you use the sample guide, be sure to adapt it to local expectations.

Note: If panellists cannot be recruited, there is an *Alternative exercise 5.3 Stigma and discrimination: case study* in Appendix 5-D. If using the alternative exercise:

- Adapt the case study so the characters and setting are more representative of participants' workplace(s). If necessary, interview PMTCT staff to generate a case study based on actual examples of stereotyping and stigma in the community.



Total Session Time: 90 minutes for the PLWHA Panel (30 minutes if using the Alternative Exercise 5.3)



Trainer Instructions

Slides 16 and 17

Introduce the concept that each of us has a role in reducing the stigma and discrimination directed to PLWHA. Interventions in which each of us can participate or support can be implemented on many levels in a variety of settings.

Addressing stigma in PMTCT programmes

To increase participation in PMTCT services, programmes should implement interventions that address HIV/AIDS-related stigma. These efforts should occur at all levels:

- National
- Community, social, and cultural
- PMTCT site
- Individual

Stigmatisation is a social process that must be addressed on the community level. Because PMTCT healthcare workers and patients are influenced by the community and culture in which they live, it is essential that PMTCT programmes collaborate with the community to address HIV/AIDS-related stigma and discrimination. This session presents various interventions that may be implemented by PMTCT programmes and the communities they serve. These interventions cover a wide range of activities; each programme should set priorities for initial interventions and phase in additional efforts over time.



Trainer Instructions

Slides 18 and 19

Discuss efforts to address HIV/AIDS-related stigma on the national level, as described below.

National level

High-level political support for national HIV/AIDS initiatives and policies that address the human rights of PLWHA is important. High-ranking politicians and other high-profile individuals, such as television stars and musicians, may serve as leaders and role models in these efforts. It is essential to secure both formal and informal support at the national level, without which local initiatives will struggle to succeed.

National level activities that affect HIV/AIDS and PMTCT-related legislation and healthcare practice may include the following:

- Support and advocate legislation that protects the rights of PLWHA as human beings and patients
- Support legislation that protects the legal rights of women in healthcare, education, and employment
- Advocate for laws supporting anti-discrimination policies—at the administrative, budgetary, and judicial levels
- Support national efforts to scale-up treatment of HIV with antiretroviral (ARV) drugs for those in need
- Advocate for quality treatment programmes for people with drug addictions
- Involve consumers in national advocacy and elicit their help in designing, developing and evaluating programmes and policies
- Advocate for sufficient funding for PMTCT services and staff training

- Publicise programme successes by inviting national and local politicians to clinics to see how PMTCT programmes work
- Ensure that the problems—and solutions—are communicated to those who have the power and authority to address them when issues require national level solutions (such as national shortages in ARV prophylaxis and shortages in the supply of breastmilk substitutes)
- Educate national leaders about the importance of PMTCT programmes
- Encourage national leaders to serve as role models in their professional and personal lives
 - Encourage leaders to hire staff who are HIV-infected.
 - Encourage leaders to praise the good work of PMTCT clinics to the public and to the press.
 - Encourage leaders to visit an AIDS service organisation.
 - Encourage leaders to speak out against emotional, verbal and physical abuse directed at women infected with HIV.
 - Remind leaders to promote funding of HIV/AIDS care programmes.
 - Suggest that leaders be tested for HIV.



Trainer Instructions

Slides 20 and 21

Discuss community-level interventions, as described below.



Make These Points

- Communication about HIV/AIDS among members of a community is essential for normalising HIV and reducing stigma.
- Discuss the concept “Silence = Death” and invite participants to identify particular people in their communities who may be able to influence community perspectives on HIV/AIDS in either their personal or professional roles.

Community level

HIV/AIDS education and training

Provide HIV/AIDS education and training to members of the community, especially key opinion leaders, traditional birth attendants, traditional healers, healthcare staff in referring organisations, religious leaders, and managers in private industry.

Educational and informational initiatives can accomplish the following:

- Increase knowledge about HIV
- Increase awareness of issues faced by PLWHA
- Increase awareness of domestic violence faced by newly diagnosed women
- Communicate, through community leaders, that violence against women is inappropriate, immoral, and/or illegal
- Encourage leaders to make their workplaces HIV-friendly
- Promote PMTCT activities as an integral part of healthcare and HIV/AIDS prevention and treatment
- Educate the community about PMTCT interventions (including ARV prophylaxis and safer infant-feeding practices), stressing the importance of community and family support in PMTCT initiatives
- Increase referrals to and from PMTCT services
- Secure the involvement of community members and PLWHA in organising, developing, and delivering HIV education, prevention, and support programmes

Community awareness of PMTCT interventions

Increase community awareness of PMTCT interventions to help men and women recognise their roles and responsibilities in protecting themselves and their families against HIV infection.

Greater community awareness should also strengthen social support for the partner, extended family, and community. The people who cope the best with their HIV infection tend to be those who have social and family support.

For example, families and close friends can help remind those with HIV infection take their medicines on time. If the person with HIV is pregnant, family members often help ensure that she gives birth at the health centre and that she takes her ARV prophylaxis. They can also help ensure that the baby receives ARV prophylaxis and support infant-feeding methods that reduce the risk of HIV transmission.

Community partnerships

Build partnerships with churches, schools, and social or civic organisations when developing PMTCT services. Promoting PMTCT services in community organisations will enhance sustainability and will help develop a broad base of support for the PMTCT initiative.

Other community level interventions

Additional community level interventions may include the following:

- Facilitating the exchange of information and ideas among healthcare professionals and other caregivers of PLWHA through roundtable case discussions and social activities
- Providing input into curricula for students in healthcare professions (nurses, midwives, physicians)

PLWHA involvement

Invite PLWHA to become involved in national and local initiatives. Doing so will empower them. It will also help the community realise that PLWHA are not the cause of the HIV/AIDS problem but are part of the solution. Involving PLWHA in initiatives will:

- Help PLWHA gain and practise life skills in communication, negotiation, conflict resolution, and decision-making, which empowers them to challenge HIV/AIDS-related stigma and discrimination
- Encourage PLWHA to join together to challenge stigma and discrimination.
- Promote the active involvement of PLWHA in national and local activities to foster positive perceptions of people living with HIV
- Support the establishment of PLWHA organisations and networks, including those that enable people to demand recognition and defend their rights

Training programmes for PLWHA

Develop and implement training programmes for PLWHA to help them advocate for their rights and take an active role in their own healthcare. By participating in interventions (such as PMTCT services or HIV prevention and care education) as volunteers, advisors, board members, or paid employees, PLWHA will demonstrate their ability to remain productive members of the community. This normalises the experience of living with HIV infection.



Trainer Instructions

Slides 22, 23 and 24

Discuss interventions at the PMTCT programme level, using the information below.

PMTCT programme level

PMTCT services should be integrated into and supported by the local community. Although PMTCT programmes often reflect the communities in which they are based, they can take the lead in challenging long-held community perceptions and practices, including stigmatisation of and discrimination against PLWHA and PMTCT patients.

Integration of PMTCT interventions into antenatal care (ANC) services

Integrate all PMTCT interventions into mainstream antenatal care (ANC) services for all women. Offer voluntary HIV testing and education to all clinic attendees, regardless of their perceived HIV risk. Mainstreaming (or bundling) HIV services with routine ANC services helps normalise HIV/AIDS.

Participation of partners

Develop ways to increase the participation of partners in all aspects of PMTCT services. Educate partners about PMTCT interventions (including ARV treatment and prophylaxis and modified infant-feeding practices) and stress the importance of partner testing, partner and family support in PMTCT, particularly with respect to ARV prophylaxis and infant feeding.

As an example, two sites in Kenya invited men to visit the PMTCT clinic for counselling and testing and PMTCT education designed specifically for a male audience. As a result of these interventions, the programme:

- Improved spousal communication about PMTCT
- Increased HIV testing among male partners of PMTCT patients
- Increased HIV test disclosure rates for both partners

Educational sessions

Offer group or individual education sessions (onsite and offsite), which can help draw attention to the role that partners play in HIV transmission and reduce stigmatisation of women.

- Couples counselling offers another opportunity to reduce the blame that can be directed at women and emphasise the couple's shared responsibility in PMTCT.

When male partners do not normally attend ANC clinics, PMTCT programmes should reach out to them in male-friendly settings (eg workplaces, barber shops, bars, cafeterias).

Healthcare worker training

Educate and train healthcare workers. The success or failure of a PMTCT programme depends upon the attitudes, skills, and experience of its employees. Training healthcare workers at all levels (manager, nurse, midwife, physician, social worker, counsellor and outreach worker) is critical to the success of PMTCT initiatives. Employee training should include:

- Complete and accurate information about the transmission of HIV and the risks factors for infection
- Activities that address HIV/AIDS-related stigma

Understanding the perspectives and rights of PLWHA and their families

In addition to presenting information, it is important for educational initiatives to address employee attitudes, correct misinformation, and assess skills.

Educate healthcare workers to better understand the perspectives and rights of PLWHA and their families. Without adequate HIV-related education, staff may have irrational fears, practise inappropriate care, and use stigmatising language and behaviour.

Accordingly, training healthcare workers to reduce stigmatising behaviour will address assumptions about the educational, social, economic, and class status of PLWHA and encourage participants to examine their prejudices.

During training activities, strive to increase awareness of the language used to describe HIV/AIDS and PLWHA. The training should include:

- Exercises designed to encourage participants to explore personal attitudes and prejudices that might lead them to use stigmatising language
- Summaries of institutional confidentiality, anti-discrimination, and infection control policies as well as the consequences of policy breaches and grievance procedures

Infection control

Ensure infection control by providing all healthcare workers with the necessary equipment and supplies (including high-quality, well-fitting gloves) needed to adhere to infection control policies and prevent transmission of HIV in the workplace (See *Module 8: Safety and Supportive Care in the Work Environment*). Apply universal precautions to all patients regardless of assumed or established HIV status.

Patient confidentiality

Safeguard patient confidentiality by developing policies and procedures and establishing discrete plans for implementing them. Confidentiality in healthcare facilities is also discussed in *Module 6, HIV Testing and Counselling for PMTCT*. Confidentiality policies should include:

- Directions on how to record and securely store patient information
- Assurances that neither PLWHA nor their medical files (whether paper or electronic) will be labelled to reveal HIV status
- Assurances that all patient consultations, from the initial contact with the receptionist to the consultation with the physician, will respect personal information

The confidentiality policy should emphasise that all personal conversations and consultations should take place in private settings. It should also establish:

- Policies for disclosure of medical information to a patient's family (which should only occur with the patient's informed consent)
- Policies for addressing and disciplining breaches of confidentiality
- Steps patients can take to address breaches of confidentiality
- Requirements for staff confidentiality training
- The critical importance of confidentiality and the effects that breaches may have on individual patients and the PMTCT service as a whole

Role models

Encourage PMTCT staff to serve as role models by treating PLWHA just as they would treat patients assumed to be HIV-negative. Healthcare workers are role models, and their attitudes toward PLWHA are often imitated in the community. Staff should aim to normalise all casual contacts with PLWHA.

Knowing the local community

Get to know the local community, which will help to identify local HIV-related stereotypes and rumours. Ensure that these misconceptions are addressed at appropriate times during PMTCT services. In many cultures, for example, women who bottle-feed or cup-feed their infants may be labelled as HIV-infected. In such cultures, PMTCT workers should address this stereotype during counselling and educational sessions and emphasise the importance of safer infant-feeding practices for reducing MTCT.

Women's rights

Advocate for women's rights. Ensure that women diagnosed with HIV are educated about their rights and know where to turn for help, including legal advice, to challenge discrimination and stigmatisation.

Peer and community support

Facilitate peer and community support. Recognise that support groups in the ANC setting provide an opportunity for pregnant women who are HIV-infected to share experiences and be linked to other support services. PMTCT programmes can facilitate such support groups by:

- Supporting mentoring programmes. South Africa's Mothers-to-Mothers-to-Be is a mentorship programme for pregnant women who are HIV-infected. Mothers who are HIV-infected and have recently given birth return to the ANC facility as mentors to educate, counsel, and support pregnant women who are HIV-infected.
- The mother-mentors share personal experiences to encourage adherence to treatment, help with making infant-feeding decisions, and assist with negotiating care and support services. The mentoring has resulted in better understanding and greater acceptance of interventions to reduce MTCT.
- Encouraging peer support. Encourage PLWHA to pair up with another person—HIV-positive or negative—who can provide friendship, companionship, advice, or mentoring.

Involving PLWHAs in PMTCT programmes can help address stigma and discrimination issues and promote better understanding of and support for those with HIV infection.

Counselling and education for PLWHA

Counselling and education for PLWHA, provided either within the PMTCT service or through linkages to other services, can address HIV-related stigma in a number of ways:

- Counsellors can encourage, empower, and support PLWHA to disclose their HIV status to family and eventually to friends. As more people disclose their HIV status, PLWHA become more visible, which encourages community acceptance of PLWHA.
- Counsellors should be trained to ask all their patients, particularly women, about domestic violence. Women found to be at risk of physical, verbal, or emotional abuse should receive support and referrals.



Trainer Instructions

Slide 25

Discuss the responsibilities of PMTCT Programme Managers as described below.



Make These Points

- Early involvement of supervisory staff in the PMTCT programme is essential for reducing stigma and discrimination.
- The commitment of the programme manager is key to effectively implementing policies that will facilitate access to and use of PMTCT programmes.

Role of PMTCT programme managers

It is vital for PMTCT programme managers to ensure that policies and procedures are in place to protect individuals from discrimination and stigmatisation. PMTCT programme managers also play an important role in the development, implementation, and enforcement of confidentiality policies. Some of the actions managers can take to reduce stigma and discrimination include the following:

- Maintain policies against discriminatory recruitment and employment practices.
- Support workers who are HIV-infected so they continue to perform optimally in their positions.
- Offer flexible hours and access to healthcare services.
- Establish policies that guarantee all patients equal treatment regardless of HIV status.
- Ensure procedures for reporting discrimination and protocols for disciplining staff who breach the non-discrimination policy.
- Promote the programme's policies to staff and patients, and remind patients that they can file a complaint if they feel they have been the target of discrimination.

In addition, programme managers can also help ensure that all staff follow universal precautions, which may reduce the stigma associated with fear of infection. The manager can:

- Update the facility's infection control policy as necessary.
- Ensure ongoing access to infection control supplies and equipment.
- Make sure that staff members apply universal precautions at all times.
- Discipline employees who breach the universal precautions policy.
- Make post-exposure prophylaxis (PEP) accessible to staff in cases of accidental exposure to blood and body fluids as per national/local policy where it exists.



Trainer Instructions

Facilitate the PLWHA panel, using Appendices 5-B and 5-C as guides.

Note: If a panel cannot be recruited the *Alternative Exercise 5.3 Stigma and discrimination case study* is available in Appendix 5-D.

Exercise 5.3 PLWHA Panel	
Purpose	To give PLWHA an opportunity to share their experiences in the healthcare system and to help educate healthcare workers.
Duration	60 minutes
Introduction	Tell the group that you have invited a panel of PLWHA to speak today. Explain that discussing PMTCT and HIV/AIDS care from the perspective of patients may help healthcare workers offer more compassionate care.

<p>Activities</p>	<ul style="list-style-type: none"> ▪ As noted in Appendix 5-B, this panel presentation should be facilitated by an experienced moderator. ▪ The moderator should start the panel presentation after the panellists are comfortably seated. Panellists should sit side-by-side in the front of the training room so they are facing the participants. ▪ The moderator should start the panel presentation by either introducing the panellists or having them introduce themselves (include panellists' names, positions, and agency/organisation). ▪ The moderator may start by asking the panellists questions using an interview/question guide. (A sample of an interview guide is included in Appendix 5-C.) Questions may be posed in any order, and the moderator may ask a single panellist multiple questions before moving on to the next panellist. ▪ The PLWHA should be treated as respected teachers throughout their stay. If the panellists have agreed to a Q&A format, the moderator should ensure that the participants' questions are reasonable, the panellists are comfortable answering them, and the participants remain compassionate and nonjudgemental. ▪ The moderator should make sure the discussion is interesting and stimulating and covers a variety of topics.
<p>Debriefing</p>	<p>Allow the opportunity for both panellists and participants to express thoughts that triggered emotional responses during the discussion.</p> <p>At the end of the session, the moderator should thank the panellists.</p> <p>Panel discussions are emotionally charged and thought-provoking. Following the panel it is important to give participants a short tea break.</p>



Trainer Instructions

Slides 26, 27, 28, 29 and 30

Review the key points of this module, as summarised in the box on the following page.

Module 5: Key points

- While stigmatisation reflects an attitude, discrimination is an act or behaviour.
- Discrimination is often defined in terms of human rights and entitlements in health care, employment, the legal system, social welfare, and reproductive and family life.
- Stigma and discrimination are interlinked. Stigmatising thoughts can lead to discrimination and human rights violations.
- International and national human rights declarations affirm that all people have the right to be free from discrimination on the basis of HIV/AIDS status.
- PMTCT programme staff have a responsibility to respect the rights of all women and men, irrespective of their HIV status.
- HIV/AIDS-related stigmatisation and discrimination may discourage PLWHA from accessing key HIV services. It may also:
 - Discourage disclosure of HIV status
 - Reduce acceptance of safer infant-feeding practices
 - Limit access to education, counselling, and treatment even when services are available and affordable
- PMTCT programme staff can help reduce stigma and discrimination in the healthcare setting, in the community, and on the national level.
- Encourage PMTCT staff to serve as role models by treating PLWHA just as they would treat patients assumed to be HIV-negative.
- Involve PLWHAs in every aspect of the PMTCT programme.
- Promote partner participation and community support.

APPENDIX 5-A International Guidelines on HIV/AIDS and Human Rights

GUIDELINE 1:

States should establish an effective national framework for their response to HIV/AIDS, which ensures a coordinated, participatory, transparent and accountable approach, integrating HIV/AIDS policy and programme responsibilities across all branches of government.

GUIDELINE 2:

States should ensure, through political and financial support, that community consultation occurs in all phases of HIV/AIDS policy design, programme implementation and evaluation and that community organisations are enabled to carry out their activities, including in the field of ethics, law and human rights, effectively.

GUIDELINE 3:

States should review and reform public health laws to ensure that they adequately address public health issues raised by HIV/AIDS, that their provisions applicable to casually transmitted diseases are not inappropriately applied to HIV/AIDS and that they are consistent with international human rights obligations.

GUIDELINE 4:

States should review and reform criminal laws and correctional systems to ensure that they are consistent with international human rights obligations and are not misused in the context of HIV/AIDS or targeted against vulnerable groups.

GUIDELINE 5:

States should enact or strengthen anti-discrimination and other protective laws that protect vulnerable groups, people living with HIV/AIDS and people with disabilities from discrimination in both the public and private sectors, ensure privacy and confidentiality and ethics in research involving human subjects, emphasise education and conciliation and provide for speedy and effective administrative and civil remedies.

GUIDELINE 6:

States should enact legislation to provide for the regulation of HIV-related goods, services and information, so as to ensure widespread availability of qualitative prevention measures and services, adequate HIV prevention and care information, and safe and effective medication at an affordable price.

GUIDELINE 7:

States should implement and support legal support services that will educate people affected by HIV/AIDS about their rights, provide free legal services to enforce those rights, develop expertise on HIV-related legal issues and utilise means of protection in addition to the courts, such as offices of ministries of justice, ombudspersons, health complaint units and human rights commissions.

APPENDIX 5-A International Guidelines on HIV/AIDS and Human Rights *(continued)*

GUIDELINE 8:

States, in collaboration with and through the community, should promote a supportive and enabling environment for women, children and other vulnerable groups by addressing underlying prejudices and inequalities through community dialogue, specially designed social and health services and support to community groups.

GUIDELINE 9:

States should promote the wide and ongoing distribution of creative education, training and media programmes explicitly designed to change attitudes of discrimination and stigmatisation associated with HIV/AIDS to understanding and acceptance.

GUIDELINE 10:

States should ensure that government and the private sector develop codes of conduct regarding HIV/AIDS issues that translate human rights principles into codes of professional responsibility and practice, with accompanying mechanisms to implement and enforce these codes.

GUIDELINE 11:

States should ensure monitoring and enforcement mechanisms to guarantee the protection of HIV-related human rights, including those of people living with HIV/AIDS, their families and communities.

GUIDELINE 12:

States should cooperate through all relevant programmes and agencies of the United Nations system, including UNAIDS, to share knowledge and experience concerning HIV-related human rights issues and should ensure effective mechanisms to protect human rights in the context of HIV/AIDS at international level.

Source: OHCHR, UNAIDS. 2002. *HIV/AIDS and Human Rights International Guidelines, Revised Guideline 6: Access to prevention, treatment, care and support*. Geneva, August 2002, pp 10–12.

APPENDIX 5-B Guidelines for PLWHA panels

Exercise 5.3 PLWHA Panel	
Purpose	Learners will gain insight into the psychological and physical effects of HIV infection, the role of health policy, and the grief and loss experienced by survivors of persons who die of HIV/AIDS.
Room Setup	Ensure panellists are comfortable and can be seen and heard by all audience members. Chairs at a skirted table set up on a raised platform may be preferable; podiums may be intimidating for panellists. Ensure each panellist has access to a microphone, if available, and to a glass of water.
Instructions	<p>Several steps are involved in developing a panel of HIV-affected individuals:</p> <p>Choose a qualified facilitator. The facilitator (or moderator) must have experience working with and leading groups (eg, a social worker, psychologist, or nurse experienced in caring for PLWHA. Meet with the facilitator at least one week prior to the panel presentation to review the purpose of the exercise and the role of the facilitator. Provide practice questions for the panel and discuss strategies for averting problems.</p> <p>Obtain suggestions for panellists and respect confidentiality. When looking for people who would be willing to serve on a PLWHA panel, consult with a local AIDS service organisation's staff and with healthcare workers for references and sources. Ask them to suggest several potential panellists. Be sure not to schedule too far in advance, in case the individual becomes too ill to participate.</p> <p><i>In accordance with confidentiality policies, do not identify by name any speaker who is HIV-infected in written agendas or printed materials without his or her explicit permission. Ask the referring agency or individual for suggestions on ways to contact panellists without compromising their anonymity.</i></p> <p>Interview potential panellists in advance. Interview panellists beforehand to ensure they will be able to comfortably and succinctly articulate the impact of HIV/AIDS on their lives. Assess whether the prospective panellists have central nervous system (CNS) symptoms—a PLWHA with confusion, depression, or poor concentration is usually not appropriate for a panel. PLWHA and family members who express a great deal of anger may make audience members and other panel members defensive or angry, preventing the group from achieving the purpose of the exercise.</p>

APPENDIX 5-B Guidelines for PLWHA panels *(continued)*

Exercise 5.3 PLWHA Panel	
Instructions (continued)	<p>Budget for panel honoraria and expenses. Whenever possible, pay panellists an honorarium and offer food, transportation, and child care reimbursement, as needed. If policy allows, be prepared to make payments in cash on the day of the panel workshop. Make sure to obtain a signed receipt from panellists.</p> <p>Prepare the panel. Make initial contact to assess the individual's willingness to participate in the panel. Provide information about the date, time, and objectives of the activity.</p> <p>About 3 to 7 days before the event, contact the panellists to see whether they have questions about the panel and to assess their physical health. Also discuss which issues they are planning to focus on and review concerns regarding anonymity (photographers, media presence).</p>
	<p>The facilitator's role is critical to the panel's success. The facilitator can:</p> <ul style="list-style-type: none"> ▪ Arrange to meet with all panellists before the panel to help alleviate their anxiety. ▪ Review the format for the panel: time allowed for each presentation, when and how the audience will ask questions. ▪ Ask panellists how they would prefer to be introduced to the audience. Panellists may prefer to introduce themselves so they control how much identifying information they disclose. ▪ Be supportive. Assure panellists that they may refuse to respond to any question—at any time and for any reason. ▪ When the panellists are speaking, monitor time closely to ensure that everyone gets a chance to speak. Gently remind panellists when they are exceeding the time limit. ▪ Facilitate Q&A. ▪ At the end of the panel discussion, the facilitator should be available to provide panellists with support and to thank each panellist.
<p>Adapted from Mountain-Plains Regional AIDS Education and Training Center. 1994. <i>HIV/AIDS Curriculum, 5th Edition</i>. Mountain-Plains Regional AETC: Denver, CO.</p>	

APPENDIX 5-C Sample question guide to be used with PLWHA panellists

Directions: The following is a sample question guide to be used with a panel of people with or affected by HIV. This list covers extensive ground. Do not attempt to address every question.

Adapt this list to suit the focus and objectives of your panel and to the willingness of panellists to discuss a topic area. Delete unnecessary questions, highlight key questions, and add questions as necessary.

Share your question guide with the panellists prior to the day of the panel.

Please start by telling us about yourself, focusing on the history of your HIV infection.

1. Testing and counselling

- When were you diagnosed?
- What was it that made you go for the HIV test?
- How was the test result conveyed to you?
- How did you react after you were told that you were HIV-positive?
- What happened that night? How about later that week?
- What questions did you have during that first week?
- In retrospect, how can we improve our services to better anticipate the needs of people who are newly diagnosed with HIV?

2. Disclosure

- Who was the first person you told about your HIV status?
- What was the person's reaction?
- Tell us about other reactions you have received.
- Who has been supportive?
- Do you work? Were you working at the time you were diagnosed?
- If so, do they know you are HIV-infected?
- How did your supervisors and colleagues react?

3. HIV-related care

- How did the healthcare system receive you?
- Tell us about the care you received.

4. PMTCT

- If you could design a PMTCT service, what would you make sure was included?
- What is important about the staff we recruit?

APPENDIX 5-D Alternative exercise 5.3

This exercise is optional and may be used in settings where a PLWHA panel cannot be recruited.

Alternative Exercise 5.3 Stigma and discrimination: case study	
Purpose	<p>To explore our own culturally-conditioned feelings and attitudes with respect to HIV/AIDS-related stigma and discrimination.</p> <p>To discuss any inadvertent breaches of confidentiality that may have perpetuated stigma and discrimination.</p> <p>To consider ways that we, as healthcare workers, can help combat HIV/AIDS-related stigma and discrimination.</p>
Duration	90 minutes
Introduction	Explain that this exercise is a small-group discussion to explore the face of stigma and ways that we as healthcare workers may inadvertently perpetuate stigma.
Activities	<ul style="list-style-type: none"> ▪ Separate participants into four small groups (ideally 3 to 5 people per group). ▪ Distribute copies of the case study to participants. ▪ Give participants approximately 15 minutes to discuss the case study, ask the small groups to reconvene as a large group. ▪ Assign the following topic to the groups: <ul style="list-style-type: none"> ▪ First group: discuss the issues of stigma and discrimination highlighted in the case study. ▪ Second group: present ideas for ways PMTCT services can minimise stigma and discrimination. ▪ Third group: discuss community-based initiatives that could be developed to reduce stigma and discrimination ▪ Fourth group: consider national policy/legal changes that could be advocated ▪ Ask the groups to reconvene; then have each summarize the primary points of their discussion. Ask the other groups if they have anything else to add. ▪ Write the most important points on the flipchart.
Debriefing	<p>Close the exercise by asking participants to consider what they can do to address HIV/AIDS-related stigma and discrimination in their homes, workplaces, places of worship, communities, and other settings.</p> <p>Tell participants they may answer aloud or keep their responses private.</p>

APPENDIX 5-D Alternative exercise 5.3 *(continued)*

Case study

Two PMTCT nurses, Joan and Yvette, were in the ANC clinic break room. Their conversation evolved from the usual discussion about family and children into a discussion about Fay, a patient they saw earlier today. Joan and Yvette remembered Fay quite clearly from the morning clinic, maybe because she is such an attractive and outgoing woman or maybe because she was the first patient of the morning. They couldn't help but talk about the fact that Fay, who is now 5 months pregnant with her first child, was just diagnosed with HIV. Nor could they help speculating whether Fay's husband (who is well-known in the community) is also HIV-infected—and if he is, where he got infected.

The nurses were unaware that the window in the break room was open to the outside courtyard, where Eunice, an afternoon ANC patient, had excused herself and her mischievous toddler to wait for her appointment.

Eunice, who was related to Fay by marriage, went straight home after her appointment and told her husband about Fay's HIV diagnosis. The next day Eunice's husband told a friend at work who, a week later, mentioned the story in front of Fay's husband. Fay's husband went home that night, accused Fay of being HIV-infected, and asked her to leave the house.

Questions to consider:

- What about HIV/AIDS-related stigma and discrimination does this case study highlight? (eg, How was Fay stigmatised? How was Fay discriminated against and by whom?)
- What issues does this raise in terms of PMTCT policies? How can these policies help minimise stigma and discrimination?
- What policies should be in place?
- What training should be provided to ensure staff adherence to the policies?
- What else needs to happen to ensure that the policies are implemented and enforced?
- What barriers do you foresee?
- What community-based initiatives could be implemented to reduce the kind of stigma and discrimination faced by Fay and her husband (and, indirectly, her child)?
- Are any national policy/legal changes suggested by this case study? If so, what are they, and how would you go about ensuring it happens?



Module 6 HIV Testing and Counselling for PMTCT



Total Time: 260 minutes

SESSION 1 Overview of HIV Testing and Counselling of Pregnant Women

Activity/Method	Resources Needed	Time
Exercise 6.1 Confidentiality role play	Copies of Confidentiality role play script	50 minutes

SESSION 2 HIV Testing

Activity/Method	Resources Needed	Time
Exercise 6.2 Rapid testing demonstration	Copies of national or local testing policies, if not already in the Participant Manual Rapid test kits and supplies	60 minutes

SESSION 3 Pre-Test Information and Counselling

Activity/Method	Resources Needed	Time
Exercise 6.3 Providing information: small group session	None, other than those noted on the next page	60 minutes

SESSION 4 Post-Test Information and Counselling

Activity/Method	Resources Needed	Time
Exercise 6.4 Post-test counselling: small group role play	None, other than those noted on the next page	90 minutes

For all sessions, also have available the following:

- Overheads or PowerPoint slides for this Module (in Presentation Booklet)
- Overhead or LCD projector, extra extension cord/lead
- Flipchart or whiteboard and markers or blackboard and chalk
- Pencil or pen for each participant

Relevant Policies for Inclusion in National Curriculum

Session 1

- National HIV testing policy
- National confidentiality policy
- National policy on opt-in vs. opt-out, informed consent & disclosure recommendations (if not included in above)

Session 2

- Algorithm for HIV testing (eg, rapid test and/or ELISA)
- Policy on diagnostic testing of the infant exposed to HIV, including HIV antibody or viral testing
- Algorithm(s) for diagnosing HIV infection in an infant born to a mother who is HIV-infected

Session 3

- National pre-test information and counselling policies or guidance

Session 4

- National post-test counselling policies or guidance for both women who test HIV-positive and women who test HIV-negative



The *Pocket Guide* contains a summary of each session in this module.

SESSION 1 Overview of HIV Testing and Counselling of Pregnant Women



Advance Preparation

Review Exercise 6.1 Confidentiality role-play and the script to be sure both reflect local customs, issues, and policies. Ask local healthcare workers to help you adapt the script if necessary. Change the names from “Mary” and “Mrs. Johnson” to common local names.

Make copies of Exercise 6.1 Confidentiality role-play script.



Total Session Time: 50 minutes



Trainer Instructions

Slides 1, 2 and 3

Begin by reviewing the module objectives listed below.

After completing the module, the participant will be able to:

- Discuss the integration of HIV testing and counselling into antenatal care (ANC) settings.
- Discuss the healthcare worker's role in maintaining confidentiality.
- Provide information to pregnant women about HIV testing.
- Explain the meaning of positive and negative HIV test results.
- Identify the needs of women who are newly diagnosed with HIV.

This module is designed to provide the healthcare worker with the basic knowledge and introductory skills for testing and counselling in ANC settings. Additional HIV testing and counselling training should be considered when possible.



Trainer Instructions

Slides 4, 5, 6, and 7

Introduce HIV testing and counselling, using content on the following page.



Make These Points

- Testing and counselling should be accessible to all women of childbearing age.
- Testing and counselling may help women make informed changes for the future.
- Specific PMTCT interventions depend upon a woman knowing her HIV status.
- Counselling for women who are HIV-negative is aimed at modifying behaviours that increase the risk of HIV infection.

HIV testing and counselling services

Specific PMTCT interventions depend on whether a woman knows her HIV status. Therefore, HIV testing and counselling services:

- Play a vital role in identifying women who are HIV-positive
- Provide an entry point to comprehensive HIV/AIDS treatment, care, and support
- Help patients identify and take steps to reduce behaviours that increase the risk of HIV infection or transmission
- Need to be available to all women of childbearing age, especially those who are pregnant
- Need to be available to male partners, where possible

HIV testing is a process that determines whether a person is infected with HIV.

HIV counselling is the confidential dialogue between individuals and their healthcare workers to help patients examine their risk of acquiring or transmitting HIV infection.

In this training module, the term *counselling* refers to discussions between healthcare workers and patients/patients specific to HIV testing. *Counsellors* may be healthcare workers such as doctors, nurses, midwives, educators, trained lay people or volunteers (See Appendix 6-A).

Together, testing and counselling may enhance a person's understanding of HIV/AIDS and help the person make informed choices for the future.

Testing and counselling for PMTCT

In the context of MTCT prevention, testing and counselling is a flexible intervention that is integrated into several settings where pregnant women and women of childbearing age receive services—antenatal, labour and delivery, postnatal, family planning, and others. Increasingly these programs are providing pre-test information and post-test counselling.

All pregnant women presenting to ANC should receive information on the following:

- Safer sex practices
- Prevention and treatment of sexually transmitted infections (STIs)
- Prevention of HIV in infants and young children including interventions for PMTCT
- HIV testing, post-test counselling, and follow-up services

Advantages of testing and counselling for PMTCT

Testing and counselling pregnant women who are HIV-negative about HIV infection helps them remain uninfected.

For pregnant women who are HIV-positive and know their status, counselling may help them:

- Make informed decisions about their pregnancy.
- Receive appropriate and timely interventions to reduce MTCT including:
 - Antiretroviral treatment/prophylaxis
 - Infant-feeding counselling and support
 - Information and counselling on family planning
- Receive education on the importance of delivering in a setting where universal precautions and safer obstetric practices are implemented.
- Secure early access to HIV treatment, care and support services.
- Receive information and counselling on the prevention of HIV transmission to others.
- Receive follow-up and ongoing health care for themselves and their HIV-exposed infants.
- Disclose their results to partners and family members.

Disadvantages of testing and counselling for PMTCT

There may be disadvantages associated with testing and counselling programmes:

- Women may experience diagnosis-related stigmatisation or discrimination. Although many women worry about negative reactions, most receive understanding and support from partners as well as other family members.



Trainer Instructions

Slide 8

Introduce the guiding principles of confidentiality, informed consent, and post-test support and services for PMTCT. Discuss the importance of maintaining confidentiality using the content below.



Make These Points

- Confidentiality is the first of the three guiding principles for testing and counselling in PMTCT settings (the other guiding principles are informed consent and post-test support and services).
- Confidentiality is important for establishing patient trust.
- This trust is central to the decision to consent to testing. As such, confidentiality is one of the keys to ensuring a successful PMTCT programme.

Guiding Principles for Testing and Counselling for PMTCT

Confidentiality

Maintaining confidentiality is an important responsibility of all healthcare workers and is essential to establishing patient trust. Information that is shared between healthcare workers and patients must be kept private. It is essential that a private venue/room be used for all discussions of HIV-related matters, particularly HIV diagnosis. Patients should be informed that personal and medical information, including HIV test results, may be disclosed to other healthcare providers to ensure that they receive appropriate medical care.

Healthcare workers should emphasise, however, that only those healthcare workers who are directly involved in the patient's care will have access to the patient's records—and only on a “need-to-know” basis.

All medical records and registers, whether or not they include HIV-related information, should be kept confidential and stored in a safe, secure place.



Trainer Instructions

Slide 9

Discuss the importance of informed consent, using content below.



Make These Points

- Informed consent, the second of the guiding principles for testing and counselling in PMTCT, requires that the patient receives clear and accurate information about HIV testing and that the healthcare worker providing the information respects the individual's right to decide whether to be tested.

Informed consent

Informed consent is another guiding principle of testing and counselling; it is the process during which each patient receives clear and accurate information about HIV testing to ensure that the patient understands she has the right and the opportunity to decline testing.

In the context of PMTCT, written informed consent is not required but it is the responsibility of the program staff to make certain that the following elements of informed consent are addressed:

- Ensuring an understanding of the purpose and benefits of services
- Ensuring an understanding of the testing and counselling process
- Respecting the patient's testing decision



Trainer Instructions

Slide 10

Introduce the guiding principles of post-test counselling and support.



Make These Points

- Provide test results in a private venue/room.
- Assure the patient that the session and the test results will be kept confidential.
- Inform the patient that follow-up treatment, care, and support is available, including support for disclosure when needed.

Post-test support and services

The result of HIV testing should always be offered in person. Along with the result, appropriate post-test information, counselling, and referral should also be offered.



Trainer Instructions

Lead the participants through the confidentiality role play and the questions at the end of the exercise.

Exercise 6.1 Confidentiality role-play	
Purpose	To review and apply the principle of confidentiality (summarised above).
Duration	20 minutes
Introduction	<ul style="list-style-type: none"> ▪ Ask participants to refer to the role-play script. ▪ Ask two volunteers to read the script in which Mary, a fictional patient, receives her HIV test results. ▪ Change the patient's name from Mary to one that is culturally appropriate. ▪ Introduce the characters by reading the exercise introduction to the group.
Activities	<ul style="list-style-type: none"> ▪ Move two chairs to the front of the room and arrange them to face each other. ▪ Ask volunteers to be seated in the chairs. ▪ Ask them to choose the role of counsellor or patient. ▪ Ask them to read and role-play their lines for the group. ▪ After they finish, ask them to return to the group. ▪ Thank them for their assistance and ask the group to applaud their efforts. ▪ Pose the following questions: <ul style="list-style-type: none"> ▪ Is the space appropriate for this interaction? ▪ How do you think Mary felt about this space and the privacy of this space? ▪ How would you improve this? ▪ Who else at the clinic is permitted access to Mary's records? ▪ How do you explain this to Mary?

Debriefing	<ul style="list-style-type: none"> ▪ Ask the volunteers to summarise how they felt when playing their roles. ▪ Ask the participants to cite the greatest challenges to preserving confidentiality in the clinical settings where they work. ▪ Record those challenges on the flipchart.
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Exercise 6.1 Confidentiality role-play script

Introduction: Mary is returning to the ANC clinic for her HIV test results. Her counsellor, Mrs. Johnson, is prepared to meet with her and has confirmed that Mary is HIV-positive. Mary has been married for six months and is excited about her pregnancy. The clinic is busy, and Mrs. Johnson has made a space in the back of the room to sit and talk with Mary.

<i>Mrs. Johnson</i>	Hello, Mary. Glad to see you here on time for your appointment. Have a seat.
<i>Mary</i>	Hello, Mrs. Johnson. I have been so nervous, waiting for my test result. Do you have good news for me?
<i>Mrs. Johnson</i>	Well, Mary, do you remember what we discussed on your last visit?
<i>Mary</i>	Yes. You said that if the second test came back positive, then I would have HIV infection. <i>Mary looks around. She can see the waiting area from her seat, and notices the clinic is crowded. Mrs. Johnson observes Mary looking towards the waiting area.</i>
<i>Mrs. Johnson</i>	I wish we had a private office to sit in Mary, but space is so limited here. I am certain that no one will hear us talking back here.
<i>Mary</i>	I just want you to know, Mrs. Johnson, that if my test is positive, and my husband finds out, I will be in big trouble. Please tell me my test is not positive.
<i>Mrs. Johnson</i>	I'm sorry, Mary. Your second test did, in fact, come back positive. <i>She pauses, giving Mary a chance to hear what she has just said.</i>
<i>Mrs. Johnson</i>	I know this is very difficult for you, but I am here to help you through this.
<i>Mary</i>	Oh, Mrs. Johnson, what will I do? My husband and I are so excited. Before we were married, I had another boyfriend, and I didn't always use protection. <i>Mary starts to cry.</i>
<i>Mrs. Johnson</i>	You must be feeling very overwhelmed right now, Mary. Please know that everything you tell me will be held in strict confidence, including your test results. Let's discuss, now, how you will get through the rest of today.



Trainer Instructions

Slides 11 and 12

Compare the “opt-in” and “opt-out” approaches to HIV testing, using the content below.



Make These Points

- National and regional policies generally reflect either of two approaches to testing and counselling (opt-in or opt-out).
- Emphasise the approach to testing and counselling used locally.
- The “opt-out” strategy helps to normalise HIV testing as a routine component of ANC.

“Opt-in” and “Opt-out” approaches to HIV testing in PMTCT settings

There are two approaches to HIV testing in the PMTCT/ANC settings. Each provides easily understood information to the patient about HIV and the risks and benefits of testing. The approaches differ in how patients agree to test for HIV. The differences are summarised as follows:

- **Opt-in** After the patient has received information about HIV and testing, she is given the choice of refusing or consenting to an HIV test. This option is presented in a neutral, supportive manner. Women who “opt in” explicitly request to be tested, and their informed consent—written or oral—is clearly established. The opt-in approach requires an active step by the individual woman to agree to be tested.
- **Opt-out** HIV testing, in combination with information on HIV, is offered as a routine part of a standard package of care. The woman is given the opportunity to decline the test should she choose to do so. The opt-out approach emphasises that HIV testing is an expected part of ANC. However, testing is still voluntary under the opt-out approach: the woman has a right to refuse testing. The provider should identify the problem and solve issues that are preventing a woman from accepting testing.

Preferred ANC testing strategy: Opt-out

The opt-out strategy is recommended for HIV testing and counselling in the ANC setting.

- Opt-out testing helps normalise HIV testing and makes the test a routine ANC component.
- It is likely to increase the number of women who test for HIV.
- The choice of testing strategies should be made at a national, regional, district, or local level.
- PMTCT programme staff must adhere to the guiding principles of testing and counselling (informed consent, confidentiality and the provision of post-test services).

SESSION 2 HIV Testing



Advance Preparation

- Make copies of national HIV-testing algorithms/protocols, if not already in the Participant Manual.
Have on hand information about the rapid tests approved for use and the related testing supplies.
- Invite someone skilled at performing the rapid test to provide a demonstration of the rapid test during Exercise 6.2.*
- Have available rapid test kits and supplies for demonstrating sampling and testing procedures.

* *Note:* In some areas, laboratory personnel are available to provide education on locally available rapid testing.



Total Session Time: 60 minutes



Trainer Instructions

Slides 13 and 14

Briefly discuss HIV testing and the factors that influence a programme's choice of HIV tests, using the content below.

Overview of HIV testing

HIV testing detects antibodies or antigens associated with HIV in whole blood, saliva, or urine. Blood sampling is the most common mode of testing. The results of different tests can be combined to confirm HIV test results. When properly administered, HIV tests offer a high degree of accuracy. However, those who administer or handle the HIV testing process must be trained so that the accuracy of testing is preserved.

Several factors influence the selection of the type of HIV test by individual facilities and national policymakers:

- National or local testing policy
- Availability and expertise of laboratory or other trained personnel
- Availability of supplies and laboratory support
- Evaluation of specific tests in the country
- Cost of test kits and supplies



Trainer Instructions

Slide 15

Describe the five main steps in HIV testing. Explain that, regardless of the type of test, these steps are followed:

All testing follows the same basic steps:

1. Sample is obtained. Most often, a blood sample is taken from a person's fingertip or arm.
2. Sample is processed. This can be done on site—for example, at the ANC clinic or in labour and delivery for rapid tests—or in a laboratory.
3. Healthcare worker obtains results.
4. Healthcare worker provides results to the patient during post-test counselling.
 - In an adult, a positive HIV antibody test result means that the person is infected with HIV.
 - A negative result usually means that the person is not infected with HIV.
 - In rare instances, a person with a negative or inconclusive result may be in the “window period.” This is the period of time between the onset of infection with HIV and the appearance of detectable antibodies to the virus. The window period lasts for 4 to 6 weeks but occasionally up to 3 months after HIV exposure. Persons at high risk who initially test negative should be retested 3 months after exposure to confirm results.
5. Healthcare worker provides post-test counselling, support and referral.



Trainer Instructions

Slide 16

Briefly explain that there are two main types of tests:

- Antibody testing
- Viral assay

HIV rapid tests and ELISA, both of which are antibody tests, are the most commonly used HIV tests in the ANC setting.

Discuss the important differences between rapid tests and ELISA, using the content on the next page.

Antibody tests

When HIV enters the body, the body responds by making a protein called an antibody that can be detected by one of several methods:

- Rapid HIV test
- Enzyme-linked immunosorbent assay (ELISA)
- Western blot test

Rapid HIV tests and ELISA are the most commonly used HIV tests in the ANC setting.

Rapid testing

All rapid tests share the following characteristics:

- Highly accurate when performed correctly
- Usually performed on whole blood (either taken as a finger prick or drawn as a sample); occasionally saliva is collected by using a swab
- Do not require special laboratory equipment or refrigeration
- Results are ready within 30 minutes
- Tests can be done on a single specimen
- Clinic staff can be trained to perform the tests

Benefits of rapid testing include:

- Blood samples can be analysed in the clinic.
- Same-day results are more convenient for the patient.
- Providers can avoid missed opportunities when there is no follow-up care.
- Pregnant women who are HIV-positive can be informed immediately about MTCT interventions and possible treatment options.
- Providers do not need to track down test results from an outside laboratory.
- There is less risk of specimen mix-up or misplacement.

A positive rapid test result is confirmed either by a different rapid test or by another laboratory test. If the results of the two tests differ, a third test is generally done in a laboratory. *See Figure 6.1 for a sample algorithm.* It is recommended that healthcare workers follow their programme's approved testing protocols.

Although most rapid tests can detect HIV-1 and HIV-2, usually they do not differentiate between the two types of HIV. This is significant for PMTCT programs because nevirapine (NVP), which is used for ARV treatment and prophylaxis, is not as effective against HIV-2. In places where HIV-2 is common, different test procedures are needed to screen for HIV-1 and HIV-2 and to distinguish between them.

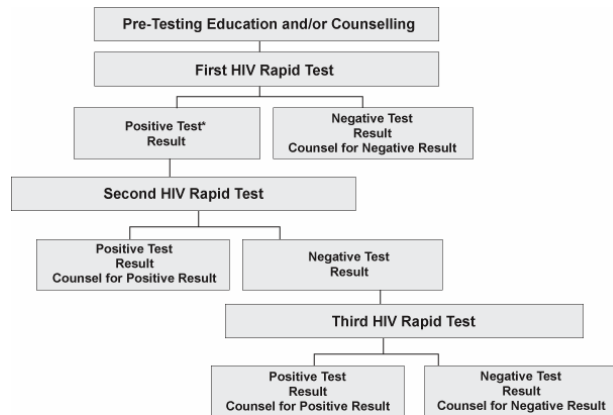


Trainer Instructions

Slide 17

Discuss the serial rapid testing algorithm in Figure 6.1.

Figure 6.1 Rapid HIV testing algorithm (Serial testing)



* In the context of labour in a MTCT-prevention setting, it is advisable to give a single dose of nevirapine on the basis of a single positive rapid test. This should then be confirmed after delivery.



Trainer Instructions

Explain that a positive rapid test result is confirmed either by a different rapid test or by another laboratory test. If the results of the two tests differ, a third test is generally done in a laboratory.

ELISA

ELISA is also used to identify antibodies to HIV in blood, urine, or saliva. Generally, a blood sample is taken with a needle from a vein in the arm, and sent to a laboratory for testing by technicians.

The limitations of ELISA include the following:

- Tests are done in batches of 40–90 specimens.
- Positive results must be confirmed either with another ELISA (using a test kit from a different manufacturer) or by Western blot. The Western blot is a highly “specific” antibody test because it is particularly accurate in providing a negative test result on samples from people who are truly negative. Both confirmatory tests can be done on the initial blood sample.
- Reporting of results may take several days or weeks, and women may not return for test results or may give birth before the results are ready.
- Laboratories and trained laboratory technicians are required.
- The test is sensitive to temperature, and reagents require refrigeration.



Trainer Instructions

Slide 18

Discuss the second category of HIV tests—HIV viral assays—using the content below.

Viral tests or assays

Virologic testing or assays directly detect the presence of HIV in blood specimens as opposed to the antibody test, which detects the presence of antibody as an indirect measure of the presence of virus. Viral assays/tests must be done by trained personnel in the laboratory.

There are two main types of tests:

- p24 antigen tests measure one of the proteins found in HIV (antigen).
- PCR (polymerase chain reaction) tests detect viral DNA or RNA:
 - DNA PCR detects the presence of the virus in the blood and is used for diagnosis of the infant less than 18 months.
 - RNA PCR detects and measures the amount of virus in blood (viral load).



Trainer Instructions

Note: In some areas, laboratory personnel are available and eager to provide education about locally available rapid testing. This opportunity should not be missed and can be used in combination with the exercise that follows.

Distribute the following handouts, if not already in the Participant Manual.

- Information about rapid tests in local use
- Information about local test protocols
- National and local policies on testing and counselling in antenatal care settings

Lead a discussion based on the testing demonstration (if observed) and the role play below:

Exercise 6.2 Rapid testing demonstration	
Purpose	To review the steps involved in rapid testing.
Duration	60 minutes
Introduction	<ul style="list-style-type: none">▪ Determine which protocols are in place for processing rapid tests in participants' facilities.▪ Explain that the group will examine 2 or 3 approved rapid tests.▪ One test will be selected to demonstrate the steps involved in collecting and processing a specimen.

Exercise 6.2 Rapid testing demonstration	
Activities	<p>Demonstrate the testing of blood sample for the HIV test:</p> <ul style="list-style-type: none"> ▪ Request that one participant volunteer to play the role of “patient.” Assure volunteer that he/she will not actually be tested. ▪ Trainer will assume the role of healthcare worker who is collecting the blood sample for testing. ▪ Ask all other participants to observe the interaction between participant volunteer and healthcare worker. ▪ Ask participant volunteer to sit facing healthcare worker. ▪ Observe the steps of rapid testing: <ul style="list-style-type: none"> ▪ Assemble all materials—test kit, wipes, band aid, etc. ▪ Confirm that “patient” has received information on testing. ▪ Confirm that “patient” has chosen to be tested. ▪ Determine if “patient” has any further questions. ▪ Review steps in testing process. ▪ Allow “patient” to select testing site (finger for pin-prick). ▪ Simulate (do not perform) sampling technique as indicated. ▪ Simulate (do not perform) next steps in test completion, based on the test used. ▪ Assure “patient” that he/she will be notified of results in a timely and confidential manner. ▪ Take the opportunity to recommend to the “patient” that his/her partner come in for testing. ▪ Process rapid test or send for processing as per protocol. ▪ Provide test result and post-test counselling.
Debriefing	<p>Review the following:</p> <ul style="list-style-type: none"> ▪ Testing algorithm for testing process used ▪ Confidentiality of testing and services ▪ Informed consent procedures based on local/national policy (specifically whether opt-in or opt-out approach is used) ▪ Post-test counselling procedures ▪ Complete the exercise by reviewing the comfort level of both healthcare worker and “patient” when playing their respective roles during the exercise.



Trainer Instructions

Slide 19

Introduce diagnostic testing of infants who are HIV-exposed, using the content below.

Diagnostic testing of infant and young children exposed to HIV

Because ARV prophylaxis reduces but does not eliminate MTCT, programme staff should identify or develop services that provide follow-up care and HIV diagnostic services for infants and young children of mothers infected with HIV.

In resource-constrained settings, where virological testing may not be available, follow the sample antibody testing algorithm for children 18 months and older in Figure 6.2.

If a child exposed to HIV develops signs or symptoms of HIV infection, early diagnosis and intervention is critical. This is discussed in detail in Module 7: Linkages to Treatment, Care, and Support for Mothers and Families with HIV Infection.



Trainer Instructions

Slide 20

Discuss protocols for testing infants who are HIV-exposed, as presented below.

HIV antibody testing of infants and young children less than 18 months

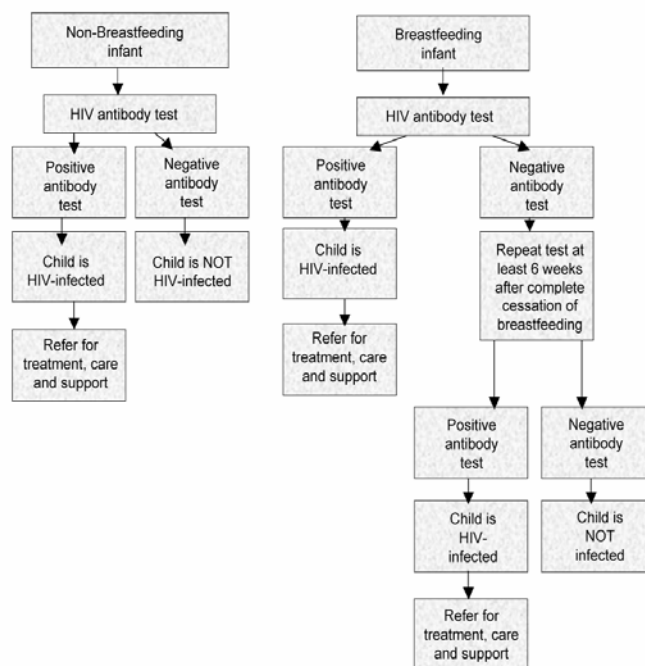
Early diagnosis of infection in these infants is difficult, especially in resource-constrained settings, and is further complicated by breastfeeding. Since maternal antibodies cross the placenta, all infants born to mothers infected with HIV will test antibody positive, irrespective of their own infection status. Because maternal antibodies persist, antibody testing prior to 18 months cannot provide a reliable diagnosis of infant infection status, especially when the child is breastfeeding. In resource-constrained settings where breastfeeding is common, initial antibody testing is recommended at 18 months as shown in figure 6.2. In countries with increased capacity for multiple testing and where replacement feeding or early weaning is common, testing can be done at 9–18 months. However, healthcare workers should consider repeating the test at 18 months to confirm the status of the child. Appendix 6-B provides guidance on the post-test counselling session. For children who are *not breastfeeding* or where breastfeeding cessation occurred at least 6 weeks previously:

Appendix 6-B provides guidance on the post-test counselling session. For children who are *not breastfeeding* or where breastfeeding cessation occurred at least 6 weeks previously:

- A negative HIV antibody test result for a child 18 months or older indicates that the child is not HIV-positive.
- A positive HIV antibody test at 18 months or older indicates the child is infected with HIV.

OR

Figure 6.2 HIV diagnosis in children 18 months and older with antibody tests in resource-constrained settings



- A negative HIV antibody test result for a child age 9–18 months indicates that the child is not infected with HIV.
- A positive HIV antibody test at 9–18 months of age indicates that the child may have antibodies from the mother and the test should be repeated at 18 months.

For children who *are breastfeeding*:

- If the test is negative at 18 months of age or older and the infant was breastfeeding in the last 6 weeks, the antibody test should be repeated 6 weeks after complete cessation of breastfeeding.
- A positive HIV antibody test result at 18 months indicates that the child is HIV-infected.



Trainer Instructions

Slides 21 and 22

Discuss testing infants using viral assays that detect HIV in the blood, as presented below.



Make These Points

- Viral assays, which detect the actual virus (not the antibody to the virus), can be used to diagnose HIV infection at a much earlier age than the antibody test.
- Using a viral assay, infants may be tested as early as 6 weeks of age.
- If the infant is breastfed, the test should be repeated 6 weeks after complete cessation of breastfeeding.

HIV viral assays in infants

Viral assays that detect HIV in the infant's blood, such as the DNA or RNA PCR test, may be used to diagnose HIV infection in infants at a younger age than antibody testing.

Early diagnosis of HIV allows the provider to promptly initiate counselling about methods of infant feeding and facilitates early clinical care for the infant who is HIV-infected.

Programs need to develop practical and appropriate guidelines based on locally available diagnosis technologies and additional evidence as it becomes more readily available for early diagnosis. A viral assay can be performed from age 6 weeks to allow decisions related to ARV treatment and care. Where virological testing is available, the sample algorithm in Figure 6.3 may be used. When virological tests are rarely available and severe cost constraints exist, a viral test may be done, *regardless of breastfeeding*, if the child presents with symptoms of HIV at less than 18 months of age.

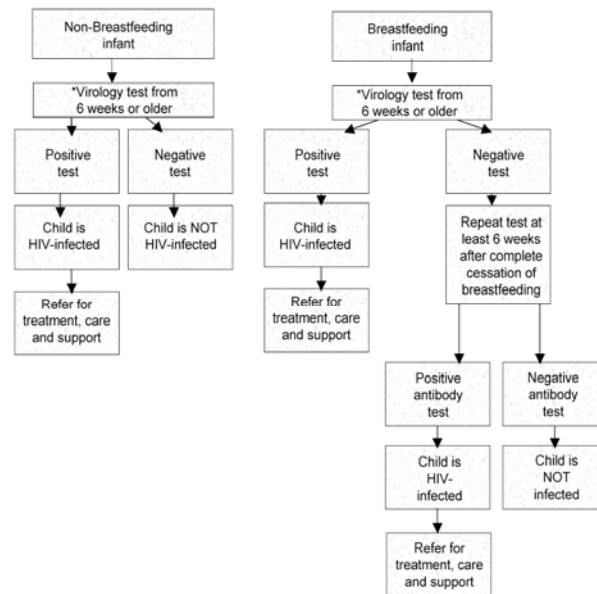
For children who are *not breastfeeding*, consider testing the infant from age 6 weeks.

- If a DNA PCR or RNA PCR test is positive, the child is HIV-infected.
- If a DNA PCR or RNA PCR test is negative, the child is not HIV-infected.

For children who *are breastfeeding*, consider testing the child from 6 weeks–6 months.

- If a DNA PCR or RNA PCR test is positive, the child is considered HIV-infected.
- If a DNA PCR or RNA PCR test is negative, repeat viral assay 6 weeks after complete cessation of breastfeeding.
- If a DNA PCR or RNA PCR test is negative 6 weeks after complete cessation of breastfeeding, the child is not HIV-infected.
- If a DNA PCR or RNA PCR test is positive 6 weeks after complete cessation of breastfeeding, the child is HIV-infected.

Figure 6.3 HIV diagnosis in infants and young children less than 18 months with viral assay in resource-constrained settings



* Recommended virological tests include HIV DNA PCR and HIV RNA PCR assays

SESSION 3 Pre-test Information and Counselling



Advance Preparation

Ensure that participants have copies of *Appendix 6-D Providing pre-test information*.



Total Session Time: 60 minutes



Trainer Instructions

Slides 23 and 24

Discuss the need to provide pre-test information, using the content below.

Pre-test information

The process of pre-test information and education begins with offering basic information about HIV/AIDS. Printed materials, videos, presentations, and role-playing exercises may be used to present content in a group setting. It is important to present the information again during the initial and subsequent ANC visits.

Providing pre-test information helps prepare women and their partners to understand the testing and counselling process. This process is not to be confused with individual pre-test counselling, which helps patients explore personal HIV risk behaviours and related issues and concerns.

A healthcare worker with basic training in HIV counselling typically provides pre-test information in group sessions. Healthcare workers and counsellors jointly work together to identify patients who need individual pre-test counselling and referral.



Trainer Instructions

Slide 25

Discuss individual pre-test counselling, using the content below.



Make These Points

- Remind participants that they may need to initiate one-on-one interventions to help clarify information presented in group sessions.
- It is important to assess, on a case-by-case basis, whether an ANC patient needs to be referred to a skilled counsellor in a voluntary testing and counselling (VTC) setting for additional support.

Individual pre-test counselling

Where possible, individual pre-test counselling may be incorporated into routine ANC visits. When it is not practical, healthcare workers may refer patients to individual pre-test counselling to clarify information provided in group sessions. Counsellors should assess whether referral to individual pre-test counselling is necessary based on national or clinic guidelines which, in some countries, recommend individual counselling when a woman has concerns, questions, or uncertainties. A description of basic counselling is found in Appendix 6-C.

Components of the pre-test information and counselling session

- HIV/AIDS information
- HIV transmission and prevention
- STIs and HIV
- MTCT and prevention
- HIV testing processes
- Benefits and risks of HIV testing
- Confidentiality
- Implications of positive and negative test results
- Identification of supportive HIV services
- Family planning
- Availability and benefits of testing and counselling services for couples



Trainer Instructions

Slide 26

Introduce the option of providing counselling in a group setting.



Make These Points

- Information provided in a group setting as part of ANC services needs to be adapted to the needs of the patients in the group.
- Videos (or DVDs) may help reinforce key concepts.
- Support the option of individual counselling for those who request it.

Group pre-test counselling

Key considerations for providing information to groups include:

- Adapting the scope and depth of information to the group's knowledge base
- Reinforcing behaviour change efforts, including safer sex practices
- Using teaching modalities, such as videos or role plays, to reinforce key concepts
- Having sufficient knowledge and skills to comfortably answer questions
- Recognising the option for individual counselling and referral

Each woman should receive all the information she needs to make an informed decision about being tested for HIV. Most experts suggest providers support and encourage women to be tested at the initial visit because many women begin ANC late in pregnancy or are seen only once before delivery. In some cultures, the decision to be tested may require support from family members and entail a return visit with family decision makers.

Healthcare workers in ANC services can make an effort to welcome family decision-makers into the care setting and provide the same information and pre-test counselling that would be given to the woman individually.

When testing and counselling is part of ANC services, each woman must be reassured that declining an HIV test will not affect her access to ANC or related services. She should also be informed that if she changes her mind, an HIV test can be provided during a later visit.



Trainer Instructions

Slides 27 and 28

Using the content on the next page for clarification, discuss providing counselling for couples.

Counselling couples

When possible, healthcare workers may encourage male partners to attend the ANC testing and counselling sessions.

Advantages of couples counselling

- Counselling male partners of pregnant women provides an opportunity to encourage men to practise safer sex by using condoms and by limiting the number of partners.
- During counselling, healthcare workers can emphasise the man's responsibility for protecting the health of his wife or partner and their family.
- Testing both partners together as a couple may reduce the likelihood that the woman will be “blamed” for bringing HIV infection into the family.
- Identifying discordant couples during counselling (one partner is HIV-negative and the other one is HIV-positive) will provide the opportunity to discuss safer sex practices.

Discordance in couples

Many couples are discordant. Yet a woman often believes that her HIV test results reflect her partner's status; she assumes that if she is negative then her partner is also negative, which is not always the case. If her partner is in fact HIV-positive and he infects the mother during pregnancy, the risk of transmitting HIV to the infant is very high.

Responsibilities of the healthcare worker when working with couples

Healthcare workers can encourage women to persuade their partners to participate in ANC services and seek testing for HIV, regardless of the woman's test result. Skill building, problem solving, and practising what the woman will say to her partner may help a woman disclose her results and refer her partner for testing. Alternatively, male partners can be referred to voluntary counselling and testing services (VCT). Specific information about agency hours, location, and services may be provided. If either the patient or her partner receives a positive HIV test result, refer the couple for treatment, care, and social support.

Considerations in counselling couples

- Establish a relationship with each partner.
- Assure them of confidentiality and support.
- Assess each person's understanding of HIV/AIDS.
- Avoid allowing one person to dominate the conversation.
- Explain the testing process.
- Discuss post-test counselling:
 - Ask whether they would prefer to receive the results separately or together. Most experts recommend receiving results together as a pre-condition for couples counselling.
 - Mention the possibility of discordant results (if one partner is infected while the other is not) and prepare them for this possibility.

- Provide information on available PMTCT interventions: ARV prophylaxis, infant-feeding practices.
- Confirm the benefits of knowing one's HIV status; discuss concerns or potential risks of such knowledge.
- Ask who else might be affected by test results.
- Confirm the couple's willingness to be tested.
- Be prepared to refer the couple for further counselling if indicated.



Trainer Instructions

Assist the participants as they practise providing pre-test information.

Exercise 6.3 Providing information: small-group session	
Purpose	To review pre-test information and allow the group to practise providing information.
Duration	45 minutes
Introduction	<p>Emphasise that the focus of this session is the provision of pre-test information.</p> <p>Explain that this exercise will review what has been taught and allow the group to practise providing information to groups.</p>
Activities	<ul style="list-style-type: none"> ▪ Divide participants into three groups. Appendix 6-D contains suggested content for three group information sessions. Assign one information session scenario to each group and ask the participants to complete the following tasks: ▪ Refer to the bulleted topics and discuss how you might present each one to an audience. ▪ Use the questions and answers under the bullets as a guide. ▪ Ask one person in the group to record the important information for each topic on paper. ▪ Assign each participant one topic from the bulleted list to present to the full group. ▪ Ask each participant to think carefully about the important information recorded for his/her topic; ask the recorder to write it for you if necessary. ▪ When ready, have each participant present the topic to the entire training group. ▪ Once the presentation has been completed, verify that the important information was addressed. ▪ Ask the participants to inform the presenter about which information they did not understand. ▪ Ask whether there are any questions. ▪ As time permits, rotate presenters until each participant has presented once.

Exercise 6.3 Providing information: small-group session

Debriefing

- Providing information in a clear way takes practice.
- How does it feel to be an educator? Evaluate whether you answered questions comfortably and provided emotional support.
- Basic counselling skills used every day may help the healthcare worker communicate effectively.
- Remember that formal, one-on-one pre-test counselling should be offered when indicated.

SESSION 4 Post-Test Information and Counselling



Advance Preparation

Ensure that participants have copies of Appendices 6-E, 6-F, and 6-G, which appear at the end of this module. The role play scenarios appear in Appendix 6-G.



Total Session Time: 90 minutes



Trainer Instructions

Slides 29 and 30

Discuss post-test information and counselling for *all* women, using the content below.



Make These Points

- Post-test counselling is important for *all* women, whether their HIV test results are negative or positive.

Post-test counselling

All HIV test results, whether positive or negative, must be given in person. Initial post-test counselling sessions are provided to each patient separately and privately, unless the post-test counselling is being provided to a couple.

The post-test counselling session for both the woman who is HIV-positive and the one who is HIV-negative has several goals:

- Provide the woman with her HIV test result.
- Help her understand the meaning of the result.
- Provide the appropriate PMTCT essential messages.
- Offer support, information, and referral.
- Encourage risk-reducing behaviour.
- Encourage disclosure and partner testing.



Trainer Instructions

Slide 31

Discuss post-test counselling for women who are HIV-negative, using the content below.

When the woman is HIV-negative...

A negative result on an HIV antibody test means that a woman is not infected with HIV. Post-test counselling provides an opportunity for a woman who is HIV-negative to learn how to protect herself and her infant from HIV infection. It is important that women know that if they become infected during pregnancy or while breastfeeding they face an increased risk of MTCT. Post-test counselling—even for those who test negative for HIV—provides women with a powerful incentive to adopt safer sex practices, discuss family planning, understand the issue of discordance, and encourage partner testing (see Session 3). Detailed steps in providing post-test counselling for women who are HIV-negative are in Appendix 6-E.

Components of post-test counselling for women testing HIV-negative

- Discuss the meaning of the result.
- Provide information about how to prevent future HIV infection.
- Inform her about the high risk of transmitting HIV to the infant if she is newly infected during pregnancy or breastfeeding.
- Inform her that counselling is available in the future if needed.



Trainer Instructions

Slide 32

Discuss post-test counselling for women who are HIV-positive, using content below.

When the woman is HIV-positive...

A woman who tests HIV-positive is infected with HIV. Counselling women who test positive for HIV is challenging for healthcare workers, and patient reactions can range from acceptance to disbelief. The healthcare worker must remain non-judgemental, supportive, and confident throughout the counselling process. Healthcare workers should remember that they have the skills to provide difficult information to patients and they can draw on their experience.

Because women may present late in pregnancy or only attend ANC once, key PMTCT messages will need to be provided during the post-test counselling session. Also during the post-test counselling session, the healthcare worker should encourage the woman who is HIV-positive to attend subsequent ANC visits. During those visits, key PMTCT messages can be reinforced and follow-up counselling provided. Referral for HIV treatment, care, and support is necessary.

See the detailed steps for providing post-test counselling for women who test HIV-positive in Appendix 6-F.

Components of post-test counselling for women testing HIV-positive

- Discuss the meaning of the test result.
- Determine whether she understands the meaning of the result and let her talk about her feelings.
- Talk about her immediate concerns.
- Inform her about essential PMTCT issues. Discuss and support initial ARV treatment, prophylaxis and infant-feeding decisions.
- Discuss disclosure and partner testing.
- Encourage her to attend subsequent ANC visits and the importance of delivering in a PMTCT facility.



Trainer Instructions

Slide 33

Discuss the disclosure process for women who are HIV-positive, using the content below.

Disclosure of HIV status

During the initial post-test counselling session, the counsellor may begin the discussion about disclosure. By disclosing her HIV status to her partner and family, the woman may be in a better position to:

- Encourage the partner(s) to be HIV tested.
- Prevent the transmission of HIV to her partner(s).
- Access PMTCT interventions.
- Receive support from her partner(s) and family when accessing PMTCT and HIV treatment, care, and support services.

It is important to respect the woman's choice regarding the timing and process of disclosure. A woman may perceive disadvantages in disclosing her HIV diagnosis. In some communities, women who are HIV-infected and their families may face stigmatisation and discrimination. (See *Module 5: Stigma and Discrimination Related to MTCT*). If the woman has indicated that her partner(s) and family may react negatively to her HIV status, the counsellor can help the woman problem-solve and build skills to use when she discloses her HIV status.



Trainer Instructions

Discuss the ongoing care needs of women who are HIV-positive, using the content below.

Subsequent ANC visits

In most countries, pregnant women are encouraged to attend scheduled ANC visits throughout their pregnancy. However, in many resource-constrained settings, many pregnant women attend ANC once, often late in pregnancy, and do not make subsequent visits.

If pregnant women do make subsequent visits, the following topics should be addressed in the first ANC visit and reinforced during subsequent ANC visits:

- Interventions for PMTCT (*Module 3: Specific Interventions to Prevent MTCT*)
- Infant-feeding options (*Module 4: Infant Feeding in the Context of HIV Infection*)
- Follow-up care and treatment for the woman and her infant (*Module 7: Linkages to Treatment, Care and Support for Mothers and Families with HIV Infection*)
- Social support (*Module 7: Linkages to Treatment, Care, and Support for Mothers and Families with HIV Infection and Module 8: Safety and Supportive Care in the Work Environment*)
- Family-planning options (*Module 2: Overview of HIV Prevention in Mothers, Infants, and Young Children*)

Counselling and testing for women of unknown HIV status at the time of labour and delivery

In some settings, women who have not been tested during ANC or did not attend ANC may present to the health service at the time of labour with unknown HIV status. National and local policies can provide guidance on how to test and counsel women of unknown HIV status during labour and delivery. Although it may be difficult to offer counselling or obtain informed consent during labour, it is recommended that the opt-out approach to testing be used (see Session 1) during labour and that post-test counselling be provided after delivery. In these circumstances, decisions about antiretroviral therapy will be based on national or local policies (see *Module 3 Specific Interventions to Prevent MTCT*). In some cases it will be possible to provide ARV prophylaxis to the mother and the infant and in other cases it will only be possible to provide ARV prophylaxis to the infant.



Trainer Instructions

Assist the participants as they practise providing post-test counselling. Please refer to Appendix 6-G for the scenarios and checklist to be used in Exercise 6.4.

Exercise 6.4 Post-test counselling: small-group role-play	
Purpose	To practise post-test counselling through role playing.
Duration	60 minutes
Introduction	This exercise will provide an opportunity for participants to practise post-test counselling.
Activities	<ul style="list-style-type: none"> ▪ Divide group into teams of six participants each. ▪ Ensure participants have copies of the role play scenarios for post-test counselling and counselling checklist (Appendix 6-G). ▪ Assign each team two scenarios: one from the scenarios for HIV-negative results, and one from the scenarios for HIV-positive results. ▪ Instruct the teams as follows: <ul style="list-style-type: none"> ▪ For each scenario, select one participant to play each patient and one to play the counsellor. ▪ The patient and counsellor should be seated so they are facing each other. ▪ Using the Counselling Checklist, the pair should follow the first scenario. ▪ If the counsellor has difficulty (if he or she doesn't know exactly what to say or how to answer the patient), another team member may help by tapping the counsellor on the shoulder and assuming the counsellor's place. ▪ When the role-play is finished, the pair should spend 5 minutes reviewing the experience with the rest of their team, asking such questions as, "Was anything important left out of the session?" ▪ The team should repeat the process for the second scenario. ▪ Ask the participants to exchange roles and continue switching until each member practises post-test counselling (using both scenarios, time permitting).
Debriefing	<p>Ask participants to consider the following questions:</p> <ul style="list-style-type: none"> ▪ How did you feel in your role as a counsellor? ▪ What was the hardest part of counselling? ▪ How can basic communication skills be used during counselling sessions? ▪ What positive reactions did you experience in the session? <p>Record reactions and experiences on the flipchart.</p>



Trainer Instructions

Slides 34, 35 and 36

Review key points from this module, as described in the box below.

Module 6: Key Points

- Pre-test information, HIV testing and post-test counselling should be available to all pregnant women on an “opt-in” or “opt-out” basis as determined by national or local policy.
- The healthcare provider and the facility must maintain confidentiality of HIV status.
- Partner testing and couples counselling are encouraged.
- Rapid tests with same day results are the recommended procedure for most ANC settings.
- Infant diagnosis is complex but important for clinical management.
 - Standard diagnosis is done by antibody test at 18 months.
 - Earlier diagnosis is possible with PCR testing.
- Post-test counselling is important for all women:
 - For women who are HIV-negative, emphasise the prevention of HIV infection.
 - For women infected with HIV, provide referrals to the PMTCT program and options for treatment, care, and support.
- Disclosure skills building should be encouraged for all women regardless of HIV status.

APPENDIX 6-A Training, roles, and responsibilities of HIV counsellors

Counsellor level	Roles and responsibilities
<p>Senior counsellor (coordinator, supervisor) Experienced counsellor with advanced training in counselling</p>	<ul style="list-style-type: none"> ▪ Support and supervise other counsellors ▪ Monitor counsellors ▪ Train groups of counsellors ▪ Accept referrals of difficult or complex cases ▪ Facilitate and supervise support clubs occasionally
<p>Professional counsellor Counsellor with an appropriate background in nursing, teaching, or a related field, who participates in ongoing training</p>	<ul style="list-style-type: none"> ▪ Pre- and post-test counselling ▪ Couples counselling ▪ Follow-up counselling ▪ Support for peer and lay counsellors ▪ Identification and assessment of adverse events or mental health consequences and indications
<p>Peer counsellor Counsellor from the same background as the patient, often a woman who has been involved in PMTCT projects; also peer counsellors in the workplace, youth peer counsellors, counsellors with HIV/AIDS</p>	<ul style="list-style-type: none"> ▪ Advocacy and community mobilisation ▪ HIV education and preventive counselling ▪ Follow-up and supportive counselling in uncomplicated cases ▪ Integration of persons living with HIV/AIDS into community activities
<p>Lay counsellor Counsellor with pre- and post-test training and training in ongoing counselling</p>	<ul style="list-style-type: none"> ▪ Pre- and post-test counselling for routine cases ▪ Follow-up and supportive counselling for uncomplicated cases
<p>Adapted from World Health Organization (WHO). 2003 (July). <i>Guidance on the Provision of T & C for Women in Antenatal Care, Childbirth, and Resource-Constrained Settings</i> [Draft].</p>	

APPENDIX 6-B Talking with parents about their child's HIV test results

Prepare for the talk with parent or guardian.

- Make sure you have the child's test result and inform the parent that you have the result.
- Schedule an appointment.

Greet the parent and establish rapport.

- Ask if the parent or guardian has had any questions since the child's blood test. Answer the questions and let the patient know that counselling will continue to be available to help with important decisions.

Inform the parent of the test result.

- Ask, "Are you ready to receive your child's HIV test result?"
- State, in a neutral tone, "The baby's test result is positive. That means that the baby has HIV infection."
- Pause and wait for the parent to respond before continuing. Give the parent time to express any emotions.
- If the parent would like to see proof of the result, provide it.
- Check the parent's understanding of the result's meaning. Discuss and support the parent's feelings and emotions.
- Explain that the blood test revealed evidence of HIV, the virus that causes AIDS, in the baby's body. Review the testing procedure with the parent and check to be sure he or she understands the test results. Explain the accuracy of the test. Allow time for silence.
- Reassure the family that, although there is no cure, there are treatments for infections that the child can receive. Emphasise that children can live many years before they become sick with AIDS-related illnesses. Talk about available ARV treatments for HIV.
- Recognise that many people may interpret this diagnosis as a death sentence. Anticipate reactions of grief, shock, disbelief, denial, and anger. Offer appropriate support.

Discuss ways to keep the child healthy.

- Emphasise the need for immunisations.
- Talk about good nutrition.
- Stress that the child should be allowed to live an active life and play like other children whenever possible.
- Review the importance of prompt medical attention as well as preventive care. If the baby is less than 12 months old, stress the importance of PCP prophylaxis; ensure access to cotrimoxazole, and instruct the parent in how to give the liquid.
- Refer the child for HIV treatment and care if not provided in your facility.

APPENDIX 6-B Talking with parents about their child's HIV test results *(continued)*

Review Universal Precautions.

- Reassure the family that close contact with family members and normal baby care do not transmit HIV.
- Review measures for diaper/nappy changing (no gloves are necessary), blood spills (use a barrier), and open sores (they should be covered).

Identify other family members who may be at risk of HIV infection.

- Identify, counsel, and test siblings who may be at risk. Families must be given the time and support to do this.

Identify a support system.

- Identify a personal support system for the family.
- Assess the psychological status of mother and other family members.
- Refer family to a support group, if they are interested.
- Provide the family with written material that they can take home, if they are interested.

Review issues of confidentiality.

- Introduce disclosure issues.
- Explain how confidentiality is handled in the clinical setting.

Assess the family's understanding of the diagnosis, treatment, and care at each visit.

- Review and offer additional information as appropriate.

APPENDIX 6-C Basic counselling skills

Empathising

Empathy is the identification with and understanding of another person's situation, feelings, and motives. To empathise is to see the world through the other person's eyes and understand how that person feels. The counsellor should listen to the patient carefully and try to understand the patient's situation and feelings without being judgmental. Empathy should not be confused with pity.

Active listening

The active listener pays attention to what the patient says and does, and listens in a way that shows respect, interest, and empathy. Active listening is more than just hearing what the patient says. It means paying close attention to the content of the message as well as the feelings and worries that can be expressed through movement, tone of voice, facial expression, and posture.

Open questioning and probing

Open-ended questions elicit more than one-word answers. They often begin with "how," "what," or "why." Such questions encourage the patient to express feelings freely and to share information relevant to the situation. Probing uses questions to help the patient express feelings and information more clearly. Probing often is necessary when the counsellor needs more information about a patient's feelings or situation.

Focusing

Patients often are overwhelmed by many problems, and they may try to address all of their problems at once. It is important for the counsellor and the patient to stay focused on the goals of the counselling session. Counsellors might need to refocus or redirect patient questions that can be addressed later in the session. If the patient wants to talk about other emotional or personal issues, the counsellor should consider providing referrals for additional support.

Correcting inaccurate information

It is the responsibility of the counsellor to provide patients with accurate information and correct misconceptions. The counsellor should identify false information and correct it quickly. This must be done sensitively so the patient does not feel inadequate or become defensive. It is not always necessary to give detailed explanations of facts.

APPENDIX 6-C Basic counselling skills *(continued)*

Characteristics of a good counsellor

- Establish rapport by greeting patients with respect, introducing themselves, and explaining their roles as counsellors.
- Understand the issue at hand, whether it is HIV risk reduction, HIV testing, infant feeding, family planning, or HIV treatment and procedures.
- Are sensitive to cultural and psychological factors that might affect patients' decision-making process.
- Are nonjudgmental and treat patients with respect and kindness.
- Present information sensitively, using language patients understand.
- Encourage patients to ask questions.
- Listen actively to patients' concerns.
- Recognise when it is necessary to refer patients for additional help or support.
- Notice and respond to nonverbal communication (body language).

APPENDIX 6-D Providing pre-test information, exercise 6.3

Information session: Group 1

Introduction

Group information sessions can be offered in the ANC clinic setting. As a group, review the following topics one at a time and discuss which key points should be covered in a group information session. Use the questions and answers below to guide you.

- An overview of HIV and AIDS
- Sources and prevention of HIV transmission
- Sexually transmitted infections (STIs) and HIV
- Mother-to-child transmission of HIV and prevention

What is the difference between HIV and AIDS?

HIV is the virus that causes AIDS. Someone can be infected with HIV and not know it. An infected person might not feel ill for many years. AIDS is the disease caused by the HIV virus. When you get AIDS your body's defence system has been very weakened by the HIV virus.

There is no cure for HIV and AIDS, but drugs are available that can help prevent related infections. Some drugs are available that slow the virus and help people who are HIV-infected stay healthy for many years.

What is happening in our country? How many people are HIV-infected? How many are men, how many are women or children?

Share recent national statistics on the spread of HIV and its prevalence in women attending antenatal and STI clinics.

What are some common myths about HIV?

Share commonly held beliefs and myths about HIV and AIDS.

How can you get HIV?

The most common way to get HIV is by having unprotected sex with a person who is HIV-infected. A baby can get HIV from a mother who is HIV-infected mother during pregnancy, labour and delivery, or breastfeeding. HIV infection can also be transmitted when people share equipment (needles/syringes) to inject drugs or any other substance (vaccines, vitamins). It can also be transmitted by sharing other sharp objects such as blades or piercing equipment used in any process (piercing/scarification) that involves blood. HIV can be transmitted to a person who receives blood that has not been screened for HIV.

What are some ways to prevent HIV infection?

- Sexual abstinence—not having sex
- Practising faithfulness between two uninfected partners
- Limiting sexual contact to one partner who is HIV negative
- Avoiding drug abuse
- Not sharing contaminated needles

APPENDIX 6-D Providing pre-test information, exercise 6.3 *(continued)*

What kinds of things may put you at risk for HIV?

- Having unprotected sex with a person with HIV infection
- Engaging in high-risk behaviours, including having several sex partners, having anal sex
- Using drugs of abuse or sharing contaminated needles
- Not knowing whether your partner is HIV negative or positive
- Having a sexually transmitted infection (eg gonorrhoea or syphilis) can increase the risk of getting HIV by 2–5 times

What are ways to decrease the risk of getting HIV?

Add to patient's suggestions other options for decreasing the risk of HIV, such as:

- Do not have unprotected sex with a high-risk partner.
- Always use condoms, if several partners.
- Talk to your partner about HIV testing.
- Talk about HIV concerns with a partner or friend.
- Reduce alcohol and/or drug use.
- Avoid places where you often participate in high-risk behaviours.
- Abstain from sex or use condoms until you and your partner have been tested.

What are choices that could decrease your risks?

- Emphasise the importance of making small, reasonable changes rather than setting unrealistic goals, such as never having sex again. Ask patients to share their plans with a close friend or someone they trust.

How do babies get HIV from their mothers who are HIV-infected?

- If a woman is HIV-infected and pregnant, there are three ways her baby can get HIV: in the womb during the pregnancy, labour and delivery, or during breastfeeding.
- Although the risk of infecting the baby is always present, a woman who is HIV-infected can give birth to a baby who is HIV-negative. Inside the womb the placenta acts like a filter between the mother and the baby. So the mother and the baby have separate blood systems. This helps prevent the mother from giving HIV to the baby in the womb. But sometimes blood does cross between the blood systems of the mother and baby. So some babies can get HIV in the womb.
- There are two other ways a mother who is HIV-infected can give the virus to her baby. The most likely way is during labour and delivery. This is because the baby comes into direct contact with the mother's blood. A mother also can give HIV to her baby during breastfeeding.
- It is hard to tell whether a newborn baby is infected. However, the baby can be tested for infection as per the site's testing policy.
- The good news is there are medicines that can greatly reduce the risk of a mother transmitting HIV to the baby during delivery. These medicines offer new hope to families.

APPENDIX 6-D Providing pre-test information, exercise 6.3 *(continued)*

What is the Prevention of Mother-to-Child Transmission of HIV, or PMTCT programme?

This programme helps reduce the chance that babies born to women who are HIV-infected will be infected with HIV. The programme has several parts:

- Testing and counselling to help uninfected women remain free of HIV and protect their families from the disease and to help women who are HIV-infected receive special care to reduce HIV-transmission to their babies
- Medicine—antiretroviral treatment—to reduce the baby’s risk of getting HIV
- Counselling and support for safer infant-feeding practices
- Referral to treatment, care, and support programmes

Information session: Group 2

Introduction

Group information sessions can be offered in the ANC clinic setting. As a group, review the following bulleted topics one at a time and discuss which key points should be covered in a group information session. Use the questions and answers below to guide you.

- HIV testing process
- Benefits and risks of HIV testing
- Confidentiality
- Implications of test results, both positive and negative

How is HIV testing conducted?

- Testing is offered to all pregnant women. Everyone has the right to refuse HIV testing.
- The test tells if a woman is infected with HIV or not. On very rare occasions, if a woman has had a recent risk or exposure, the test results may not reflect that exposure. Therefore, it is recommended that a woman who has recently been at risk be retested 3 months from her risk exposure.
- A positive HIV test means a woman has the HIV virus in her blood. It does not mean she has AIDS; it does not tell her when she will get sick. A negative HIV test means she does not have the HIV in her body.
- Share the site’s testing process, whether rapid or standard ELISA.

APPENDIX 6-D Providing pre-test information, exercise 6.3 *(continued)*

What are the advantages of knowing the test results?

- Knowing her HIV status can help a woman make informed decisions about her pregnancy.
- If she is HIV-infected, knowing her status can help her access HIV services for herself and to prevent transmitting HIV infection to her baby.
- Knowing her HIV status allows her to reduce the risk of infecting other people.
- Early testing makes it easier to plan for the future.
- If a woman finds out she is HIV negative, she can learn how to stay uninfected and keep her family safe from HIV infection.
- There are many preventive healthcare services that can improve a woman's quality of life and prolong her life.
- Increasingly, medications for the treatment of HIV infection are becoming available. These medications reduce the damage that HIV does to the body and prolongs life.

What are the disadvantages of testing for HIV?

- A woman might experience a little discomfort or bruising during the blood sampling process (a finger prick or blood taken from the arm).
- Programmes may not be readily available for help or treatment, but she can be referred.
- There is sometimes the risk of being stigmatised or discriminated against.

Who can receive information about your test results?

- Test results are confidential and become part of a woman's medical records. They can only be shared with healthcare workers who are involved in her care and treatment—and only on an “as-needed” basis. She has the right to decide if anyone other than healthcare workers may receive this information, and she is entitled to receive support in that disclosure process.

Information session: Group 3

Introduction

Group information sessions can be offered in the ANC clinic setting. As a group, review the following bulleted topics one at a time and discuss which key points should be covered in a group information session. Use the questions and answers below to guide you.

- Identifying HIV support services
- Family planning
- Individual counselling for risk assessment
- Testing and counselling for couples

APPENDIX 6-D Providing pre-test information, exercise 6.3 *(continued)*

What types of services are available in your community for the person who is HIV-infected?

Have each participant think about the types of services that might be needed if test results showed the participant (or participant's partner) was HIV-infected. PMTCT programmes can help link people to many services for themselves, their infant or child, and their family such as:

- Nutritional support
- Couples counselling
- Medical treatment and medicines to prevent transmission to the infant
- Treatment to prevent opportunistic infections
- Spiritual support, referral to a faith-based organisation
- Peer support groups
- Classes to learn safer infant-feeding practices
- Safe water programs

Who can benefit from family planning classes?

- Couples are encouraged to attend classes together when possible. Information may be presented on condom use and safer sex practices to prevent both the spread of HIV infection and unintended pregnancies.
- In some cultures, where sexual relations are limited during pregnancy and immediately following childbirth, information may be provided to help couples encouraging them to maintain closeness through non-risk behaviours.
- Fathers can learn to appreciate their role as responsible guardians of the health and welfare of their wife and family.

When is it better to refer someone for individual counselling?

- Counsellors should assess whether referral to individual pre-test counselling is necessary based on national or clinic guidelines. In some countries, individual counselling is provided only when a woman has concerns or questions. During this time, sensitive issues can be discussed more openly with the assurance of complete confidentiality.
- When the patient has questions that cannot be answered by PMTCT/ANC staff—such as questions about STIs and risky sex practices—the questions can be answered in an individual counselling session and suggestions can be provided to help reduce harm to the individual and the partner(s).

What are the benefits of couples counselling?

- Each person has the right to complete information about HIV/AIDS and its transmission.
- Both partners may come to understand the benefits and risks of testing, and the benefit of knowing their status while receiving assurance that confidentiality will be maintained.
- Together, they can work on family planning issues, and accepting responsibility for preventing unintended pregnancies and the spread of HIV infection.
- Together, they can come to understand the value of their partnership for protecting their family's health and planning for the future.

APPENDIX 6-E Post-test counselling checklist, HIV-negative result

Counselling is a relationship and provides an opportunity to establish a rapport with the patient, answer questions, and make sure the patient understands the information you are providing.

- ✓ Make sure you have the patient's test result and inform the patient that you have the result.
- ✓ Greet the patient.
- ✓ Ask whether the patient has any questions since being tested. Answer questions and let the patient know counselling will continue to be available to help with important decisions.
- ✓ Recap the pre-test information/counselling session. Let the patient know you are doing this to make sure he or she remembers important information.
- ✓ Indicate that the HIV test result is ready and provide results in a straight forward manner. State in a neutral tone: "Your test result is negative."
- ✓ Pause and wait for the patient to respond before continuing. Give the patient time to express any emotions.
- ✓ Explore the patient's understanding of the meaning of the results.
- ✓ Discuss and support the patient's feelings and emotions.
- ✓ If there was a recent risk exposure, discuss the need to re-test.
- ✓ Talk about specific risk reduction strategies with the patient:
 - ☑ Partner referral for testing and if negative faithfulness
 - ☑ Use of condoms
 - ☑ Limiting the number of sexual partners
- ✓ Talk with the patient again about disclosure and about partner testing.
- ✓ Discuss discordance.
- ✓ Inform the patient that counselling is available for couples.
- ✓ Emphasise the importance of protecting herself from infection while pregnant or breastfeeding, and explain how doing that will lower the risk that her infant will become HIV infected.
- ✓ Ask whether the patient has questions or concerns. Give the patient contact information for the clinic should any new concerns arise.
- ✓ Discuss support issues and subsequent counselling sessions.
- ✓ Remind women and families that counselling or referral to counselling will be available throughout the pregnancy to help them plan for the future and to obtain services.

APPENDIX 6-F Post-test counselling checklist, HIV-positive result

Counselling is a relationship and provides an opportunity to establish a rapport with the patient, answer questions, and make sure the patient understands the information you are providing.

- ✓ Greet the patient.
- ✓ Make sure you have the patient's test result and inform the patient that you have the result.
- ✓ Ask whether the patient has any questions since being tested. Answer questions and let the patient know counselling will continue to be available to help with important decisions.
- ✓ Recap the pre-test information/counselling session. Let the patient know you are doing this to make sure he or she remembers important information.
- ✓ Indicate that the HIV test result is ready and provide it in a straightforward manner. State in a neutral tone: "Your test result is positive".
- ✓ Pause and wait for the patient to respond before continuing. Give the patient time to express any emotions.
- ✓ Check the patient's understanding of the meaning of the results.
- ✓ Explore and support the patient's feelings and emotions.
- ✓ Normalise the patient's feelings and emotions.
- ✓ Inform the patient of essential PMTCT issues. Discuss and support initial decisions about:
 - ☑ Antiretroviral treatment and prophylaxis
 - ☑ Infant-feeding options
 - ☑ Childbirth plans
 - ☑ Adequate nutrition
 - ☑ Address Positive Living and provide referral for preventive healthcare services
 - ☑ Prompt medical attention, prophylaxis, and treatment of opportunistic infections
 - ☑ Stress management and support systems
- ✓ Explain that the woman's test results do not indicate whether her partner is infected and that her partner will need to be tested.
- ✓ Discuss disclosure and support issues.
- ✓ Address risk reduction that is necessary to protect her partner(s) and herself from re-infection:
 - ☑ Condom use
 - ☑ Reducing the risk of infecting others and screening and treatment for sexually transmitted infections
- ✓ Identify sources of hope for the patient, such as family, friends, community-based services, spiritual supports, and treatment options. Make referrals when appropriate.
- ✓ If the patient already has children, discuss and plan for testing of children.
- ✓ Ask whether the patient has questions or concerns. Give the patient contact information for the clinic should concerns arise.
- ✓ Remind mothers and families that counselling will be available throughout the pregnancy to help them plan for the future and obtain necessary services.

APPENDIX 6-G Role play scenarios for post-test counselling, Exercise 6.4 and counselling checklist

Scenarios for HIV-negative test results

Scenario 1 Shonda is 17 years old and has been dating her boyfriend for one year. She started having unprotected sexual relations with him three months ago, and is now pregnant. She suspects that her boyfriend may be at risk for HIV since he has not been faithful to her, although he denies this. During her first visit to ANC, she decided to be tested, just in case she is infected.

Scenario 2 Paul and Maria have been married for 2 years. They are now planning to start their family. Before they married, Paul experimented with drugs, including needle sharing. Although he has never had any HIV symptoms, they have decided to both be testing prior to starting a family.

Scenario 3 Lisa is a student in computer school and is in her third trimester of pregnancy. Although she is in a committed relationship with the father of her child, in the past she had multiple sexual partners and engaged in unprotected sex. After attending her first ANC visit she understood that she might be at risk for HIV and, as she does not want to put her partner or baby at risk, she decided to be tested.

Scenarios for HIV-positive test results

Scenario 1 Debbie is working on a truck route as a commercial sex worker and sees many men each week. She has tried to get them to use condoms but many of them refuse. She is in her 28th week of pregnancy and this is her first visit to the ANC clinic. She is worried about her baby's safety and has agreed to be tested for HIV.

Scenario 2 Margaret and Steven have been married for six years and have three children. She is now in her second trimester of pregnancy and suspects they may be having twins. Last year, the couple had separated for approximately four months. During that time, Steven had sexual relations with someone whom, he later found out, was HIV-infected. Margaret is aware of this and, because of the pregnancy, knows that the baby is at risk for HIV-infection if she has HIV. Steven has refused testing, but she was tested and he has accompanied her to the clinic today to hear her results.

Scenario 3 Christine works in housekeeping at the ANC clinic. She is well liked by all the staff and recently found out she is going to have her first baby. Prior to working at the clinic, she was a patient in a community drug rehabilitation programme in a nearby town. No one at the clinic is aware of this. She knows, because of previous behaviours, that she needs to be tested for HIV. She approached one of the healthcare workers and asked for her help getting tested. She is very concerned that other staff may find out and wants test results kept confidential between her and this one healthcare worker.

APPENDIX 6-G Counselling checklist *(continued)*

Counselling checklist

As you observe your colleagues role play, indicate the techniques they use by placing a check in the appropriate box.

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Skills and techniques	Specific strategies, statements, behaviours	<input checked="" type="checkbox"/>
Establishing a relationship	▪ Greets the patient; shakes hands if appropriate	<input type="checkbox"/>
	▪ Offers a seat	<input type="checkbox"/>
	▪ Leans forward when talking	<input type="checkbox"/>
	▪ Makes eye contact (when appropriate)	<input type="checkbox"/>
	▪ Shows interest in the patient	<input type="checkbox"/>
	▪ Other (specify)	<input type="checkbox"/>
Listening	▪ Looks at the patient	<input type="checkbox"/>
	▪ Body language indicates attentiveness to speaker	<input type="checkbox"/>
	▪ Makes eye contact to indicate care and interest (when appropriate)	<input type="checkbox"/>
	▪ Facial expression indicates caring and interest in the patient	<input type="checkbox"/>
	▪ Uses minimal encouragers such as yes, okay, etc.	<input type="checkbox"/>
	▪ Checks to be sure the counsellor understands what the patient is saying	<input type="checkbox"/>
	▪ Occasionally sums up patient's statements	<input type="checkbox"/>
	▪ Other (specify)	<input type="checkbox"/>
Empathy	▪ Comments on patient's challenges while also indicating patient's strengths	<input type="checkbox"/>
	▪ Reflects statements back to patient to indicate understanding	<input type="checkbox"/>
	▪ Other (specify)	<input type="checkbox"/>
Questioning	▪ Uses closed-ended questions to get basic information such as demographic data	<input type="checkbox"/>
	▪ Avoids overuse of closed-ended questions	<input type="checkbox"/>
	▪ Uses open-ended questions to get more in-depth information from patient	<input type="checkbox"/>
	▪ Style of questioning reflects interest, care, and concern, not interrogation	<input type="checkbox"/>
	▪ Asks relevant questions	<input type="checkbox"/>
	▪ Other (specify):	<input type="checkbox"/>
Clarifying	▪ Checks understanding of what the patient is saying	<input type="checkbox"/>
	▪ Uses phrases such as: "Are you saying that...?" or "Correct me if I am wrong..."	<input type="checkbox"/>
	▪ Other (specify):	<input type="checkbox"/>
Providing technical information (on pre-test counselling, testing procedures, test results, post-test counselling)	▪ Provided information on HIV	<input type="checkbox"/>
	▪ Provided information on the testing process and results	<input type="checkbox"/>
	▪ Discussed confidentiality	<input type="checkbox"/>
	▪ Explained the meaning of the test result	<input type="checkbox"/>
	▪ For HIV-negative patients, provided information on staying negative	<input type="checkbox"/>
	▪ For HIV-positive patients, provided information on the meaning of the test result and PMTCT	<input type="checkbox"/>



Module 7 Linkages to Treatment, Care, and Support for Mothers and Families With HIV Infection



Total Time: 150 minutes

SESSION 1 Linkages with Local Treatment, Care, and Support Services for Mothers and Families

Activity/Method	Resources Needed	Time
Exercise 7.1: Community linkages: small group discussion	None, other than those noted below	70 minutes

SESSION 2 Treatment, Care, and Support of the Mother who is HIV-Infected

Activity/Method	Resources Needed	Time
Exercise 7.2: Postpartum case study	None, other than those noted below	45 minutes

SESSION 3 Treatment, Care, and Support of the Infant and Young Child Exposed to HIV

Activity/Method	Resources Needed	Time
Exercise 7.3: Clinical presentation of HIV in infants	Three cards, 4"x 6" or similar, with the following headings (one per card): GI, Pulmonary, Immune Function	35 minutes

For all sessions, also have available the following:

- Overheads or PowerPoint slides for this Module (in Presentation Booklet)
- Overhead or LCD projector, extra extension cord/lead
- Flipchart or whiteboard and markers or blackboard and chalk
- Pencil or pen for each participant

Relevant Policies for Inclusion in National Curriculum

Session 1

- Listing of local agencies providing clinical and social support services for mothers and families with HIV

Session 2

- Guidelines on postpartum care of the mother with HIV infection
- Guidelines on prevention and treatment of opportunistic infections such as PCP and TB
- National guidelines on HIV care and treatment for adults, including ARV treatment
- Any other national guidelines on treatment of symptoms and palliative care, nutritional support, and social and psychosocial support (If not included above)

Session 3

- Guidelines for follow-up visits and immunisation schedule for the infant or child who is HIV-exposed
- Clinical guidelines on the care and treatment (including ARV treatment) of infants and children who are HIV-exposed or HIV-infected



The *Pocket Guide* contains a summary of each session in this module.

SESSION 1 Linkages with Local Treatment, Care, and Support Services for Mothers and Families



Advance Preparation

No additional advance preparation is required for this session.



Total Session Time: 70 minutes



Trainer Instructions

Slides 1 and 2

Begin by reviewing the module objectives listed below.

After completing the module, the participant will be able to:

- Explain the treatment, care, and support needs of mothers with HIV infection and their infants who are HIV-exposed.
- Identify local supportive resources for mothers, children, and their families.
- Develop and strengthen linkages with treatment, care, and support services for women and children infected with or exposed to HIV.



Trainer Instructions

Slides 3 and 4

Discuss the different kinds of linkages to care and support services that may help mothers and families, using the information below.



Make These Points

- Strengthening linkages to existing support services provides continuity of care for mothers, infants, and families.
- Referral systems expand on services offered through MCH and PMTCT programmes.
- Community-based service organisations, including NGOs and faith based organisations, can address psychosocial as well as medical needs.
- Team building is essential to promoting community linkages.

The follow-up treatment, care, and support that women who are HIV-infected receive after delivery, and the care of their children and families, can be strengthened if linkages are made with comprehensive community health services that include HIV/AIDS treatment and care, social support, and patient advocacy. It is important that treatment and care extend beyond PMTCT prophylaxis for women, infants, and family members at risk for or infected with HIV.

Linkages can be fostered in many ways:

- Programme developers can establish linkages by integrating PMTCT services into existing maternal and child health (MCH) services.
- Clinicians and healthcare workers can expand their practices to include necessary referrals and then follow up to ensure families have easy access to linked services.
- Community workers, including lay counsellors, can assist women in obtaining treatment, care, and support services.

Linkages between MCH and HIV services

- MCH services are entry points for PMTCT and for the treatment, care, and support of women who are HIV-infected and their infants and other family members.
- PMTCT is integrated into MCH services through training (building human capacity) and programme development.
- Caring for and treating families affected by HIV is a shared responsibility.
- All children born to women who are HIV-infected require close follow up and appropriate care.
- Community MCH workers may be encouraged to provide information on health promotion and disease prevention, as well as care and support services to these families.
- Specialists in HIV who care for women and children may provide consultation, antiretroviral treatment, and help with the ongoing management of HIV infection.

Linkages with other health programmes for special needs

- Some programmes target specific health needs, such as family planning, treatment of sexually transmitted infections (STIs), or assistance with substance abuse.
- Disease-specific programmes, such as those for people with tuberculosis (TB) may benefit women who are HIV-infected. TB, which is highly prevalent in certain countries, is a leading cause of mortality in persons infected with HIV. (See Appendix 7-A.)
- Nutritional support programmes for mothers and children are especially important for people living with HIV/AIDS (PLWHA).

Linkages to community-based AIDS service organisations

Linkages to community-based organisations can provide the resources to help women who are HIV-infected and their families cope with the isolation, social stigma, and emotional pressures that often accompany a diagnosis of HIV. They also may provide women infected with HIV a way to become involved in voluntary or paid HIV-related work.

- Non-governmental organisations (NGOs), faith-based organisations (FBOs), and similar agencies often provide treatment, care, and support services for mothers who are HIV-infected and their family members.
- Linkages between healthcare programmes and other community based and faith-based organisations may improve patient care.
- Faith-based organisations and traditional healers may offer another important source of social and community support.
- Many community agencies may also provide education, counselling, and testing about HIV prevention and safer sex.
- Linkages to programmes for preventing and treating malaria or TB, or to programmes that offer nutritional support help women gain access to needed services.
- Relationships between health clinics and community programmes may offer connections to counselling, peer education support groups, and networks for PLWHA.
- Organisations of PLWHA are one of the most important sources of support for mothers diagnosed with HIV infection in PMTCT programmes and for their families.
- Community organisations often help PLWHA with specific needs such as housing, transportation, food assistance, legal assistance and advice, and income-generating activities.

Building community teams for shared responsibility

- Formalise connections among MCH programmes, health systems, and community programmes, whenever possible.
- As people who work in community agencies and healthcare settings learn more about services available outside of their own setting, people living with HIV/AIDS can gain access to a wider range of services.



Trainer Instructions

Lead the small group discussion on community linkages.

Exercise 7.1 Community linkages: small group discussion	
Purpose	Identify the range of services locally available to PLWHA. Encourage interagency networking and linkages. Facilitate client referral to community services.
Duration	60 minutes
Introduction	Once a healthcare worker recognises <i>when</i> to refer a patient to a local organisation offering needed services, the next step is to find out <i>where</i> to refer people. This exercise will provide participants a chance to share information on the continuum of HIV-related services offered in their community. By the end of this exercise all participants should have compiled a listing of HIV-related resources.
Activities	<p>Using participant sign-up sheets, identify and divide participants by geographic location or association with a particular facility (not more than 4–5 groups if possible).</p> <p>Provide each group with copies of <i>Appendix 7-B Community resource information worksheet</i>.</p> <p>Using Appendix 7-B as a guide, ask each small group to identify available community resources and record them on paper.</p> <p>Also using Appendix 7-B ask them to address each category of community resource in the left-hand column and answer the following questions:</p> <ul style="list-style-type: none"> ■ Are they familiar with a resource for each listing? For example, do they know of a local support group or club for PLWHA? ■ Are they aware of the address, location, hours of operation? ■ For each resource listed, do they know of a contact person for networking and referral? ■ Are there resources missing in their list? ■ Can they think of other resources that are not included? ■ Are they in contact with key community members who they might partner with to expand their resource list? <p>Allow 35–40 minutes for this process.</p> <p>Ask each group to assign a spokesperson who can report on the group's findings.</p> <p>List services on flipchart or blackboard as group spokesperson provides information.</p>
Debriefing	<p>Remind participants that establishing linkages requires community teamwork.</p> <p>Healthcare workers need to become familiar with local services, including physical location, hours of operation, what specific services are provided, and a contact name and telephone number for making referrals.</p>

SESSION 2 Treatment, Care, and Support of the Mother with HIV Infection



Advance Preparation

Review Exercise 7.2: Postpartum case study to be sure it reflects local customs, issues, and policies. Ask local healthcare workers to help you adapt the exercise, if necessary. Change the names from “Bea” to a common local name.



Total Session Time: 45 minutes



Trainer Instructions

Slides 5, 6 and 7

Discuss the postpartum care of mothers who are HIV-infected, using the information below.



Make These Points

- Postpartum care includes physical assessment, infant-feeding support, family planning, and referral for HIV/AIDS treatment.
- A mother’s chosen feeding option will not always reflect national and regional policies.
- Condoms protect against both STIs—including HIV—as well as unintended future pregnancies.

Postpartum care of the mother with HIV infection

Healthcare workers should ensure that women who are infected with HIV and have given birth in a healthcare facility return for postpartum appointments or are visited at home.

Women who have given birth at home should be evaluated 1 week after the birth and again at 6 weeks.

Include the following procedures during visits:

Assessment of healing

- Check wound healing.
- Monitor uterine involution.
- Confirm cessation of postpartum bleeding.

Infant-feeding support

(Also see *Module 4, Infant Feeding in the Context of HIV Infection.*)

- Assess progress of infant feeding.
- Assist the mother to safely implement her chosen feeding option.
- Assess family support for the infant-feeding option.
- Work with the mother to develop a plan to address challenges.

Sexual and reproductive care

(Also see *Module 2, Overview of HIV Prevention in Mothers, Infants, and Young Children.*)

- Discuss condom use as dual protection (against STIs, including HIV, and for family planning).
- Support the mother's choice of contraceptive method.
- Discuss the importance of safer sex to prevent the spread of HIV and other STIs.
- Provide advice regarding early STI treatment, including symptom recognition and where to go for STI assessment and treatment.
- Answer any questions the woman may have about safer sex behaviours.



Make These Points

- Providing linkages to supportive services for primary care— including HIV/AIDS care and psychosocial support— is a part of postpartum care.
- Discuss importance of linking patients to a range of support services, using the information below.

Related services for HIV treatment, care, and support

The postpartum period is an ideal time to link the woman who is HIV-infected to comprehensive care that will support her health, prevent complications, and improve her ability to live with HIV.

A range of related services should be provided directly or by referral, including those listed below:

- Prevention and treatment of opportunistic infections
- ARV treatment when indicated and available
- Treatment of symptoms and palliative care
- Nutritional support
- Social and psychosocial support
- Faith-based support
- Home-based care



Trainer Instructions

Slides 8 and 9

Discuss prevention and treatment of opportunistic infections, using the information below.



Make These Points

- Refer participants to national and regional guidelines for managing opportunistic infections such as PCP.
- Cotrimoxazole, though commonly used for bacterial and PCP prophylaxis, is not well-tolerated by everyone. Should an adverse reaction occur, another drug may be substituted according to national or local protocol.
- Discuss prevention and treatment of other opportunistic infections in mothers who are HIV-infected, using the information below.
- When presenting TB information, keep in mind that women who have received BCG and women who have had a positive skin test should not receive an annual skin test.

Prevention and treatment of opportunistic infections

Infections are a major complication of HIV. Preventing opportunistic and other infections will help a woman stay healthier and preserve her immune system.

Prevention and treatment of malaria

Recommend the use of insecticide-treated bed nets to prevent malaria in areas where it is endemic. Offer malaria treatment and prophylaxis according to national guidelines.

***Pneumocystis carinii* pneumonia prophylaxis**

WHO recommends the use of cotrimoxazole to help prevent *pneumocystis carinii* pneumonia (PCP) in adults who meet any one of several criteria listed in Appendix 7-C. Cotrimoxazole also may reduce the risk of other bacterial infections and toxoplasmosis.

Prophylaxis, screening, and treatment for TB

An estimated 40% of persons who are HIV-infected will develop TB in their lifetime. Refer to country protocols regarding prophylaxis, screening, and treatment of TB, particularly in high prevalence areas. (See Appendix 7-A for recommendations.)

Immunisations

Recommendations for immunisations should follow national and WHO guidelines for adults who are HIV-infected.



Trainer Instructions

Slide 10

Discuss ARV treatment to reduce the risk of MTCT, using the information below.



Make These Points

- ARV prophylaxis does not provide long-term protection from MTCT or treat maternal HIV.
- Referral for combination antiretroviral treatment is important for both mother and infant, especially those who are breastfeeding.

Antiretroviral treatment

Although ARV prophylaxis during pregnancy reduces the risk of MTCT, it does not provide any long-term benefit to the mother. When indicated, (ie, when the patient meets clinical criteria to start antiretroviral treatment) antiretroviral treatment to suppress viral replication and promote a better quality of life is needed.

Antiretroviral treatment

Support for antiretroviral treatment for women who are HIV-infected is becoming increasingly available. Women initially followed in PMTCT settings should be linked to treatment services for themselves and their families (PMTCT-Plus). International and national policies and guidelines provide support for this process including criteria for initiating treatment. See Appendix 3-B for WHO recommendations.

Combining ARV drugs to reduce the HIV viral load as much as possible—and for as long as possible—is the standard of care for HIV treatment. A combination of three or more ARV drugs, referred to as highly active anti-retroviral therapy (HAART), slows replication of HIV.

The advantages are

- Improved health status
- Decreased MTCT rates
- Reduced HIV-related hospitalisations
- Reduction in number of deaths from AIDS

A high level of patient adherence to ARV treatment and care regimens may reduce drug resistance and ensure better efficacy. Creative strategies to help patients achieve optimal adherence are essential components of successful HIV/AIDS treatment programmes. Consider the following methods:

- Provide education and establish patient readiness prior to initiating treatment.
- Recognise that immediately postpartum, women will require additional support.
- Consider the use of practical adherence tools such as pill boxes, and written instructions.
- Explore patient's daily meal patterns, work schedule, and sleep patterns to find the best time to take medications.
- Develop culturally appropriate strategies to overcome barriers and support adherence when possible.



Trainer Instructions

Slide 11

Discuss palliative care, using the information below.



Make These Points

- Introduce and then discuss symptom treatment and palliative care for mothers who are HIV-infected, using the information on the following page.

Treatment of symptoms and palliative care

PLWHA are subject to HIV symptoms that can limit participation in family and community activities. Healthcare interventions that focus on managing symptoms and relieving discomfort can improve a woman's quality of life. Simple management of common HIV symptoms, such as nausea, vomiting, fatigue and skin problems can ease discomfort. Assessment and management of more complex issues such as pain, weight loss and wasting resulting from disease progression can improve comfort, function and emotional well-being.

Palliative care is patient and family-centred care that:

- Provides access to information and honours a person's choices
- Optimises quality of life
- Anticipates, prevents, and treats suffering
- Addresses physical, emotional, social, and spiritual needs



Trainer Instructions

Slide 12

Discuss nutritional counselling and support, using the information below.



Make These Points

- Emphasise that women who are HIV-infected and are exclusively breastfeeding require an additional 500–750 kcal/day.

Nutritional counselling, care, and support

Often, people with HIV infection or AIDS have symptoms that make food preparation and eating difficult. Appendix 7-D lists some of the symptoms of HIV/AIDS and ways in which people may reduce or overcome those symptoms while maintaining adequate nutrition.

Women receiving HIV-related medications require counselling on specific dietary practices and nutritional needs, in order to successfully manage side effects and avoid nutrition-related complications. Antenatal counselling for safer infant-feeding practices and postnatal support for the feeding option a woman selects may help ensure adequate nutrition and the proper growth and development of her child.

PLWHA are especially vulnerable to bacterial infections because their immune systems become weakened. Emphasise to PLWHA the importance of cleanliness during food preparation and storage.

Adequate nutrition, exercise, rest, good hygiene practices, and abstinence from harmful habits such as smoking, alcohol and drug abuse support overall health and improve immune function.



Trainer Instructions

Slide 13

Using the information below, discuss social and psychosocial support for mothers who are HIV-infected, including faith-based support.

Social and psychosocial support

Because people with HIV face stigma in many communities (See *Module 5, Stigma and Discrimination Related to MTCT*), women who are HIV-infected often are reluctant to disclose their HIV status to partners, family, or friends. Moreover, a woman who has learned of her HIV status during prenatal HIV testing may still be adjusting to her diagnosis. Regular monitoring of mental health and psychosocial support needs are critical at all stages of HIV infection. The following services should be offered directly or by referral:

- Support to help the woman come to terms with her diagnosis
- Psychosocial support for the mother and for the infant who is exposed to HIV in cases when the infant's HIV status is uncertain and when a positive diagnosis is made
- Community support, including referrals to community-based and faith-based programmes
- Peer group counselling and support from health agencies or NGOs
- Support and counselling to assist women who are HIV-infected and their partners with disclosure issues

Faith-based support

Faith-based involvement provides mothers who are HIV-infected with spiritual and psychosocial support. It also may provide them with an important sense of belonging to a larger community that offers them compassionate care. In many programmes, faith-based organisations are providing comprehensive treatment, care, and support services.

Home-based support

In many resource-limited settings, home-based care provides services to PLWHA when hospital and outpatient services are expensive or not accessible. The advantages of home-based care for patients and families, and for communities and the healthcare system include:

- Care is provided in a familiar, supportive environment that allows for continued participation in family matters
- Medical expenses are reduced
- The local community is involved in caring for PLWHA, which may help counter myths and misconceptions
- The burden on the healthcare system is eased

Healthcare workers may offer direct psychosocial support and referrals to community resources. AIDS service organisations in the community may provide social support through peer group counselling, clubs, or referrals to other services.



Trainer Instructions

Lead Exercise 7.2, a case study addressing postpartum issues.

Exercise 7.2: Postpartum case study	
Purpose	To prepare participants to handle common problems that mothers may present during postpartum visits.
Duration	30 minutes
Introduction	Distribute copies of the postpartum case study. Explain to participants that the case study will help them evaluate and make recommendations for addressing common problems that may arise at postpartum checkups.
Activity	<ul style="list-style-type: none">■ Ask participants to divide into three groups.■ Instruct them to read through the case study together.■ Ask each group to assign one person (the group recorder) to write down key issues in the case study.■ Ask each group to list each issue that the healthcare worker needs to address.■ Tell participants that the groups have 15 minutes to discuss and develop strategies to resolve the issues on their lists.■ Ask the group recorder to write down the strategies for each issue.■ Ask each group to tell you the key issues discussed. Write these on a flipchart in the front of the room— on the left side of the paper; leave the right-hand column for recording strategies.
Debriefing	<ul style="list-style-type: none">■ Ask group: did they feel that this case study was appropriate for discussing a postnatal visit?■ What other issues typically come up?■ Women who are HIV-infected often require special consideration for both treatment and emotional support.■ Consider referral for ARV treatment as resources and national policies allow.

Case study

Bea is a 24-year-old woman who was diagnosed as HIV-infected during her recent pregnancy. She and her infant received the appropriate medication to prevent MTCT, as recommended by the country programme. She has returned for her 6-week follow-up visit.

Bea has chosen to exclusively breastfeed. She feels, however, that the baby is always hungry and is wondering if her breastmilk is enough; she has also been giving him supplemental vitamins. Bea and her husband, who is also HIV-infected, would like to resume sexual relations. She has been told that she will not need to use protection because breastfeeding eliminates her chances of getting pregnant.

Upon examination, Bea appears to be doing well. She has a 0.3 cm fissure (crack) at the base of her right nipple. There is no observable redness, heat, or sign of infection. Bea reports that she has been feeling more tired than usual and has about half her normal energy, but does not have any other physical complaints. She wants to know whether starting HIV medicine may help her feel better.

Bea's husband has been sitting in the waiting room. He is currently unemployed. While Bea is getting dressed, he says, "I have always taken good care of my family, but now, without money coming in, I don't see how we are going to make it. I feel like God is punishing me, somehow, for infecting my wife with HIV."

What are the important issues for Bea and her husband?



Trainer Instructions

In reviewing responses, be certain that the group addresses the following issues:

- 1) Bea will require a great deal of support for continuing with her choice of exclusive breastfeeding:
 - a) Review nutritional benefits of breastfeeding and check the supplemental vitamins she is giving to her infant.
 - b) Find out why she feels that the baby is always hungry. What signals is he giving her? Is he gaining weight?
 - c) Review her breastfeeding technique.
 - d) Assure her that nearly all women do have sufficient breastmilk.
- 2) While breastfeeding does promote lactation amenorrhoea (not having menses), protection against further infection with HIV or STIs is recommended. It is also important to let her know that breastfeeding is not a reliable form of contraception. If she does not want to become pregnant right away, she needs to use an effective method of contraception. Discuss how she can protect herself and her husband by correctly and consistently using condoms or other barrier methods. Also, use this opportunity to discuss long-term family planning.
- 3) Review signs and symptoms of breast infection and remind Bea that early intervention to maintain her skin intact and prevent future problems is important. Review breast care.

- 4) Assure Bea that if she is exclusively breastfeeding (8–10 times daily), this may be the reason for her fatigue. This is also an emotionally stressful time for both her and her husband with a new baby to care for. Review her diet to ensure that she is consuming adequate calories (500–750k/cal/day more than she ate before she was pregnant) and eating nutritious foods while breastfeeding. Let her know that you will help link her to HIV care and antiretroviral treatment, when indicated. If it appears her caloric intake is adequate, and she has social support, consider that fatigue may be due to HIV infection and/or an OI. Consider referral for treatment or ask her to tell her HIV provider.
- 5) Her husband sounds burdened by guilt and overwhelmed with his responsibilities. Referring him for professional counselling may be indicated.

SESSION 3 Treatment, Care, and Support of the Infant and Young Child Exposed to HIV



Advance Preparation

For Exercise 7.3: Write on the flipchart the following four categories related to follow-up care for infants or children who are HIV-exposed: HIV testing; Immunisation; Growth and development; and Monitoring for signs/symptoms of HIV infection.

Become familiar with recommended follow-up care for infants and children by reviewing the *Pocket Guide, Module 2, Overview of HIV Prevention in Mothers, Infants, and Young Children*.



Total Session Time: 35 minutes



Trainer Instructions

Slides 14 and 15

Discuss healthcare and support for infants and children exposed to HIV, using the information below.



Make These Points

- When regular healthcare visits are not possible, the healthcare worker will need to develop strategies to assist the mother with monitoring infant growth and development.
- Refer to national and regional immunisation guidelines in addition to WHO recommendations.

PMTCT interventions reduce, but do not eliminate, the risk of HIV transmission from mother to infant. Regular follow-up care is critical for an infant born to a mother with HIV/AIDS and for infants whose mothers' HIV status is unknown. This includes infants who have received ARV prophylaxis, because HIV exposure increases an infant's risk of illness and failure to thrive, whether or not the infant has HIV infection.

Module 6, HIV Testing and Counselling for PMTCT contains information on HIV testing and diagnosis for infants and young children. The timing of testing and methods used vary according to infant-feeding practices and availability of specific tests.

Regular visits for health assessment and health promotion

To ensure that infants receive essential care, adequate nutrition, and support for feeding, the newborn should be seen in the healthcare facility or at home. The schedule for healthcare visits should be in accordance with national policy or as suggested below:

- If the infant was born at home, an assessment at the time of delivery followed by a visit in 7 days to monitor feeding progress is strongly advised. Special considerations apply when the infant is receiving ARV prophylaxis. (See Appendix 3-A.)
- It is recommended that subsequent visits be scheduled to coincide with a country's recommended schedule for immunisations. WHO recommends subsequent visits as follows:
 - At ages 6, 10, and 14 weeks
 - Once a month from 14 weeks to 1 year
 - Every 3 months from the ages of 1 to 2

Anytime the infant becomes ill or the mother suspects a problem, seeking early medical intervention is strongly encouraged.

Immunisation

Infants born to mothers who are HIV-infected should be immunised according to national or local guidelines. Please refer to WHO immunisation recommendations (Appendix 7-E).

Nutrition and infant-feeding support

As discussed in *Module 4, Infant Feeding in the Context of HIV Infection*, at each visit, workers should assess and support a mother's choice about infant feeding. Discussions about infant feeding are especially important in the early months of life and as new foods are introduced.

Infants who fail to grow require special attention. Workers should assess feeding practices and diet for infants older than 6 months and provide appropriate counselling that considers locally available food, family circumstances and feeding customs. Underlying infections should be treated immediately or ruled out as a cause of growth failure.



Trainer Instructions

Slides 16, 17, and 18

Discuss follow-up care for infants and children who are HIV-exposed, including the concept of failure to thrive and the importance of monitoring growth and development, especially in the first 2 years of life.



Make These Points

- Education about early signs and symptoms of both HIV- and non-HIV related conditions may help avoid serious outcomes for the infant.
- Acute diarrhoea is a potentially life-threatening condition in young infants and must be reported and treated as soon as possible.
- Integrated Management of Childhood Illness (IMCI) provides guidance to healthcare providers regarding provision of treatment.

Each visit with the healthcare worker should include the following:

- Assess for common illnesses and manage appropriately as directed by the *Integrated Management of Childhood Illness (IMCI)* guidelines
- Identify non-specific symptoms or conditions that could be related to HIV infection using the HIV-adapted IMCI algorithms if available
- Provide HIV testing as indicated in *Module 6, HIV Testing and Counselling for PMTCT*
- Provide PCP prophylaxis based on WHO guidelines (Appendix 7-C) or national policies
- Promote health and prevention of illness
 - Monitor growth and assess causes of growth failure, if observed
 - Check immunisation status and immunise as indicated (Appendix 7-E)
 - Provide PCP prophylaxis
 - Treat for helminth infection if the parasite load in the environment is high or as recommended by IMCI guidelines
 - Screen, provide prophylaxis for or treat TB if indicated
- Prevention and treatment of malaria, as indicated based on national policy or guidelines
- Treat anaemia, as indicated based on national policy or guidelines
- Counsel caregivers on infant feeding, nutrition, ARV treatment when indicated and other care as appropriate
- Ensure that the mother has access to family planning and support for her own health

Because the health of mother and child is so closely related, assessment of maternal health and nutrition should be concurrent with assessment of the infant and appropriate referrals for maternal care should be given during infant checkups.



Trainer Instructions

Slides 19 and 20

Using the content below, discuss prevention of PCP infection.



Make These Points

- PCP prophylaxis is indicated for infants who are HIV-exposed until they are tested and found to be HIV-negative.
- Refer to national and local policies on PCP prophylaxis in infants.

Prevention of PCP infection

PCP is a leading cause of death in young infants with HIV. Every infant born to a mother with HIV infection should receive cotrimoxazole to prevent PCP, beginning at 6 weeks and continuing at least through 6 months of age, unless a viral assay shows the infant has no HIV infection. PCP prophylaxis should continue in infants who are HIV-exposed until they are 1 year old or virologic testing shows the infant is not infected (see Appendix 7-C).

ARV prophylaxis reduces, but does not eliminate, MTCT. Therefore, services must be identified or developed to provide follow-up care and HIV diagnostics to infants of mothers who are HIV-infected and appropriate treatment offered when indicated. Infants of breastfeeding mothers who are HIV-infected are at increased risk for acquiring HIV after birth; the greatest risk of transmission is believed to occur within the first months of life. *Module 6, HIV Testing and Counselling for PMTCT*, discusses laboratory assessment of infants who are HIV-exposed.



Trainer Instructions

Discuss presentation and assessment of HIV in infants and children, using the information below.



Make These Points

- ARV prophylaxis reduces MTCT, however, infants who are HIV-exposed require diagnostic testing and close monitoring to determine their HIV status.
- Mothers who are HIV-infected and continue to breastfeed their infants increase the cumulative risk of MTCT over time.
- Recognising symptoms of HIV in infants can help mothers access early treatment for themselves and their infants.
- Supportive counselling must be provided to parents receiving notice of an infant's positive HIV test.

Clinical presentation and assessment of an infant born to a mother who is HIV-infected

An infant born to a mother who is HIV-infected and presents with symptoms of illness should be assessed using the IMCI guidelines as adapted for areas with a high prevalence of HIV infection.

The signs and symptoms most commonly associated with HIV infection in infants are low weight and/or growth failure; pneumonia, including PCP; oral candidiasis (thrush); lymphadenopathy; parotid gland swelling; recurrent ear infections; persistent diarrhoea, and TB (Table 7.1). Healthcare workers should teach mothers and other caregivers to recognise early signs of those conditions and to seek early care for the child.

Interventions to relieve symptoms, such as oral rehydration for acute diarrhoea, nutritional interventions to promote weight gain, PCP prophylaxis, and screening for TB, are important strategies for improving the health of infants who are HIV-infected.

Table 7.1. Clinical conditions or signs of HIV infection in a child who is HIV-exposed

Specificity for HIV infection	Signs and conditions
Common in children who are HIV-infected; also seen in ill, uninfected children	<ul style="list-style-type: none"> ■ Chronic, recurrent otitis media with discharge ■ Persistent or recurrent diarrhoea ■ Failure to thrive ■ Tuberculosis
Common in children who are HIV-infected; uncommon in uninfected children	<ul style="list-style-type: none"> ■ Severe bacterial infections, particularly if recurrent ■ Persistent or recurrent oral thrush ■ Chronic parotitis (often painless) ■ Generalised persistent noninguinal lymphadenopathy in two or more sites ■ Hepatosplenomegaly ■ Persistent or recurrent fever ■ Neurologic dysfunction ■ Herpes zoster (shingles), single dermatome ■ Persistent generalised dermatitis unresponsive to treatment
Specific to HIV infection	<ul style="list-style-type: none"> ■ <i>Pneumocystis carinii</i> pneumonia ■ Oesophageal candidiasis ■ Lymphoid interstitial pneumonitis ■ Herpes zoster (shingles) with multidermatomal involvement ■ Kaposi's sarcoma



Trainer Instructions

Slides 21 and 22

Discuss caring for infants who are HIV-infected and integrating HIV paediatric care into ongoing care. Introduce the concept of paediatric ARV treatment, using the information below.



Make These Points

- Review WHO recommendations for ARV treatment and refer to national and local policies.
- Family beliefs play an important role in determining initiation of and adherence to antiretroviral treatment regimens when an infant is HIV-infected.

Care of the infant with documented HIV infection

The suspicion or confirmation of HIV diagnosis in an infant or child is difficult for the parents. Workers should discuss the diagnosis compassionately and confidentially, and they should offer the parents information about services available for the child (see *Module 6, HIV Testing and Counselling for PMTCT, Appendix 6-B*).

Integrating the care of infants who are HIV-infected into ongoing care using IMCI

Several countries have adapted guidelines, including those outlined in IMCI, to include recognition of the special needs of children with HIV infection and to help healthcare workers assess and provide better management when HIV is suspected or confirmed. Adhering to guidelines may help integrate the care of children with symptomatic HIV infection into MCH services.

Antiretroviral treatment

Where ARV treatment is available, healthcare workers must monitor infants and children (considering laboratory findings, when available) for symptoms of HIV infection that would make them candidates for ARV treatment, and refer them for appropriate HIV treatment and care.

Before treatment begins, healthcare workers need to assess a family's beliefs about drugs and treatment, the family's readiness to begin treatment, and their ability to follow a dosing schedule. Treatment decisions follow international and national policies and guidelines.

When CD4 cell assays are available the use of the CD4 cell percentage is recommended for decision-making on ARV treatment rather than the absolute CD4 cell count, because the former varies less with age.

For infants who are seropositive aged less than 18 months, WHO recommends the initiation of ARV therapy in the following circumstances:

- The infant has virologically proven infection (using either HIV DNA PCR, HIV RNA assay, or immune-complex dissociated p24 antigen) and has:
 - WHO Paediatric Stage III HIV disease (ie clinical AIDS) irrespective of CD4%; or
 - WHO Paediatric Stage II HIV disease, with consideration of using CD4 <20% to assist in decision-making; or
 - WHO Paediatric Stage I (ie, asymptomatic) and CD4% <20%. (asymptomatic children, ie, WHO Stage I, should only be treated when there is access to CD4 assays).

If virological tests to confirm HIV infection status are not available but CD4 cell assays are available, WHO recommends that ARV treatment can be initiated in infants who are HIV-seropositive and have WHO Stage II or III disease and a CD4 percentage below 20%. In such cases, HIV antibody testing must be repeated at age 18 months in order to definitively confirm that the children are HIV-infected; ARV therapy should only be continued in infants with confirmed infection.

For children who are HIV-seropositive aged 18 months or older, WHO recommends initiation of ARV therapy in the following circumstances:

- WHO Paediatric Stage III HIV disease (clinical AIDS), irrespective of CD4%; or
- WHO Paediatric Stage II disease, with consideration of using CD4 <15% to assist in decision-making; or
- WHO Paediatric Stage I (asymptomatic) and CD4 <15%.

Breastfed infants are at risk of HIV infection during the entire period of breastfeeding. A negative virological or antibody test at one age does not exclude the possibility of infection occurring subsequently if breastfeeding continues.



Trainer Instructions

Lead participants through the following exercise, which will provide information on monitoring for signs and symptoms in infants who HIV-infected

Exercise 7.3: Clinical presentation of HIV in infants	
Purpose	To familiarise participants with the signs and common conditions in infants who are HIV-infected.
Duration	20 minutes
Introduction	<p>Consider the following 4 categories as they relate to follow-up of infants and children who are HIV-exposed:</p> <ul style="list-style-type: none"> ▪ HIV testing ▪ Immunisation ▪ Growth and development ▪ Monitoring for signs and symptoms of HIV <p>This exercise will focus on the last category, monitoring for signs and symptoms of HIV.</p>
Activity	<ul style="list-style-type: none"> ▪ Begin new page on flipchart and write: "Signs/symptoms of HIV infection in infants and children." ▪ Ask participants what they think is the most common presenting sign of HIV infection in an infant or child. If they need a clue, say "This relates to general appearance." Answers: <ul style="list-style-type: none"> ▪ Being underweight ▪ Being small for their age ▪ Failure to thrive ▪ Record participants' responses on flipchart. ▪ Ask the group to identify which body systems or organs may be involved in early presentation of HIV infection. Answers: <ul style="list-style-type: none"> ▪ Organs: lymph, liver, spleen, lungs ▪ Systems: GI, neurologic, dermatologic, immune ▪ Record participants' responses on flipchart. ▪ Divide participants into three groups and assign one card to each group with the following headings (one per card): GI, Pulmonary, Immune Function. ▪ Ask each group to list on their cards symptoms indicating HIV infection related to their card heading. ▪ Ask each group to determine if this symptom is HIV-specific and what their recommendation for next steps would be (including prophylaxis). ▪ Ask one spokesperson from each group to record on the flipchart their list of symptoms and treatment recommendations. ▪ Review the clinical conditions or signs in Table 7-1 and discuss any conditions the group did not mention.
Debriefing	Stress to participants that educating mothers to recognise early symptoms of HIV infection and seek medical care immediately can prevent complications and even death.



Trainer Instructions

Slides 23, 24 and 25

Discuss the key points, using the information below.

Module 7: Key Points

- A continuum of care is provided through linkages between PMTCT, MCH and available HIV treatment, care, and support services, including those offered by NGO and FBO groups in the community.
- Linkages to NGOs and FBOs may help families living with HIV/AIDS gain access to social support and assistance with specific needs such as housing, transportation, food, and income-generating activities.
- Postpartum care includes clinical assessment, infant-feeding support, family planning, and referral for HIV-related treatment and care.
- Infants who are HIV-exposed require follow-up care to monitor growth and development, immunisations, and prophylaxis for infections. They also require testing to determine HIV status.
- IMCI guidelines may help healthcare workers integrate care for children who are HIV-exposed or HIV-infected into ongoing MCH services.
- PMTCT-Plus programmes provide linkages to antiretroviral treatment for mothers who are HIV-infected, their children, and other family members.
- Timing of testing and diagnosis of HIV infection in infants and young children varies according to feeding practices and available tests.

APPENDIX 7-A Tuberculosis (TB)

Background

HIV infection leads to increased susceptibility to TB, promotes progression of recent and latent *Mycobacterium tuberculosis* infection to active TB disease, increases the risk of recurrence, and complicates the clinical course of TB disease. TB is cited as the leading cause of death among persons who are HIV-infected; an estimated 40% of PLWHA acquire TB during their lifetime.

In sub-Saharan Africa, up to 70% of patients with pulmonary TB are HIV-infected. TB prevention, screening, care, and treatment are becoming priority concerns in patients who are HIV-infected; prevention, screening, care, and treatment of HIV/AIDS are priority concerns in patients with TB.

Case Detection

Cough is the most common symptom of pulmonary TB. All patients referred to a health facility, irrespective of their HIV status, with a cough lasting 2-3 weeks should be screened for TB. Other TB symptoms include:

- Fever
- Haemoptysis
- Weight loss
- Chest pain
- Fatigue

BCG Vaccine

Bacille Calmette-Guerin (BCG) is a live attenuated vaccine given intradermally to protect young children against severe TB. The usual dose is 0.05 ml in neonates and infants under 3 months of age, and 0.1 ml in older children.

WHO's policy regarding this vaccine states that BCG should not be given to children with symptomatic HIV infection (ie, AIDS). In asymptomatic children, the decision to give BCG should be based on the local risk of tuberculosis:

- Where the risk of tuberculosis is high, BCG is recommended at birth or as soon as possible thereafter, in accordance with standard policies for immunisation of children who are not HIV-infected;
- *In areas where the risk of tuberculosis is low but BCG is recommended as a routine immunisation, BCG should be withheld from individuals known or suspected to be infected with HIV.*

Treatment

Treatment protocols for both active and latent TB are standardised. In each country, guidance is provided on screening, treatment, and monitoring of the patient with TB. Prophylaxis against TB should be part of a package of care for people living with HIV/AIDS. This prophylaxis is recommended for individuals who are HIV-infected and test positive for TB infection, and those in whom active TB has been excluded.

APPENDIX 7-A Tuberculosis (TB) *(continued)*

Prophylaxis may also be considered for individuals who are HIV-infected and living in a community with a high prevalence of TB infection, where skin testing is unavailable. Six to nine months of isoniazid (INH) is the regimen recommended for preventive treatment of latent TB infection.

Patients who are HIV-infected and who have active TB should also receive cotrimoxazole therapy to prevent secondary bacterial and parasitic infections.

When selecting drugs to treat TB, women taking oral contraceptives, pregnant women, and patients who are HIV-infected and receiving ART require special consideration. With careful clinical management, however, patients with HIV-related TB can receive simultaneous TB and HIV treatment. The revised (2003) WHO guidelines, *Scaling up antiretroviral therapy in resource-limited settings: treatment guidelines for a public health approach*, provide up-to-date information on ARV therapy for the special category of patients who are receiving concomitant TB treatment.

In primary care settings and PMTCT programmes healthcare workers can play an active role in TB screening, as well as in treatment or referral for treatment and monitoring of patients with TB and HIV.

Adapted from WHO. 2004. *Scaling up antiretroviral therapy in resource-limited settings: Treatment guidelines for a public health approach*. WHO: Geneva. Retrieved 30 July 2004, from <http://www.who.int/hiv/pub/mtct/en/arvdrugsguidelines.pdf>

APPENDIX 7-B Community resource information worksheet

Use this form to list the contact information for agencies that provide services to families living with HIV/AIDS.

COMMUNITY RESOURCES THAT SUPPORT THE PMTCT PROGRAMME		
Resource Category	We Have	We Need
Voluntary testing and counselling for partners		
Health care (STIs, reproductive health, TB treatment, etc.)		
HIV/AIDS care and ARV treatment		
Nutritional support		
Support group or club		
Community-based AIDS service and faith-based organisations		

APPENDIX 7-C *Pneumocystis carinii* pneumonia prophylaxis in adults and infants

Note: Revised recommendations for HIV care in resource-constrained settings are in development. Once these are finalised, the content in this section will be updated to reflect these recommendations.

Category	Recommendation for Adults
Client selection and duration of prophylaxis	<ul style="list-style-type: none"> All persons with symptomatic HIV (WHO Stage II, III, IV) Asymptomatic individuals with CD4 counts below 500/mm³ or equivalent total lymphocyte count Cotrimoxazole should be taken for life or until ARV agents become available and therapy results in restoration of CD4 count of 500/mm³ or higher
Drug regimen	<ul style="list-style-type: none"> Recommended dose: cotrimoxazole 960 mg once daily (1 double-strength tablet or 2 single-strength tablets daily)
Preparation	<ul style="list-style-type: none"> Most commonly, oral tablet
Adverse events requiring discontinuation and substitution	<ul style="list-style-type: none"> Severe cutaneous reaction, such as fixed drug reaction or Stevens-Johnson syndrome; renal or hepatic insufficiency; severe haematologic toxicity
Category	Recommendation for Infants who are HIV-Exposed
Client selection and duration of prophylaxis	<ul style="list-style-type: none"> Infants who have been exposed to HIV, starting at 6 weeks and continuing for at least 6 months, preferably until HIV infection can be ruled out Infants less than age 12 months, who are HIV-infected, regardless of symptoms or CD4 count Infants more than 12 months of age, who are in primary care settings and PMTCT programmes, if symptomatic; if AIDS is diagnosed; if CD4 is below 15% (when information is available); or prior PCP diagnosis
Drug regimen	<ul style="list-style-type: none"> Trimethoprim (TMP) 150 mg/m² and sulfamethoxazole (SMX) 750 mg/m² once daily
Preparations	<ul style="list-style-type: none"> Oral suspension: TMP 8 mg/mL and SMX 40 mg/mL If suspension is unavailable, crushed tablets may be used
Adverse events requiring discontinuation and substitution	<ul style="list-style-type: none"> Severe cutaneous reaction such as fixed drug reaction or Stevens-Johnson syndrome, renal or hepatic insufficiency; severe haematologic toxicity
<p>FOR AN EXPLANATION OF THE WHO STAGING OF HIV, SEE APPENDIX 1-A.</p> <p>Adapted from: World Health Organisation (WHO). 2003. <i>A Reference Guide on HIV-Related Care, Treatment, and Support of HIV-Infected Women and Their Children in Resource Constrained Settings</i>. WHO: Geneva [Draft].</p>	

APPENDIX 7-D Suggestions to maximise food intake for PLWHA

Symptom	Suggested Strategy
Fever and loss of appetite	<ul style="list-style-type: none"> ▪ Drink high-energy, high-protein liquids, fruit juices. ▪ Throughout the day, eat small portions of preferred soft foods with a pleasant aroma and texture. ▪ Eat nutritious snacks whenever possible. ▪ Drink liquids often.
Sore mouth and throat	<ul style="list-style-type: none"> ▪ Avoid citrus fruits, tomatoes, spicy foods. ▪ Avoid very sweet foods. ▪ Drink high-energy, high-protein liquids with a straw, if available. ▪ Eat foods at room temperature or cooler. ▪ Eat thick, smooth foods such as pudding, porridge, mashed potato, mashed carrot or other non-acidic vegetables and fruits.
Nausea and vomiting	<ul style="list-style-type: none"> ▪ Eat small snacks throughout the day and avoid large meals. ▪ Eat toast and other plain, dry foods. ▪ Avoid foods that have a strong aroma. ▪ Drink diluted fruit juices, other liquids, soup. ▪ Eat simple boiled foods, such as porridge, potato, beans.
Loose bowels	<ul style="list-style-type: none"> ▪ Eat bananas, mashed fruits, soft rice, porridge. ▪ Eat smaller meals, more often. ▪ Eliminate dairy products to see if they are the cause. ▪ Decrease high-fat foods. ▪ Avoid foods with insoluble fibre ("roughage"). ▪ Drink liquids often.
Fat malabsorption	<ul style="list-style-type: none"> ▪ Eliminate oils, butter, margarine and foods that contain or are prepared with them ▪ Eat only lean meats. ▪ Eat fruit, vegetables, other low-fat foods.
Severe diarrhoea	<ul style="list-style-type: none"> ▪ Drink liquids frequently. ▪ Drink oral rehydration solution. ▪ Drink diluted juices. ▪ Eat bananas, mashed fruits, soft rice, porridge.
Fatigue and lethargy	<ul style="list-style-type: none"> ▪ Have someone precook foods to save energy and time spent in preparation. ▪ Eat fresh fruits that don't require preparation. ▪ Eat snack foods often throughout the day. ▪ Drink high-energy, high-protein liquids. ▪ Set aside time each day for eating.

Woods, MN: 1999. Dietary recommendations for the HIV/AIDS patient. In: *Nutritional Aspects of HIV Infection*, ed. T. Miller and SL. Gorbach, Arnold Press, London. pp 191–203.

APPENDIX 7-E WHO immunisation recommendations¹

Age of Infant	Vaccine
Birth	BCG*, OPV-0
6 weeks	DPT-1, OPV-1
10 weeks	DPT-2, OPV-2
14 weeks	DPT-3, OPV-3
9 months ²	Measles ²
<p>Key: BCG = Bacille Calmette Guerin OPV = oral polio vaccine DPT = diphtheria, pertussis, tetanus</p> <p>¹ Additional immunisations, for yellow fever or other diseases, for example, may be included in national recommendations that account for local disease prevalence.</p> <p>² An additional, early dose of measles vaccine should be given at age 6 months if the following conditions are met:</p> <ul style="list-style-type: none"> ▪ Measles morbidity and mortality before age 9 months represents more than 15% of cases and deaths. ▪ There is a measles outbreak. ▪ The infant has a high risk of measles death. This includes infants: <ul style="list-style-type: none"> with documented HIV infection living in refugee camps admitted to the hospital or affected by disasters <p>* BCG—do not give in low prevalence countries to infants or children who are HIV-infected; in high prevalence countries give to all children except children with symptoms of HIV/AIDS.</p>	

All children who have been exposed to HIV should be fully immunised according to their age. Because most children who are HIV-infected do not have severe immune suppression during the first year of life, immunisation should occur as early as possible after the recommended age to optimise the immune response.

BCG and yellow fever. Children with known symptomatic HIV infection should not receive BCG and yellow fever vaccines. However, because most infants who are HIV-infected are asymptomatic at birth, when BCG immunisation occurs, and thus will have unknown HIV status, the birth BCG immunisation should be given.

Oral polio vaccine. If the child has diarrhoea and is scheduled to receive OPV, the dose should be given as scheduled. However, the dose should not be counted in the schedule, and an additional dose of OPV should be given after the diarrhoea has resolved.

Diphtheria, pertussis, tetanus. Children who have either recurrent convulsions or active central nervous system disease or who have had shock or convulsions within 3 days of receiving a DPT vaccination should not receive subsequent DPT vaccination. For those children, substitute DT (diphtheria–tetanus) formulation; all other immunisations may be given.

APPENDIX 7-E WHO immunisation recommendations¹

(continued)

Hepatitis B vaccine. WHO recommends that the hepatitis B vaccine be included in routine childhood immunisation schedules for all children in all countries. Give the hepatitis B vaccine according to any of the following schedules:

- *Option 1:* Give hepatitis B vaccine at 6, 10, and 14 weeks (3 doses), to coincide with the DPT schedule. The disadvantage of this option is that it does not protect against perinatal hepatitis B infection.
- *Option 2:* Give hepatitis B vaccine at BIRTH, 6, and 14 weeks (3 doses); the last two doses coincide with the 1st and 3rd doses of the DPT schedule.
- *Option 3:* Give hepatitis B vaccine at BIRTH, 6, 10, and 14 weeks (4 doses); the last three doses coincide with the DPT schedule.

Options 2 or 3 are preferred for countries with high prevalence of maternal HIV and with a high rate of perinatal hepatitis B transmission. The 3-dose schedule (Option 2) is less expensive, but may be more complicated to administer, because the immunisation schedule differs for the 6-, 10-, and 14-week well baby visits. Whereas, the 4-dose schedule (Option 3) may be easier to administer in practice, but is more costly, and vaccine supply issues may make it unfeasible.

Haemophilus influenzae type B. Vaccinate at 6, 10, and 14 weeks. In some areas a booster at 12 to 18 months is recommended, if available.

Sources: Adapted from WHO, Department of Vaccines and Biologicals. 2001. Introduction of hepatitis B vaccine into childhood immunization services. Management guidelines, including information for health workers and parents. Retrieved 30 July 2004, from www.who.int/vaccines-documents/DocsPDF01/www613.pdf

WHO, Department of Vaccines and Biologicals. 2000. *Introduction of haemophilus influenzae type B vaccine into immunization programmes: Management guidelines, including information for health workers and parents.* Retrieved 30 July 2004, from <http://www.who.int/vaccines-documents/DocsPDF99/www9940.pdf>



Module 8 Safety and Supportive Care in the Work Environment



Total Time: 165 minutes

SESSION 1 Universal Precautions and Creating a Safe Work Environment

Activity/Method	Resources Needed	Time
Exercise 8.1 Reducing HIV transmission risk in MCH settings: case study	None, other than those noted below	30 minutes

SESSION 2 Handling and Decontamination of Equipment and Materials

Activity/Method	Resources Needed	Time
Exercise 8.2 Promoting a safe work environment resource list: group discussion	None, other than those noted below	30 minutes

SESSION 3 Managing Occupational Exposure to HIV Infection

Activity/Method	Resources Needed	Time
Exercise 8.3 PEP case study: small-group discussion	None, other than those noted below	45 minutes

SESSION 4 Supportive Care for the Caregiver

Activity/Method	Resources Needed	Time
Exercise 8.4 Compassion fatigue/burnout in PMTCT programmes: large group discussion	None, other than those noted below	60 minutes

For all sessions, also have available the following:

- Overheads or PowerPoint slides for this Module (in Presentation Booklet)
- Overhead or LCD projector, extra extension cord/lead
- Flipchart or whiteboard and markers or blackboard and chalk
- Pencil or pen for each participant

Note: This module is not intended to be a comprehensive course in infection control in healthcare settings but rather it complements existing protocols and reinforces safety principles in PMTCT settings.

Relevant Policies for Inclusion in National Curriculum
<p>Session 1</p> <ul style="list-style-type: none">▪ National guidelines, policies, and standards of procedure on universal precautions in MCH/ANC settings
<p>Session 2</p> <ul style="list-style-type: none">▪ National guidelines, policies, standards of procedure on handling and decontamination of equipment and materials, if not included previously in Session 1▪ National policy on risk reduction in the obstetric setting
<p>Session 3</p> <ul style="list-style-type: none">▪ National post-exposure prophylaxis (PEP) policy



The *Pocket Guide* contains of each session of this module.

SESSION 1 Universal Precautions and Creating a Safe Work Environment



Advance Preparation

Review the case study in Exercise 8.1 to be sure it reflects local customs, issues, policies, and names. Ask local healthcare workers to help you adapt the case studies, if necessary.



Total Session Time: 30 minutes



Trainer Instructions

Slides 1, 2 and 3

Begin by reviewing the module objectives listed below.

After completing the module, participants will be able to:

- Describe strategies for preventing HIV transmission in the healthcare setting.
- Define universal precautions in the context of the prevention of mother-to-child transmission (PMTCT) of HIV.
- Identify key steps and principles involved in the decontamination of equipment and materials.
- Assess occupational risk and identify risk-reduction strategies in maternal and child health (MCH) settings.
- Describe the management of occupational exposure to HIV.
- Identify measures to minimise stress and support healthcare workers and caregivers.



Trainer Instructions

Slides 4, 5, 6, 7 and 8

Introduce the basic concepts of HIV transmission and prevention of transmission.



Make These Points

- Less than 1% of needle-stick injuries involving known HIV-infected blood are linked to actual HIV transmission.
- Disinfection or sterilisation of equipment used in invasive procedures prevents patient-to-patient transmission of HIV.

Basic concepts of HIV infection prevention

HIV infection can be transmitted through contact with blood or body fluids, either by direct contact with an open wound or by needle-stick injury.

Blood is the primary fluid known to be associated with HIV transmission in the healthcare setting; small quantities of blood may be present in other body fluids.

HIV transmission to healthcare workers is almost always associated with needle-stick injuries during the care of a patient who is HIV-infected. In practice, transmission occurs when administering

- Intravenous injections
- Blood donations
- Dialysis
- Transfusions

Patient-to-patient transmission of HIV infection can be prevented by disinfecting or sterilising equipment and devices used in percutaneous procedures.

Transmission of infectious agents in the healthcare setting can be prevented by using infection control measures, including adherence to universal precautions, safe environmental practices, and ongoing education of employees in infection prevention.

Bloodborne pathogens are viruses, bacteria, or other disease-causing microorganisms carried in blood. There are many different bloodborne pathogens such as the hepatitis B virus, hepatitis C virus, syphilis spirochete, brucellosis bacteria and the human immunodeficiency virus (HIV). This training module will focus on HIV.



Trainer Instructions

Slides 9 and 10

Discuss the concepts of universal precautions and creating a safe work environment, using the information presented below.



Make These Points

- Handwashing remains one of the most important strategies for limiting the spread of infection
- The level of precautions used depends on the procedure involved—not on the patient's diagnosis.

Universal precautions

Universal precautions are practices designed to protect healthcare workers and patients from exposure to bloodborne pathogens.

It is not feasible or cost-effective to test *all* patients for *all* pathogens before providing care. Therefore, the level of precautions employed should be based on the nature of the procedure involved, not on the patient's actual or assumed HIV status.

Definition

Universal precautions: A simple set of effective practices designed to protect health workers and patients from infection with a range of pathogens including bloodborne viruses. These practices are used when caring for all patients regardless of diagnosis.

Creating a safe work environment

Creating a safe work environment involves practising universal precautions, managing the work environment, and providing ongoing infection prevention education for employees.

In practice, actions to implement universal precautions include the following:

- Washing hands before and after direct contact with patients
- Disinfecting or sterilising all devices and equipment used during invasive procedures
- Avoiding needle recapping; especially two-handed needle recapping
- Using needles or scalpel blades on one patient only
- Safely disposing of needles (hypodermic and suture) and sharps (scalpel blades, lancets, razors, and scissors) in puncture- and leak-proof safety boxes
- Using gloves when in contact with body fluids, non-intact skin, or mucous membranes
- Using masks, eye protection, and gowns (or plastic aprons) when blood or other body fluids could splash
- Applying waterproof dressing to cover all cuts and abrasions
- Promptly and carefully cleaning spills involving blood or other body fluids
- Using systems for safe waste collection and disposal



Trainer Instructions

Slides 11 and 12

Discuss the management of a safe work environment and the importance of ongoing education to reinforce infection control policies.



Make These Points

- Working with a mother who is HIV-infected can create additional emotional stress and requires special precautions in the obstetric setting.
- Sharps containers must be readily accessible.
- Training in the safe and efficient use of new equipment can minimise risk of occupational injury.

Managing the work environment

Ensure that universal precautions are implemented, monitored, and evaluated periodically.

- Establish and implement policies and procedures for reporting and treating occupational exposure to HIV infection.
- Attain and maintain appropriate staffing levels.
- Implement supportive measures that reduce staff stress, isolation, and compassion fatigue/burnout (eg, ensure the availability of protective equipment).
- Acknowledge and address the multifaceted needs of healthcare workers who are HIV-infected.
- Provide protective clothing and equipment, including gloves, plastic aprons, gowns, goggles, and other protective devices.
- Provide and use appropriate disinfectants to clean up spills involving blood or other body fluids.
- Increase availability of—and staff access to—puncture-resistant sharps containers.

Ongoing education for employees in infection prevention

- Orient all staff, including peer and lay counsellors, to the site's infection control policies.
- Ensure that all workers who are routinely exposed to blood and body fluids (eg, physicians, midwives, nurses, and housekeeping personnel) receive preliminary and ongoing training on safe handling of equipment and materials.
- Require that supervisors regularly observe and assess safety practices and remedy deficiencies as needed.



Trainer Instructions

Use the case study below to review and apply principles of universal precautions in MCH high-risk settings.

Exercise 8.1 Reducing HIV transmission risk in MCH settings: case study	
Purpose	To review the application of universal precautions as described in this session, focusing on high-risk settings.
Duration	20 minutes
Introduction	Briefly summarise national/local universal precautions policies and use this exercise as an opportunity to discuss how policies are implemented in participants' work settings.
Activity	<ul style="list-style-type: none">▪ Ask participants to refer to the case study below, which is in the Participant Manual.▪ Ask for volunteers to read each paragraph. Pause after each paragraph to allow the group to respond to questions and participate in the discussion.▪ Determine which universal precaution principle applies in each paragraph, and record on flipchart.
Debriefing	Review risk reduction in MCH settings.

Case study

Margaret arrives at the labour and delivery unit of your local hospital. She hands you a small card that identifies her as someone who has received care at the neighbouring ANC clinic. This card is coded to let you know that she is HIV-infected. She explains that her contractions are steady now and about four minutes apart. You perform a cervical examination and estimate that Margaret has at least 2 more hours until delivery. You give her nevirapine prophylaxis at this time.

Does your clinical protocol require healthcare workers to use gloves when caring for patients who are HIV-infected? According to universal precautions, would the same gloving requirements apply for all labour and delivery patients, regardless of HIV status?

In your facility, are gloves in good supply and available in a variety of sizes?

What do we know about the relationship between MTCT and cervical examinations for pregnant women who are HIV-infected?

It has now been several hours since Margaret's waters broke (rupture of membranes). She is exhausted. After checking her partogram a decision is made to use oxytocin to shorten her labour.

Why is it important to shorten the time between the rupture of membranes and delivery by a woman who is HIV-infected?

Margaret is now fully dilated and ready to deliver. As the head is delivered, you use gauze to carefully free the infant's mouth and nostrils of fluids. Then, with one final push, the infant is delivered completely. You hand the newborn to a gloved assistant, who wipes him dry and continues with neonatal care. Then the placenta is delivered.

Itemise the protective clothing that would be appropriate in a labour and delivery setting.

Consider the need for proper disposal of sharps used in labour and delivery. Does your facility have conveniently located containers for the disposal of sharps?

At your facility, what are the policies for disposing of waste materials? What should be done with the placenta and other contaminated materials?

Margaret was your 12th delivery in the past 24 hours. You need to get home and tend to your family but your replacement has not yet arrived. You speak with your supervisor and she is able to locate someone else to take your place.

Why is it important that you not stay and continue to work tonight?

In your facility, do you have someone who will help you find staffing relief if needed?

SESSION 2 Handling and Decontamination of Equipment and Materials



Advance Preparation

No additional preparation is required for this session.



Total Session Time: 30 minutes



Trainer Instructions

Slides 13, 14 and 15

Provide an overview of this session by explaining that activities for reducing the risk of HIV transmission in the MCH setting include:

- Handling and disposing of sharps safely
- Using personal protective equipment such as gloves, aprons, eyewear, and footwear; assessing protective equipment for tears, size requirements, condition
- Sterilising equipment used for invasive procedures
- Reducing risk in the labour and delivery setting



Trainer Instructions

Slides 16 and 17

Present information on the handling and disposal of sharps. As you proceed, ask participants for their input about procedures for proper handling and disposal of sharps.



Make These Points

- Sharps containers need to be readily accessible in key areas.
- Never overfill or re-use sharps containers.

Handling and disposal of sharps

Most HIV transmission to healthcare workers in work settings is the result of skin puncture with contaminated needles or sharps. These injuries occur when sharps are recapped, cleaned, or inappropriately discarded.

Recommendations for use of sterile injection equipment

- Use a sterile syringe and needle for each injection and to reconstitute each unit of medication. If single-use syringes and needles are unavailable, use equipment designed for steam sterilisation.
- Use new, quality-controlled disposable syringes and needles.
- Avoid recapping and other manipulations of needles by hand. If recapping is necessary, use a single-handed scoop technique.
- Collect used syringes and needles at the point of use in a sharps container that is puncture- and leak-proof and that can be sealed before completely full.
- Completely destroy or bury needles and syringes so that people cannot access them and so that groundwater contamination is prevented.

When it is necessary to recap, use the single-handed scooping method:

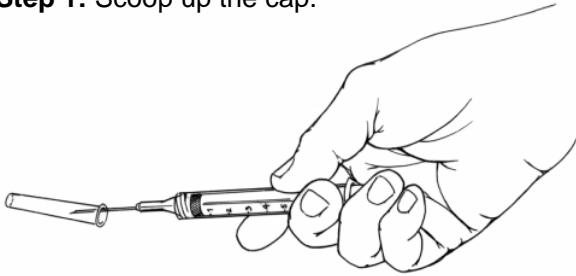
- Place the needle cap on a firm, flat surface.
- With one hand holding the syringe, use the needle to “scoop” up the cap, as shown in Step 1, Figure 8.1.
- With the cap now covering the needle tip, turn the syringe upright (vertical) so the needle and syringe are pointing toward the ceiling.
- Use the forefinger and thumb on your other hand to grasp the cap just above its open end and push the cap firmly down onto the hub (the place where the needle joins the syringe under the cap) (Step 2, Figure 8.1).

Tips for careful handling of sharps

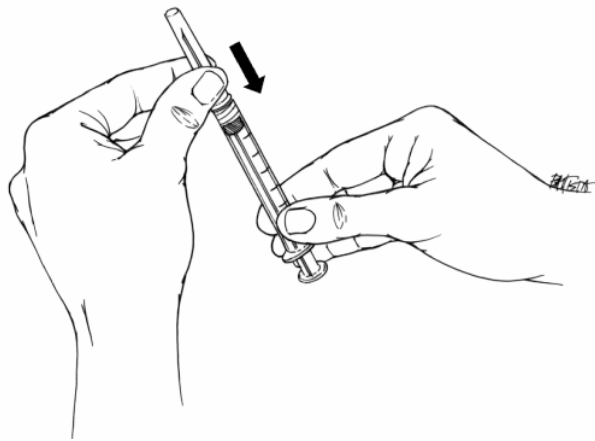
- Always point the sharp end away from yourself and others.
- Pass scalpels and other sharps with the sharp end pointing away from staff; or place the sharp on a table or other flat surface (a receiver) where it can then be picked up by the receiving person.
- Pick up sharps one at a time and do not pass handfuls of sharp instruments or needles.

Figure 8.1 One-handed recap method:

Step 1: Scoop up the cap.



Step 2: Push cap firmly down.



Sharps containers

Using sharps disposal containers helps prevent injuries from disposable sharps. Sharps containers should be fitted with a cover, and should be puncture-proof, leak-proof, and tamper-proof (ie, difficult to open or break). If plastic or metal containers are unavailable or too costly, use containers made of dense cardboard (cardboard safety boxes) that meet WHO specifications. *If cardboard safety boxes are unavailable, many easily available objects can substitute as sharps containers:*

- Tin with a lid
- Thick plastic bottle
- Heavy plastic box
- Heavy cardboard box

Recommendations for safe use of sharps containers

- All sharps containers should be clearly marked “SHARPS” and/or have pictorial instructions for the use and disposal of the container.
- Place sharps containers away from high-traffic areas and as close as possible to where the sharps will be used. The placement of the container should be practical (ideally within arm’s reach) but unobtrusive. Do not place containers near light switches, overhead fans, or thermostat controls where people might accidentally put one of their hands into them.

- Attach containers to walls or other surfaces if possible. Position the containers at a convenient height so staff can use and replace them easily.
- Never reuse or recycle sharps containers.
- Mark the containers clearly so that people will not unknowingly use them as garbage receptacles.
- Seal and close containers when $\frac{3}{4}$ full. Do not fill safety box beyond $\frac{3}{4}$ full.
- Avoid shaking a container to settle its contents to make room for more sharps.



Trainer Instructions

Slide 18

Discuss procedures for effective handwashing, using the content below.



Make These Points

- Reinforce the importance of handwashing and the central role it plays in infection control.

Handwashing

The following strategies are strongly recommended for reducing transmission of bloodborne pathogens and other infectious agents to patients and personnel in healthcare settings:

- Soap and water handwashing, using friction, under running water for at least 15 seconds.
- Use of alcohol-based hand rubs (or antimicrobial soap) and water for routine decontamination or hand antisepsis.

Handwashing

Handwashing with plain soap and water is one of the most effective methods for preventing transmission of bloodborne pathogens and limiting the spread of infection.

Hand hygiene recommendations	
Wash before:	<ul style="list-style-type: none"> ▪ Putting on gloves ▪ Examining a patient ▪ Performing any procedure that involves contact with blood or body fluids ▪ Handling contaminated items such as dressings and used instruments ▪ Eating
Wash after:	<ul style="list-style-type: none"> ▪ Removing gloves ▪ Examining a patient ▪ Performing any procedure that involves contact with blood or body fluids ▪ Handling contaminated items such as dressings and used instruments ▪ Making contact with body fluids, mucous membranes, non-intact skin, or wound dressings ▪ Handling soiled instruments and other items ▪ Using a toilet



Trainer Instructions

Slide 19

Discuss the range and importance of personal protective equipment.



Make These Points

- If personal protective equipment is in short supply, prioritise use according to level of risk.
- Reducing occupational exposure to HIV infection is achieved by avoiding direct contact with blood or fluids containing blood.

Personal protective equipment

Personal protective equipment safeguards patients and staff. Use the following equipment when possible:

- Gloves
- Aprons
- Eyewear
- Footwear

When resources for purchasing protective equipment are limited, purchasing gloves should receive priority over other protective equipment.

Gloves

The use of a separate pair of gloves for each patient helps prevent the transmission of infection from person to person. Protection with gloves is recommended when:

- There is reasonable chance of hand contact with blood, other body fluids, mucous membranes, or broken or cut skin
- An invasive procedure is performed
- Contaminated items are handled

Tips for effective glove use

- Wear gloves that are the correct size.
- Use water-soluble hand lotions and moisturisers often to prevent hands from drying, cracking, and chapping. Avoid oil-based hand lotions or creams because they will damage latex rubber surgical and examination gloves.
- Do not wear rings because they may serve as a breeding ground for bacteria, yeast, and other disease-causing microorganisms.
- Keep fingernails short (less than 3 mm (1/8 inch) beyond the fingertip). Long nails may provide a breeding ground for bacteria, yeast, and other disease-causing microorganisms. Long fingernails are also more likely to puncture gloves.
- Store gloves in a place where they are protected from extreme temperatures, which can damage the gloves.

Aprons

Rubber or plastic aprons provide a protective waterproof barrier along the front of the healthcare worker.

Eyewear

Eyewear, such as plastic goggles, safety glasses, face shields, or visors, protect the eyes from accidental splashes of blood or other body fluids.

Footwear

Rubber boots or leather shoes provide extra protection to the feet from injury by sharps or heavy items that may accidentally fall. They must be kept clean. When possible, avoid wearing sandals, thongs, or shoes made of soft materials.

Strategies for resource-constrained settings

Universal precaution measures are difficult to practise when supplies are low and protective equipment is not available. *Use resources cost-effectively* by prioritising the purchase and use of supplies, eg, if gloves are in short supply, use them for childbirth and suturing instead of routine injections and bed-making.

The most important way to *reduce occupational exposure to HIV* is to decrease contact with blood. Facilities should develop and use safety procedures that allow them to deliver effective patient care without compromising personal safety.



Trainer Instructions

Discuss decontamination, cleaning, disinfection, and sterilisation of equipment.



Make These Points

- All contaminated equipment used in invasive procedures should be decontaminated, disinfected, and/or sterilised to avoid patient-to-patient transmission of infection.

Decontamination of equipment

The method used to neutralize or remove harmful agents from contaminated equipment or supplies should be based on:

- Risk of infection associated with the instrument or piece of equipment
- Decontamination process the object can tolerate

Definitions

Decontamination: The first step in making equipment safe to handle. This requires a 10 minute soak in a 0.5% chlorine solution.¹ This important step kills both hepatitis B and HIV.

Cleaning: Efficient cleaning with soap and hot water is essential prior to disinfection or sterilisation to:

- Remove a high proportion of microorganisms
- Remove contaminants such as dust, soil, salts, and the organic matter that protects them

Disinfection: A chemical procedure that eliminates most recognized pathogenic microorganisms. Does not destroy all microbial forms (eg, bacterial spores).

Sterilisation: Destroys all microorganisms

Disinfection and sterilisation

Detailed information to assist with procedures for decontaminating infectious waste materials and equipment is found in Appendix 8-A. Routine procedures for decontamination of equipment include:

- Use heavy gloves.
- Dismantle all equipment before cleaning.
- Clean with soap and hot water prior to disinfection or sterilisation.
- Wear additional protective clothing such as aprons, gowns, goggles, and masks when at risk for splashing with body fluid.



Trainer Instructions

Slides 20 and 21

Begin discussion of safe work practices, seeking input from participants.

¹ If making a 0.5% chlorine solution from liquid household bleach which is 3.5% chlorine concentrate, mix 1:7 dilution of household bleach to water. A 1:7 dilution is the same as 1 part bleach to 6 parts water. A "part" can be used for any unit of measure (eg, ounce, gram, cup, litre or even a bottle). For more information, refer to <http://www.engenderhealth.org/ip/instrum/inm7.html>.



Make These Points

- Adherence to safe work practices can reduce worker stress and fear of nosocomial HIV infection.

Safe work practices

Proper planning and management of supplies and other resources are essential in reducing the occupational risks of HIV infection. To reduce occupational risks:

- Assess risks in the work setting.
- Explore different strategies for meeting resource needs.
- Develop standards and protocols that address safety, risk reduction, post-exposure prophylaxis (PEP) follow-up, and first aid.
- Maintain an optimal workload.
- Institute measures to prevent or reduce healthcare worker stress.
- Orient new staff to infection control procedures.
- Provide ongoing staff education and supervision.

Risk reduction in the obstetric setting

The potential for exposure to HIV-contaminated blood and body fluids is greatest during labour and delivery. *Module 3, Specific Interventions to Prevent MTCT*, includes recommendations for safer obstetric practices designed to minimise this risk.

In labour and delivery settings, healthcare workers should:

- Provide appropriate and sensitive care to all women regardless of HIV status.
- Work in a manner that ensures safety and reduces the risk of occupational exposure for themselves and their colleagues.

Tips for reducing the risk of occupational exposure in the obstetric setting

- Cover broken skin or open wounds with watertight dressings.
- Wear suitable gloves when exposure to blood or body fluids is likely.
- Wear an impermeable plastic apron during the delivery.
- Pass all sharp instruments on to a receiver, rather than hand-to-hand.
- Use long, cuffed gloves during manual removal of a placenta.
- Modify surgical practice to use needle holders to avoid using fingers for needle placement.
- Workers with dermatitis should not work in obstetrics.
- When episiotomy is necessary, use an appropriate-size needle (21 gauge, 4 cm, curved) and needle holder during the repair.
- When possible, wear gloves for all operations.
- When possible, wear an eye shield during caesarean section and episiotomy suturing.
- If blood splashes on skin, immediately wash the area with soap and water. If splashed in the eye, wash the eye with water only.
- Dispose of solid waste (eg, blood-soaked dressings and placentas) safely according to local procedures.



Trainer Instructions

Use the group discussion below to assess and compare resources available for promoting a safe work environment.

Exercise 8.2 Promoting a safe work environment resource list: group discussion	
Purpose	To compare and contrast the availability of safety resources, practices and materials in our respective programmes.
Duration	15 minutes
Introduction	<p>Ensure all participants have copies of Promoting a Safe Work Environment: Resource List (on the next page and in the Participant Manual).</p> <p>This exercise provides an opportunity to share experiences with safety supply shortages or resource limitations in the workplace and to develop strategies to deal with these limitations.</p>
Activity	<ul style="list-style-type: none">▪ Discuss each category as a group.▪ Using the headings summarise the group discussion on the flipchart (eg, different sterilisation methods used, examples of innovative strategies when supplies are short).
Debriefing	<p>Discuss the importance of flexibility and adaptability in meeting safety needs and requirements.</p> <p>Encourage the group to share ideas on creative strategies used to overcome resource limitations in their own workplace.</p>

Exercise 8.2 “Promoting a safe environment” resource list

Personal protective equipment

- Gloves—various sizes
- Aprons
- Eyewear
- Footwear
- Waterproof dressings

Materials

- Cleaning and disinfecting agents
- Equipment for sterilisation
- Sharps disposal containers
- Waterproof waste containers for contaminated items
- Alcohol-based hand rubs or anti-microbial soap

Safety standards

- Policies on use of universal precautions
- Procedures for disposal of infectious or toxic waste
- Procedures for sterilisation of equipment
- Policies on handling and disposal of sharps
- Protocols for management of post-exposure prophylaxis (PEP), including ARVs and hepatitis B immunisation
- Procedures for minimising exposure to infection in high-risk settings, such as labour and delivery

Education

- New employee orientation to infection control procedures
- Ongoing training to build skills in safe handling of equipment
- Monitoring and evaluation of safety practices to assess implementation and remedy deficiencies

SESSION 3 Managing Occupational Exposure to HIV Infection



Advance Preparation

Review Exercise 8.3 PEP case study to be sure it reflects local customs, issues, policies, and names. Ask local healthcare workers to help you adapt the case study, if necessary.



Total Session Time: 45 minutes



Trainer Instructions

Slides 22, 23, 24 and 25

Introduce the concept and discuss implementation of post-exposure prophylaxis.

Post-exposure prophylaxis

Either of the following exposures could put a healthcare worker at risk of HIV infection if the exposure involves blood, tissue, or other body fluids containing visible blood:

- Percutaneous injury (eg, a needlestick or cut with a sharp object)
- Contact with mucous membrane or non-intact skin (eg, exposed skin that is chapped, abraded, or affected by dermatitis)

After occupational HIV exposure, a short-term course of ARV drugs (eg, one month) may be used to reduce the likelihood of infection. This is referred to as post-exposure prophylaxis (PEP), and is a key part of a comprehensive universal precautions strategy for reducing staff exposure to infectious agents in the workplace.

In healthcare settings the occupational risk of becoming HIV-infected due to a needlestick is low (less than 1%). Most cases involve injuries from needles or sharps that have been used on an HIV-infected patient. The risk of HIV transmission from exposure to infected fluids or tissues is believed to be lower than from exposure to infected blood.

Risk of exposure from needlesticks and contact with blood and body fluids exists in settings where:

- Safe needle procedures and universal precautions are not followed
- Waste management protocols are inadequate or not consistently implemented
- Protective gear is in short supply
- Rates of HIV infection in the patient population are high

To minimise the need for PEP, national strategies for education and training of key partners in healthcare waste management is necessary.

Benefits of making PEP available for healthcare workers:

- Promotes retention of staff who are concerned about the risk of exposure to HIV in the workplace
- Increases staff willingness and motivation to work with people who are HIV- infected
- Reduces the occurrence of occupationally-acquired HIV infection in healthcare workers

A comprehensive PEP protocol outlines the methods for preventing occupational exposure to HIV and other bloodborne pathogens including:

- Summary of the system for supervising and monitoring the implementation of universal precautions
- Discussion of safe practices for the disposal of infectious waste
- Outline of strategies for ensuring that protective materials are in sufficient supply (with examples of potential substitutes for these materials if necessary)

A sample PEP protocol is found in Appendix 8-B.

The PEP protocol should:

- Establish guidelines for PEP for the healthcare setting.
- Educate staff and managers at designated intervals.
- Ensure that HIV counselling, testing, and ARV drugs are available for PEP.
- Ensure an HIV test when starting and after completing PEP.
- Ensure HIV antibody testing if illness compatible with an acute retroviral syndrome occurs.
- As part of counselling, encourage exposed persons to use precautions to prevent secondary transmission during the follow-up period.
- Evaluate exposed persons taking PEP within 72 hours after exposure and monitor for drug toxicity for at least 2 weeks.
- Maintain a facility register of occupational exposures.
- Educate healthcare workers to report all occupational accidents so that they are recorded on the facility register of occupational incidents.



Make These Points

- Since PEP needs to be administered soon after exposure (within 2 hours), 2 dosages of the recommended PEP regimen should be accessible at the clinical facility at all times.

Guidelines for providing PEP

Healthcare workers should report occupational exposure to HIV immediately after it occurs. Early rapid testing of the source patient (the patient involved in the incident) can help determine the need for PEP—and may avert the unnecessary use of ARV drugs, which may have adverse side effects. If necessary, PEP should begin as soon as possible after exposure, ideally within 2 hours.

Staff who are at risk for occupational exposure to bloodborne pathogens need to be educated about the principles of PEP management during job orientation and on an ongoing basis. Currently there is no single approved PEP regimen; however, dual or triple drug therapy is recommended and believed to be more effective than a single agent.

Drug selection for PEP depends on the following factors:

- Type of injury and transmission device
- Source patient's HIV viral load and treatment history
- ARV drugs available at the facility

Importance of ARV treatment for post-exposure prophylaxis on-site

Due to the need to start PEP as soon as possible after exposure (ideally, within 2 hours), a minimum of two doses of ARV treatment should be available and accessible at the facility at all times.

ARV treatment should be provided in accordance with national or institutional protocol. A minimum treatment of 2 weeks and maximum of 4 weeks is recommended. If possible, consulting with a HIV specialist is recommended, particularly when exposure to drug-resistant HIV may have occurred.

It is important that healthcare workers have ready access to a full month's supply of ARV treatment once PEP is initiated.

Some healthcare workers taking PEP experience adverse symptoms including nausea, malaise, headache, and anorexia. Pregnant workers or women of childbearing age who may be pregnant may receive PEP, but must avoid efavirenz, which has harmful effects on the foetus. PMTCT programmes should support workers while they are taking PEP and help manage any side effects.



Trainer Instructions

Introduce the case study and lead small group discussion on PEP.

Exercise 8.3 PEP case study: small-group discussion	
Purpose	To review implementation of PEP protocols.
Duration	30 minutes
Introduction	This exercise will review the implementation of PEP protocols.
Activity	<ul style="list-style-type: none"> ▪ Divide participants into three groups ▪ Distribute copies of PEP Case Study: Nurse Andrews, if not already in the Participant Manuals ▪ Instruct each group to read the case study and record on paper the stepwise process needed to implement a PEP protocol. ▪ Allow 20 minutes for this task. ▪ Once completed, ask each group to read out the first step they recorded. ▪ Assuming that this step is correct, record on flipchart. ▪ Discuss any inaccuracies or variations. ▪ Repeat above procedure for all steps in the PEP protocol.
Debriefing	<p>It is important to understand the processes involved in PEP implementation.</p> <p>Access to ARV treatment is critical. Therefore, a minimum of two doses (per your facility standard protocol) should be available and accessible at all times.</p>

Case Study

Nurse Andrews is working late in the labour and delivery unit. When removing an intravenous needle from the arm of a patient who is in labour, Nurse Andrews accidentally punctures her finger.

After this occupational exposure, what is the very first thing Nurse Andrews should do?

List each subsequent step according to protocol.

Case study answers:

1. If bleeding occurs following percutaneous injury, allow a few seconds to bleed prior to washing with soap and water. (In other words, do not “milk.”)
2. Inform supervisor, if applicable, of type of exposure and action taken.
3. Explain to patient what has occurred and obtain patient’s consent for HIV rapid testing.
4. Obtain consent for rapid testing for Nurse Andrews.
5. Assure both patient and Nurse Andrews that confidentiality will be strictly maintained.
6. Provide support to Nurse Andrews.
7. If the result is positive on the initial HIV test, counsel and refer for treatment.
8. With her consent, start Nurse Andrews on PEP regimen within 2 hours, even if HIV status of the patient is unknown. If patient’s HIV test is negative, discontinue prophylaxis.
9. If Nurse Andrews’ initial HIV test is negative (and the patient’s HIV test positive), re-test Nurse Andrews’ for HIV at 6 weeks, 3 months, and 6 months post exposure.

SESSION 4 Supportive Care for the Caregiver



Advance Preparation

In preparation for Exercise 8.4, discuss the prevalence of compassion fatigue with participants who are local PMTCT workers. If they don't recognise the syndrome, enquire if they have ever seen the signs and symptoms of compassion fatigue/burnout in their staff/colleagues. Ask what can be done on the personal and organisational levels to prevent and/or manage compassion fatigue/burnout.

Review the question guide for Exercise 8.4 and adapt it to the expectations of the trainees, their situations, and interests.



Total Session Time: 60 minutes



Trainer Instructions

Slides 26 and 27

Introduce the topic of compassion fatigue, also known as “burnout”, using the information below.



Make These Points

- Compassion fatigue/burnout is common amongst healthcare workers in the HIV or other caring fields, who are working under stressful conditions for extended periods of time.
- Compassion fatigue/burnout can be dealt with constructively; it is also preventable.
- A combination of individual and organisational supports can prevent and manage compassion fatigue.

Compassion fatigue

Healthcare workers who provide ongoing care of pregnant women who are HIV-infected (or whose HIV status is unknown) and their infants are vulnerable to compassion fatigue or “burnout.”

Compassion fatigue or burnout syndrome stems from extended exposure to intense job-related stress and strain and is characterised by:

- Emotional exhaustion: feelings of helplessness, depression, anger, and impatience
- Depersonalisation: detachment from the job and an increasingly cynical view of patients and co-workers
- Decreased productivity: due to a real or perceived sense that their efforts are not worthwhile and do not seem to have an impact.

Signs & symptoms of compassion fatigue/burnout	
Behavioural <ul style="list-style-type: none">▪ Frequent changes in mood▪ Eating too much or too little▪ Drinking alcohol and/or smoking too much▪ Becoming “accident prone” Cognitive <ul style="list-style-type: none">▪ Unable to make decisions▪ Forgetful, poor concentration▪ Sensitive to criticism	Physical <ul style="list-style-type: none">▪ High blood pressure▪ Palpitations, trembling▪ Dry mouth, sweating▪ Stomach upset Occupational <ul style="list-style-type: none">▪ Taking more days off▪ Fighting with co-workers▪ Working more hours but getting less done▪ Low energy, less motivated

Institutional or job-related risk factors for compassion fatigue/burnout

- Work overload, limited or no breaks
- Long working hours
- Poorly structured work assignment (worker not able to use skills effectively)
- Inadequate leadership and support
- Lack of training and skill-building specific to your job

Personal risk factors for compassion fatigue/burnout include:

- Unrealistic goals and job expectations
- Low self-esteem
- Anxiety
- Caring for patients with a fatal disease



Trainer Instructions

Slide 28

Review the personal strategies for preventing or minimising compassion fatigue/burnout.

Personal strategies for minimising or preventing burnout syndrome

Seeking support from others, taking care of yourself, and engaging in restorative activities, such as reading and exercising may reduce or minimise burnout syndrome.

Tips for managing burnout

- Find or establish a support group of peers.
- Search out a mentor—someone who can confidentially support you, listen to you, and guide you.
- Read books or listen to tapes that provide strategies for coping with stress.
- Take a course to learn about a subject relevant to your work (or take a refresher course on a previously-studied subject).
- Take structured breaks during work hours.
- Make time for yourself and your family.
- Exercise, eat properly, and get enough rest.



Trainer Instructions

Use the exercise below to explore with the group factors that contribute to caregiver compassion fatigue/burnout in PMTCT programmes.

Exercise 8.4 Compassion fatigue/burnout in PMTCT programmes: large group discussion	
Purpose	To examine the factors that contribute to burnout and develop creative prevention strategies.
Duration	45 minutes
Introduction	We will identify factors that contribute to compassion fatigue/burnout in the PMTCT setting. We will also be looking for creative strategies for preventing or minimising compassion fatigue/burnout.
Activity	<ul style="list-style-type: none">▪ Ask participants to answer the questions that follow this exercise.▪ Summarise answers on the flipchart.▪ Ask participants to share stories and personal experiences or observations about compassion fatigue/burnout in their own clinical settings.▪ Encourage the group to work together to consider ways to address compassion fatigue/burnout.▪ Record on flipchart.
Debriefing	PMTCT programmes present unique challenges for healthcare professionals. Within each clinical setting, tools can be developed to help prevent compassion fatigue/burnout.

Exercise 8.4 Questions for discussion

- What is the greatest daily challenge in your clinical setting?
- Comment on staffing for testing and counselling at your facility. Are there enough counsellors? What are the training requirements?
- Does your facility orient staff to the workplace?
- Does your facility meet staffing requirements?
- Does your agency provide ongoing education to ensure adequate, updated skills?
- Does your organisation ensure that staff has all the necessary supplies and materials?
- Does your facility support and assist staff?
 - Is there someone you can turn to help you with your workplace concerns?
 - Are you connected to community services that make your job easier?
 - Do you have your own source of peer support? Who are your supporters?
 - Do you use your own stress-reduction techniques that work well for you?
 - What are three things that would make your job easier?
- Share your personal experiences about compassion fatigue/burnout in your clinical setting with the larger group.



Trainer Instructions

Slides 29, 30 and 31

Summarise the module by reviewing key points, as described below.

Module 8: Key Points

- Universal precautions apply to all patients, regardless of diagnosis.
- Key components of universal precautions include:
 - Handwashing
 - Safe handling and disposal of sharps
 - Use of personal protective equipment
 - Decontamination of equipment
 - Safe disposal of infectious waste materials
 - Safe environmental practices
- Needle-stick injuries from patients who are HIV-infected are the most common source of HIV transmission in the workplace.
- Cleaning, disinfection, and sterilisation of all instruments used in invasive procedures reduce risk of patient-to-patient transmission of infection.
- During labour and childbirth, safe care reduces the risk of occupational exposure.
- Short-term ARV treatment reduces the risk of HIV infection after occupational exposure.
- Compassion fatigue/burnout is related to intense, prolonged job stress but can be managed and the effects minimised by individual and organisational supports.

Appendix 8-A Guidelines for cleaning, sterilisation, and disposal of infectious waste materials

Level of Risk	Items	Decontamination Method
High risk or critical	Equipment and instruments that penetrate the skin or body	<p>Sterilisation is a process that destroys all microorganisms, including HIV. Use the following methods:</p> <ul style="list-style-type: none"> ▪ Use of steam under pressure is the preferred method. ▪ Use ethylene oxide gas or other low-temperature process for heat-sensitive equipment. ▪ Use chemical sterilants with adequate pre-cleaning and follow proper protocols.
Moderate risk or semi-critical	Equipment and instruments that touch non-intact skin or mucous membranes	<p>Sterilise with heat or steam.</p> <p>Use high-level disinfection. This method destroys all microorganisms with the exception of high numbers of bacterial spores. Use the following methods:</p> <ul style="list-style-type: none"> ▪ Boil for 20 minutes, or longer if above sea level. ▪ Perform chemical disinfection with glutaraldehyde, stabilised hydrogen peroxide, chlorine, or peracetic acid, followed by a sterile water rinse or a tap water and alcohol rinse; dry with forced air, when possible. <p>Note: Intermediate-level disinfectants for certain semi critical items do not kill all viruses, fungi, or bacterial spores.</p>
Low risk or non-critical	Equipment and instruments that touch intact skin	<p>Perform low-level disinfection with diluted germicidal detergent solution, isopropyl alcohol, or 1:500 dilution of household bleach.</p>

When possible, high-risk or critical equipment and instruments should be pre-packaged, disposable, and designed for single use.

Cleaning

Cleaning removes all foreign material (dirt, body fluids, and lubricants) from objects by washing or scrubbing the object using water and detergents or soaps. Detergents and hot water are generally adequate for the routine cleaning of floors, beds, toilets, walls, and rubber draw sheets.

To clean a spill involving body fluids

- Use heavy-duty rubber gloves and remove body fluid with an absorbent material
- Discard the material in a leak-proof container.

Appendix 8-A Guidelines for cleaning, sterilisation, and disposal of infectious waste materials *(continued)*

Note the following when handling soiled linen:

- Use gloves, but avoid handling as much as possible.
- Do not sort or rinse in patient care areas.
- Transport linen soiled with large amounts of body fluid in leak-proof bags.
- Fold linen so that the soiled parts are on the inside.

Safe disposal of infectious waste materials

The purpose of waste management is to:

- Protect people who handle waste items from injury, and
- Prevent the spread of infection to healthcare workers and the local community.

To dispose of solid waste contaminated with blood, body fluids, laboratory specimens, or body tissue:

- Place in leak-proof containers and burn, or
- Bury in a pit 2.5 meters (about 8 feet) deep, at least 30 meters (about 98 feet) from a water source.

To dispose of liquid waste, such as blood or body fluids, pour liquid waste down a drain connected to an adequately treated sewer or pit latrine.

Recommendations on disposal of sharps

Disposable sharp items, such as hypodermic needles, require special handling because they are the items most likely to injure healthcare workers. If these items are disposed of in the municipal landfill, they are a danger to the community.

Note the following to dispose of sharps containers safely:

- Wear heavy-duty gloves.
- When the sharps container is three-quarters full, completely seal the opening of the container using a cap, a plug, or tape.
- Be sure that no sharp items are sticking out of the container.
- Dispose of the sharps container by burning, encapsulating, or burying it.
- Remove the heavy-duty gloves.
- Wash your hands and dry them with a clean cloth or air dry.

Burning waste containers

High-temperature burning destroys waste and kills microorganisms. This method reduces the bulk volume of waste and ensures that the items are not scavenged and reused.

Encapsulating waste containers

Encapsulation is recommended as the easiest way to dispose of sharps safely. In this method, collect sharps in puncture-resistant and leak-proof containers. When the container is three-quarters full, pour a material such as cement (mortar), plastic foam, or clay into the container until completely filled. After the material has hardened, seal the container and dispose it in a landfill, store it, or bury it.

Appendix 8-A Guidelines for cleaning, sterilisation, and disposal of infectious waste materials *(continued)*

Burying waste

In healthcare facilities with limited resources, safe burial of waste on or near the facility may be the only option available for waste disposal. Take the following precautions to limit health risks:

- Restrict access to the disposal site. Build a fence around the site to keep animals and children away.
- Line the burial site with a material of low permeability (for example, clay or cement), if available.
- Select a site at least 30 meters (about 98 feet) away from any water source to prevent contamination of the water table.
- Ensure that the site has proper drainage, is located downhill from any wells, is free of standing water, and is not in a flood-prone area.
- The bottom of the burial pit should be at least 1.5 meters above the groundwater level during the wet season.

This appendix includes original material and material adapted from the following:

- Tietjen, Bossemeyer, McIntosh. *Prevention: Guidelines for Healthcare Facilities with Limited Resources*. JHPIEGO Corporation, Baltimore, March 2003.
http://www.reproline.jhu.edu/english/4moreh/4ip/IP_manual/ipmanual.htm
- International Council of Nurses, World Health Organization (WHO) and the Joint United Nations Programme on HIV/AIDS (UNAIDS). 2000. *Fact Sheet 11 HIV and the workplace and Universal Precautions (Fact sheets on HIV/AIDS for nurses and midwives)*, http://www.who.int/health-services-delivery/hiv_aids/English/fact-sheet-11/index.html
- World Health Organization (WHO) and the Joint United Nations Programme on HIV/AIDS (UNAIDS). 1999. *HIV in Pregnancy: A Review*. Pp 39–42. Retrieved 3 June 2004, from http://www.who.int/reproductive-health/publications/rhr_99_15/rhr99-15.pdf

Appendix 8-B Managing occupational exposure to HIV: a sample protocol

Immediate steps

Any healthcare worker accidentally exposed to blood or body fluids must take the following steps:

- Wash the wound and skin sites exposed to blood and body fluids with soap and water.
- For percutaneous injuries (those that break the skin) where bleeding occurs, allow bleeding for a few seconds before washing with soap and water.
- Flush mucous membranes exposed to blood and body fluids with water.
- Topical use of antiseptics is optional.
- Do not apply caustic agents, such as bleach, onto the wound or inject antiseptics or disinfectants into the wound.
- Immediately inform the supervisor, or person in charge, of the exposure type and the action taken.

Once informed, the supervisor should take the following actions:

- Assess the exposure to determine the risk of transmission.
- Inform the patient about the exposure and request permission for HIV testing.
- Inform the healthcare worker about the exposure and request permission for HIV testing.
- Perform rapid testing on both specimens following testing procedures. If rapid testing is not available, send both samples to the closest designated laboratory for HIV testing.
- Immediately arrange for the healthcare worker to visit the nearest physician who manages this type of injury.
- Provide immediate support and information on post-exposure prophylaxis (PEP) to the healthcare worker.
- Record the exposure in the facility register or the appropriate form and forward the information to the individual or department assigned to manage such exposures.
- Maintain the confidentiality of all related records.

PEP

- In all cases of accidental exposure, start PEP within 2 hours of the exposure, whether or not patient's HIV status is known.
- Discontinue PEP after you have confirmed that the patient's HIV test is negative.
- If the patient is HIV-infected (with a positive test result), continue PEP.
- ARV therapy should be provided according to national or facility protocol. A minimum of two weeks and a maximum of four weeks treatment are recommended. When possible, consultation with a HIV specialist, particularly when exposure to drug resistant HIV may have occurred, is recommended.
- If the healthcare worker's initial HIV test is positive, counsel the person on the test result and refer to a HIV/AIDS programme for care and treatment.

APPENDIX 8-B Managing occupational exposure to HIV: a sample protocol *(continued)*

- Always have a minimum of two doses of the approved PEP ARV regimen available and accessible at your facility at all times.
- If the healthcare worker's initial HIV test is negative, repeat the HIV test at the following post-exposure intervals: 6 weeks, 3 months, and 6 months.
- Healthcare worker should receive follow-up care for 6 months.
- If the healthcare worker converts from a negative to a positive test result, which is rare, refer the worker to an HIV/AIDS programme for treatment, care, and support.

Post-exposure counselling for the healthcare worker

- Healthcare worker must be counselled to either abstain from sexual intercourse or use condoms for 6 months after the exposure or until receiving the third negative test result.
- Healthcare worker should not donate blood, plasma, organs, tissues, or semen for 6 months after the exposure or until receiving the third negative test result.
- Breastfeeding should be discouraged during this period.
- Offer counselling support to the healthcare worker and, if requested, to the healthcare worker's spouse or sexual partner, to help them manage the implications of and stress related to the exposure.

Source: Adapted from CDC. 2001. Updated US public health service guidelines for the management of occupational exposure to HBV, HCV and HIV and recommendations for post-exposure prophylaxis. *MMWR* 50(No. RR-11): 1–42. Retrieved 30 July 2004, from <http://www.cdc.gov/mmwr/PDF/rr/rr5011.pdf>

Source: Adapted World Health Organization Post-exposure prophylaxis Retrieved 30 July 2004, from <http://www.who.int/hiv/topics/prophylaxis/en/index.html>



Module 9 PMTCT Programme Monitoring



Total Time: 85 minutes

SESSION 1 Introduction to the Programme Cycle

Activity/Method	Resources Needed	Time
Lecture and slide presentation	None, other than those listed below	10 minutes

SESSION 2 Global, National, and Health Facility PMTCT Indicators

Activity/Method	Resources Needed	Time
Exercise 9.1 Understanding indicator requirements: small group discussion	None, other than those listed below	30 minutes

SESSION 3 PMTCT Programme Monitoring at the Health Facility Level

Activity/Method	Resources Needed	Time
Exercise 9.2 Using indicators: small group discussion	None, other than those listed below	45 minutes
Exercise 9.3 Completing local PMTCT forms (optional)	Paper copies of all forms for all participants or a copy of each on a transparency for overhead projector	



The *Pocket Guide* contains a summary of Session 3.

Also have available the following:

- Overheads or PowerPoint slides for this Module (in Presentation Booklet)
- Overhead or LCD projector, extra extension cord/lead
- Flipchart or whiteboard and markers or blackboard and chalk
- Pencil or pen for each participant

Relevant Policies for Inclusion in National Curriculum
<p>Session 2</p> <ul style="list-style-type: none">▪ National indicators for PMTCT programmes▪ Healthcare facility indicators for PMTCT programmes <p>Appendices</p> <ul style="list-style-type: none">▪ Full set of forms used in the PMTCT programmes

SESSION 1 Introduction to the Programme Cycle



Advance Preparation

There is no advance preparation required for this session.



Total Session Time: 10 minutes



Trainer Instructions

Slides 1 and 2

Begin by reviewing the module objectives listed below.

After completing this module, the participant will be able to:

- Describe the PMTCT programme cycle.
- Discuss the purposes of global and national PMTCT indicators.
- Understand the role of the healthcare worker in monitoring a PMTCT programme.

Note: This module is designed to provide introductory information on monitoring PMTCT programmes. Some healthcare workers may benefit from additional training in PMTCT programme monitoring and evaluation.



Trainer Instructions

Slides 3, 4, and 5

Discuss the programme cycle, as noted in the box on the next page.



Make These Points

- Emphasise the parallels between the five-step programme cycle and the five-step clinical case management process using a familiar clinical situation, such as an infant brought to MCH services for growth and developmental delay. Consider that this infant is not gaining weight as expected.

Programme cycle

Planning and implementation of a PMTCT programme is part of a larger programme cycle in which healthcare workers play an important role. A successful PMTCT programme requires implementing each step of the programme cycle.

The *programme cycle* is the process of assessing a situation and then designing, implementing, monitoring, and evaluating a public health programme in response.

Note the parallels between the programme cycle and clinical case management. The five-step process in a nationwide PMTCT programme cycle is similar to the five-step process a healthcare worker follows when caring for a patient. The healthcare worker:

- Assesses the patient's health by taking a medical history, performing a physical exam, and making the diagnosis
- Designs a patient treatment plan
- Implements the treatment plan
- Monitors the patient's progress
- Evaluates the success of the treatment plan using lab tests, re-examination, and patient self-report

Assessing

The first step of the programme cycle is to analyse the problem by conducting a needs assessment. In this case, the needs assessment would indicate women are HIV-infected and that infants are dying of HIV/AIDS. It might also indicate where the problem is the greatest (eg, urban or rural areas) and the best way to begin to address the problem.

Planning

The next step is to plan the specific PMTCT treatment, care, and support programme that will respond to the needs identified in the assessment. Planning will involve making decisions such as which healthcare facilities will offer PMTCT services in the first phase of the programme; how to expand and scale-up the programme; how many and which staff should be trained; what types of equipment, supplies, and physical space are needed.

Planning also requires developing programme guidelines (eg, PMTCT national guidelines), a budget and a programme management plan.

PMTCT programme goals and targets are also developed during the planning step. For example, the programme might aim to provide pre-test information to 100% of new ANC patients and to provide HIV testing to 95% of new patients. While these goals might not be achievable immediately, setting targets to improve coverage rates within a specific time frame can help the staff reach programme goals.

Implementing

The third step is the implementation of PMTCT services according to the decisions made in the planning phase. Implementation involves training staff, establishing standard procedures for healthcare workers, and integrating the programme into ongoing MCH services. Often, there is a pilot phase when a new programme is introduced at a healthcare facility. During the pilot phase, initial problems can be identified and solved before the programme is fully implemented.

Monitoring

The next step in the programme cycle, monitoring the PMTCT programme, involves asking questions about the services and the implementation process. Questions about the performance of the programme might include: How many patients is the programme reaching? What percentage of ANC patients receive HIV testing? What percentage of mothers, who are HIV-infected and delivered at a PMTCT site, are receiving ARVs for PMTCT?

Evaluating

The final step is evaluating the PMTCT programme by asking questions about the impact of the programme. Such questions could include: What are the barriers to full uptake of the programme? How many infants did the programme prevent from getting HIV infection? How might the programme be improved in order to reach its targets and goals more quickly?

Comparing outcomes to previously outlined goals is important for measuring the programme's success.

Steps of the programme cycle occur as part of an ongoing process. Evaluation findings should lead to new planning and implementation. This approach provides a broad perspective on effective monitoring and evaluation, and improves the feasibility of plans and sustainability of projects



Make These Points

- The steps of the programme cycle are part of an ongoing process.
- Evaluation findings lead to new planning and implementation processes.
- This approach improves the feasibility and sustainability of projects because it facilitates identification of successful components and procedures as well as those needing to be modified or phased in.

SESSION 2 Global, National, and Health Facility PMTCT Indicators



Advance Preparation

Read the scenario for Exercise 9.1 to make sure it is appropriate for your setting. If necessary, change it to reflect your local and national monitoring requirements and practices. Also, find out how all the information sought in this scenario (such as the number of women testing HIV-positive) is collected and reported to the authorities.



Total Session Time: 30 minutes



Trainer Instructions

Slides 6, 7 and 8

Discuss the importance of global, national, and health facility PMTCT indicators, using the information below.



Make These Points

- PMTCT programme indicators can quickly show us how rates of MTCT are being reduced in a particular geographic area.
- Funding for programmes is often dependent on outcomes.

What is an indicator?

Indicators are summary measures to describe a situation. Indicators provide information on the status of activities related to each step of the programme cycle. Appendix 9-A provides examples of PMTCT performance indicators.

Indicators for PMTCT programmes

Global indicators

Global indicators generally are limited to the final step of the programme cycle and a few key outcomes. They are based on national indicators. Global indicators:

- Reflect, in a few summary numbers, the current worldwide situation regarding PMTCT efforts
- Provide a picture of how countries, on average, are addressing PMTCT
- Help donors understand how to assess the results of past spending and prioritise future funding

Example of a global PMTCT indicator: Percentage of pregnant women who are HIV-positive and received a complete course of ARV prophylaxis to reduce the risk of MTCT

National indicators

National indicators usually address several steps of the programme cycle. They are estimated from information provided at the local level. National indicators:

- Reflect the goals, objectives, and activities of the national HIV/AIDS programme
- Assess the effectiveness of the national response to PMTCT
- Include the WHO global PMTCT indicators

Example of a national indicator: Percentage of pregnant women in the country making at least one ANC visit who have received an HIV test result and post-test counselling

Healthcare facility indicators

Healthcare facility indicators—information collected at healthcare facilities—are essential to monitoring and evaluation, and to providing quality healthcare services to patients. National and global indicators are reported based on healthcare facility indicators.

Healthcare facility indicators:

- Help set targets and track progress towards reaching all women and infants who need PMTCT services
- Help identify progress, problems, and challenges
- Aid in finding solutions to the problems of increasing coverage and improving quality of care.

Example of a healthcare facility indicator: Percentage of women who received HIV pre-test information during ANC and accepted HIV testing



Trainer Instructions

Slide 9

Review the importance of PMTCT programme indicators, using the following exercise.

Exercise 9.1 Understanding indicator requirements: small group discussion	
Purpose	<p>To discuss the information needed to track a specific indicator, how to measure a specific indicator, collect, and compile data.</p> <p>To understand the importance of specific definitions of terms when selecting indicators and planning data collection.</p> <p>To view monitoring from a national perspective.</p>
Duration	25 minutes
Instructions	<p>Divide participants into four groups. Tell participants the following:</p> <ul style="list-style-type: none">▪ You are the members of the National PMTCT Monitoring Team that advises the MOH on PMTCT monitoring indicators. The MOH wants to know the extent to which providers are following national PMTCT guidelines, so that they can report to their funding organisations.▪ The indicator that you will be discussing today is the percentage of pregnant patients who are HIV-infected and received ARV prophylaxis in accordance with national guidelines.
Activities	<p>Ask each group to designate one member to write the answers on a flipchart for presentation to the larger group. Each group will address one of the following two questions. Provide guidance to the groups as they work to answer the questions. After each question is a list of possible answers. Compare those responses with participants' answers and offer additional answers.</p> <p>1) What information do healthcare workers need to measure the indicator? Expect any of the following answers from participants:</p> <ul style="list-style-type: none">▪ Number of pregnant women who are HIV-positive▪ Number of women who are HIV-positive and have given birth to a live infant▪ Number of pregnant women who are HIV-positive and have received ARV prophylaxis <p>2) What information do healthcare workers need to understand the indicator (eg, the definition of the terms and the relevant national guidelines)? Expect any of the following answers from participants:</p> <ul style="list-style-type: none">▪ What is the definition of a patient? For example, is a woman who tested HIV-positive at your clinic and then moved away and was lost to follow-up considered a patient?▪ What does "received ARV prophylaxis" mean? For example, if the infant received ARV but the mother did not, would that be recorded as "received ARV prophylaxis"?▪ What is does "in line with national guidelines" mean? If the mother received ARV during false labour and the dose was not repeated during actual labour, would that be considered "in line with national guidelines"?▪ Invite one member of each group to present responses to the larger

Exercise 9.1 Understanding indicator requirements: small group discussion	
	group. Compare the responses presented to those listed above.
Debriefing	Review what was learned, focusing on whether participants have increased understanding of what indicators are and how they are used in PMTCT programmes.

SESSION 3 PMTCT Programme Monitoring at the Health Facility Level



Advance Preparation

Consider the scenario for Exercise 9.2 in light of PMTCT services in your area (if they are already established). Consider the range of reasons that a patient might refuse ARV prophylaxis. The reasons may be cultural (eg, fear of Western medicine), practical (eg, unreliable supply of ARVs), or service related (eg, lack of trained personnel to answer questions). If the data are available, change the percentages in the scenario to reflect the percentages reported from local PMTCT clinics.

For the optional Exercise 9.3, consider the complexity of the local forms and your participants' familiarity with completing them to decide how much time should be spent on this exercise and the methodology (three methods for introducing the forms are suggested in the exercise). Ensure you have all materials available for presentation (whether it is paper copies of all forms for all participants or a copy of each form on a transparency for overhead projection).



Total Session Time: 45 minutes



Trainer Instructions

Slides 10, 11 and 12

Discuss the role of monitoring and evaluation in PMTCT programmes, using the information below.



Make These Points

- Emphasise the importance of healthcare workers in the monitoring process.
- Explain that evaluation tells us how our programme interventions are working.

What is monitoring?

Monitoring is regular tracking of key programme elements.

Monitoring of the PMTCT programme will help to:

- Assess programme performance
- Detect and correct performance problems
- Make more efficient use of PMTCT programme resources

Because monitoring data provide much of the information needed to track programme performance and make programme changes, this session focuses on monitoring data that are routinely collected through record-keeping at the healthcare facility.

What is evaluation?

Evaluation is measuring the changes in a situation resulting from an intervention.

A *formal evaluation* of the PMTCT programme will demonstrate to what extent the programme contributed to changes in the indicators. Formal evaluations should be conducted intermittently to try to examine the ways in which the PMTCT programme is causing these changes.

What is a monitoring system?

A monitoring system is a group of components used to track programme activities. PMTCT programme monitoring should include all activities aimed at providing the minimum package of services for preventing mother-to-child transmission including:

- HIV testing and counselling for pregnant women
- ARV treatment and prophylaxis to prevent MTCT
- Counselling and support for safe infant-feeding practices
- Family planning counselling or referral

Typically, data on these activities are recorded at the healthcare facility, compiled at a district level, and forwarded to the national level for aggregation as illustrated in Figure 9.1.



Trainer Instructions

Slides 13 and 14

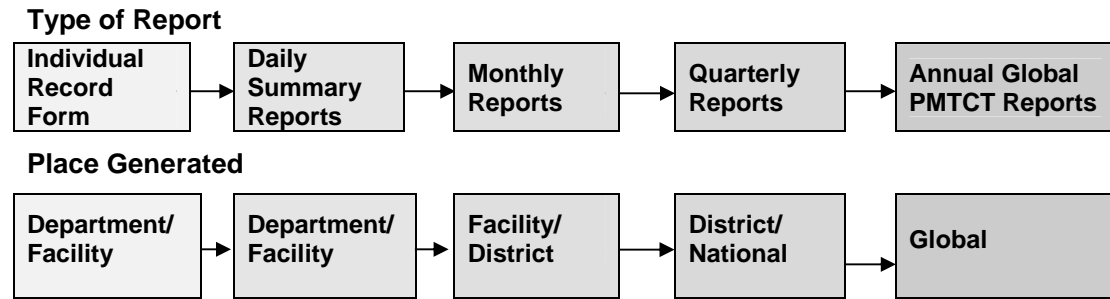
Discuss the importance of recordkeeping and data collection.



Make These Points

- Responsible and accurate data collection help keep the important work of PMTCT programmes on target.

Figure 9.1 Flow of Recordkeeping Data



Characteristics of a PMTCT programme monitoring system

A PMTCT monitoring system includes:

- Clear definitions of indicators
- Standard tools, data source, and methodologies
- Clear guidelines and protocols

Examples of guidelines and protocols might address: What data quality assurance procedures should be implemented? How often and to whom will reports be sent? How will reports be used and disseminated?

Ideally, staff members will record the PMTCT services provided in standard ANC and maternity ward registers as part of routine MCH data collection. Periodic summary reports summarise register information for local programme management and reporting.

See Appendix 9-B for sample PMTCT columns to add to standard MCH registers and sample PMTCT monthly summary forms.

In every healthcare facility where PMTCT services are delivered, it is important to designate staff and outline their responsibilities in the monitoring process. Clear roles and responsibilities should be defined for staff involved in:

- Data collection
- Analyses
- Reporting
- Dissemination
- Data use

Using monitoring information for intervention-related decision-making

Monitoring information should be reviewed periodically to assess programme performance and improve programme procedures. Monitoring information is used for decision-making about the PMTCT programme at local, national, and global levels.

Consider an example of decision-making based on a healthcare facility-level indicator:

Percentage of women who deliver at a PMTCT site who know their HIV status

If decision-makers at the healthcare facility offering PMTCT services see that a low percentage of women know their HIV status, they should first try to understand the causes before making recommendations to remedy the situation. They might further investigate:

- Of the women who do not know their HIV status at delivery, what percentage attended ANC?
- Is the ANC clinic reaching its HIV testing targets?
- Is HIV testing and counselling during labour being offered to women according to protocol?

Depending on the answers to these or similar questions, possible interventions or recommendations might include:

- Improving outreach to pregnant women to increase ANC attendance
- Modifying ANC procedures to increase testing and counselling coverage
- Increasing maternity ward staffing resources in an effort to increase HIV testing rates during labour



Trainer Instructions

Guide the following small group discussion of interpreting data and developing recommendations based on the data.

Exercise 9.2 Using indicators: small group discussion	
Purpose	To interpret monitoring data from a PMTCT service and consider recommendations to improve performance.
Duration	15 minutes
Introduction	Divide participants into four small groups. Explain that this exercise will provide an opportunity to interpret data from a busy PMTCT clinic on the outskirts of the national capital.
Activities	<ul style="list-style-type: none"> ▪ Ask participants to imagine that they are upper-level administrators and clinicians working in a busy PMTCT on the outskirts of the national capital. The facility's Executive Director calls you into a meeting to help him interpret the annual PMTCT monitoring data. He starts the meeting by writing the following on a flipchart in the front of the meeting room (the trainer should do the same): "Number and percentage of pregnant women receiving ARV prophylaxis." ▪ Then tell the groups: "The Executive Director reports that the MOH has discovered that only 25% of pregnant women who are HIV-infected nationwide received ARV prophylaxis in 2003." He writes 25% on the flipchart, just to emphasise his point. The Executive Director continues by saying that our health facility is among the lowest, with 18% of pregnant women who are HIV-positive taking ARV prophylaxis, and writes 18% on the flipchart. He explains to the group that he called the meeting to find out from "my best and brightest clinicians and administrators from the PMTCT Clinic" why the numbers are so low. He waits for a response.

Exercise 9.2 Using indicators: small group discussion	
	<ul style="list-style-type: none"> ▪ Ask each group to: <ul style="list-style-type: none"> ▪ Develop possible interpretations of the data. ▪ Identify any additional information they need to better understand the data. ▪ Develop programme-related recommendations. ▪ Ask one member of each group to record the answers on a piece of flipchart paper for presentation to the larger group.
Debriefing	As you review the groups' responses in the larger group, reinforce the usefulness of these data in providing information that may lead to ways to improve PMTCT in this setting.



Trainer Instructions

Slide 15

Using the information below, review the tips for “good data” shown in the slides.

How can healthcare workers ensure data collected is useful?

Ensuring optimal use of data for decision-making and effective management of the PMTCT programme requires accurate and timely data. The accuracy of the information is also critical to providing quality healthcare services.

The information from a monitoring system is only as useful as the quality of the information collected in clinic registers or on patient forms.

Healthcare workers who are responsible for recording PMTCT services and patient health information are strongly advised to adhere to the following procedures:

- *Understand the data to be collected.* Before you record information, make sure that you understand the data requested.
- *Record the data every time.* Record on the appropriate form each time you perform a procedure, see an HIV-positive patient, prescribe an ARV drug, receive a test result, provide a referral, or engage in any other PMTCT activity.
- *Record all the data.* Make sure you have provided all the information requested on the monitoring form. Doing so might even require noting when you did *not* provide a service.
- *Record the data in the same way every time.* Use the same definitions, the same rules, and the same tests for reporting the same piece of information over time. Sometimes, however, doing so will not be possible, particularly when tests and definitions change as a result of new treatments and technologies. When it is not possible to record the data in the same way, make a note that describes the change.

Healthcare workers are responsible for knowing who is accountable for the monitoring activities, recording data reliably and accurately, and knowing how and when to report information and indicators.

Healthcare workers can contribute to making the overall monitoring process as accurate and reliable as possible by providing feedback about:

- How the system is working
- Useful methods for sharing information
- Whether the monitoring tools are easy to complete accurately and reliably

Exercise 9.3 Completing local PMTCT forms (optional)	
Purpose	To understand the use of local PMTCT forms.
Duration	15 minutes
Introduction	This is an opportunity to introduce local forms to participants and to emphasise the importance of completing them consistently and accurately.
Activities	<p>Present PMTCT forms in a manner appropriate to the complexity of local forms and the learning needs of participants. The following are three possible ways to present local forms:</p> <ul style="list-style-type: none"> ▪ Show the forms on the LCD/overhead projector; describe them one-by-one, or ▪ Show copies of the forms on an overhead projector and fill them in with information the group provides about an imaginary patient, group of patients, or programme (depending on the data requested). ▪ Make copies of local forms for participants; break into pairs and practise completing them. <p>Answer questions as they arise.</p>
Debriefing	<ul style="list-style-type: none"> ▪ Acknowledge the amount of work required to accurately complete reporting forms, but emphasise the importance of the data for evaluating the programme and securing continued funding.



Trainer Instructions

Slides 16 and 17

Summarise the module by reviewing the key points as described below.

Module 9: Key Points

- Program cycle steps include:
 - Assessing
 - Planning
 - Implementation
 - Monitoring
 - Evaluation
- Global, national, and facility level indicators measure progress toward programme goals.
- Monitoring is the routine tracking of programme information.
- Accurate facility registers and records provide essential information for monitoring PMTCT programmes.

Appendix 9-A Examples of PMTCT performance indicators

Global and national PMTCT indicators¹

- Existence of national guidelines for the prevention of HIV infection in infants and young children and the care of infants and young children in accordance with international or commonly agreed-upon standards
- Percentage of public, missionary, and workplace venues offering the minimum package of services for preventing HIV infection in infants and young children in the preceding 12 months
- Percentage of pregnant women making at least one ANC visit who have received an HIV test result and post-test counselling
- Percentage of women who are HIV-infected and receiving a complete course of ARV prophylaxis to reduce MTCT in accordance with a nationally-approved treatment protocol in the preceding 12 months
- Percentage of infants who are HIV-positive born to women who are HIV-infected

¹ Source. UNAIDS, World Health Organization, 2004. *National Guide to Monitoring and Evaluating Programmes for the Prevention of HIV in Infants and Young Children*. Retrieved 6 June 2004, from http://www.who.int/hiv/pub/prev_care/en/nationalguideyoungchildren.pdf

Sample health facility PMTCT indicators

- Percentage of women starting ANC who receive pre-test counselling
- Percentage of women starting ANC who receive HIV testing
- Percentage of women who are HIV-infected who receive their test results and post-test counselling
- Percentage of women who are HIV-negative and receive their test results and post-test counselling
- Number of male partners who are HIV-tested
- Number of women attending ANC receiving ARVs for PMTCT
- Percentage of women with unknown HIV status at delivery
- Percentage of women with unknown HIV status who were tested at/after delivery
- Percentage of women who are HIV-infected who took a full course of ARVs for PMTCT
- Percentage of infants who were HIV-exposed and received ARVs
- Percentage of women who are HIV-infected and intend to replacement feed

Appendix 9-B Sample PMTCT columns to add to standard ANC and maternity ward registers

ANC Register

(1)	(2)	(3)	(4)	(5)			(6)	(7)	(8)
Date Started ANC	Reg. No.	Date Pre-test Counselling	Date HIV-Tested	HIV Test Result			Date Post-Test Counselling	ARV Given	Date ARV Started
(dd/mm/yy)		(dd/mm/yy)	(dd/mm/yy)	P	N	U	(dd/mm/yy)	(NVP, AZT, AZT+NVP, HAART)	(dd/mm/yy)

ANC Partner Register

(1)	(2)	(3)	(4)			(5)
Reg. No.	Date Pre-test Counselling	Date HIV-Tested	HIV Test Result			Date Post-Test Counselling
	(dd/mm/yy)	(dd/mm/yy)	P	N	U	(dd/mm/yy)

Maternity Register

(1)	(2)	(3)			(4)		(5)	(6)			(7)	(8)	(9)	(10)	
Date	Reg. No.	HIV Status from ANC			HIV Test Result at/after Delivery		ARV Woman Took During Pregnancy	Weeks Woman Took ARV During Pregnancy			ARV Woman Took in Labour	Date Infant Received NVP	ARV Infant Discharged With	Infant Feeding	
(dd/mm/yy)		P	N	U	P	N	(AZT, AZT+3TC, HAART)	< 2	2-4	>4	(NVP, AZT, AZT+NVP, HAART)	(dd/mm/yy)	(AZT)	B	R
								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

Source: CDC. *Prevention of Mother-to-Child HIV Transmission – Monitoring System (PMTCT-MS)*, Draft June 2004

P = positive, N = negative, U = unknown

Appendix 9-B Sample PMTCT columns to add to standard ANC and maternity ward registers *(continued)*

Sample PMTCT antenatal clinic (ANC) monthly summary form

Facility: _____	Level of Facility: _____	Month of Report: _____
District: _____	Date Form Completed: _____	Year of Report: _____
Region: _____		

ANC Counselling and Testing

All women attending ANC during the month of report.	Number
ANC 01. Number starting ANC this month.....	_____
ANC 02. Not pre-test counselled.....	_____
ANC 03. Pre-test counselled.....	_____
ANC 04. Did not have HIV test.....	_____
ANC 05. Had HIV test.....	_____
ANC 06. Tested HIV-negative.....	_____
ANC 06.1. Post-test counselled.....	_____
ANC 06.2. Not post-test counselled.....	_____
ANC 07. Tested HIV-positive.....	_____
ANC 07.1. Post-test counselled.....	_____
ANC 07.2. Not post-test counselled.....	_____
ANC 08. Tested but unknown/lost result.....	_____

ANC Partner Testing

These numbers do not always relate directly to the numbers of women starting ANC this month.

ANC 09. Number of partners tested for HIV.....	_____
ANC 09.1. Tested HIV-negative.....	_____
ANC 09.2. Tested HIV-positive.....	_____
ANC 09.3. Tested but unknown/lost result.....	_____

ANC Antiretroviral Coverage

Numerator data of women starting on drug during the month of report. These numbers do not relate directly to the numbers from the Antenatal Counselling and Testing section.

ANC 10. Started on, or given NVP.....	_____
ANC 11. Started on, or given AZT.....	_____
ANC 12. Started on, or already taking HAART.....	_____

Source: CDC. *Prevention of Mother-to-Child HIV Transmission – Monitoring System (PMTCT-MS)*, draft 2004

Appendix 9-B Sample PMTCT columns to add to standard ANC and maternity ward registers *(continued)*

Sample PMTCT maternity (L&D) monthly summary form

Facility: _____	Level of Facility: _____	Month of Report: _____
District: _____		Year of Report: _____
Region: _____	Date Form Completed: _____	

	Number
MAT 01. Number of women who delivered.....	_____
MAT 02. Number of women who had HIV test from ANC.....	_____
MAT 02.1. Number of women with known HIV-negative test from ANC.....	_____
MAT 02.2. Number of women with known HIV-positive test from ANC.....	_____
MAT 03. Number of women with unknown HIV status at delivery.....	_____
MAT 04. Number of women tested for HIV at/after delivery.....	_____
MAT 04.1. Number HIV-negative.....	_____
MAT 04.2. Number HIV-positive.....	_____

The section below pertains to all identified HIV-positive women who delivered live births.

MAT 05. All HIV-positive women (MAT 02.2. + MAT 04.2).....	_____
MAT 06. Number who took AZT in ANC.....	_____
MAT 06.1. Took AZT <2 weeks.....	_____
MAT 06.2. Took AZT 2-4 weeks.....	_____
MAT 06.3. Took AZT >4 weeks.....	_____
MAT 07. Number who took nevirapine (NVP)	_____
MAT 08. Number who took NVP only.....	_____
MAT 09. Number who took highly active antiretroviral therapy HAART.....	_____
MAT 09.1. Took HAART <2 weeks.....	_____
MAT 09.2. Took HAART 2-4 weeks.....	_____
MAT 09.3. Took HAART >4 weeks.....	_____
MAT 10. Number whose infant(s) received NVP.....	_____
MAT 11. Number whose infants discharged with ARV.....	_____
MAT 12. Number intending to breastfeed.....	_____
MAT 13. Number intending to replacement feed.....	_____

Source: CDC. *Prevention of Mother-to-Child HIV Transmission – Monitoring System (PMTCT-MS)*, draft 2004



Field Visit (optional)



Total Time: half day

Goal of the field visit

The goal of the field visit is to reinforce the classroom learning by providing participants with an observation experience in a PMTCT facility setting, such as an ANC clinic, labour and delivery facility, or follow-up treatment centre.

Timing and objectives of field visit

The field visit can take place any time after *Module 6: HIV Testing and Counselling for PMTCT*. If necessary, the field visit can take place the week after the training course. The timing of the visit and the people with whom trainees will meet is based on the learning objectives. The objectives may include any of the following:

- To observe an HIV information session
- To observe an HIV counselling session
- To observe rapid testing
- To observe the provision of advice and support around ARV treatment/prophylaxis
- To observe the provision of infant feeding counselling and support
- To observe the use of universal precautions in the labour and delivery setting
- To gain an understanding of the management of occupational exposure to HIV including post-exposure prophylaxis
- To discuss PMTCT programme monitoring
- To observe the provision of support to a patient who is HIV-infected
- To observe referral and follow-up of patients to treatment, care, and support services

Note: additional information about the field visit and organising the field visit can be found in the Training Programme and Course Director Guide.



Trainer Instructions

Debriefing following the visit: Once the field visit is completed it is important to determine if the visit met the trainers' and participants' expectations. Where you choose to have the debriefing will depend on the facility and available space. Plan to allow at least 30 minutes for this session.

The following questions may be helpful in directing group responses:

- How did your observations compare with what you learned in a given area?
 - What was the same?
 - What made it different?
- Did you observe any practice that you felt could be improved?
- Was there a particular healthcare worker that made an impression on you—positive or negative?
- What practices did you observe that you will take back to your own facility?
- Did the visit, overall, meet your expectations?
- Is there something that could have made the visit more beneficial?

Field Visit Planning Guide

The goal of the field visit is to provide participants with an experience in a PMTCT setting to reinforce the classroom learning.

Note: this document can be found in the Training Programme and Course Director Guide. It is not in the Participant Manual.

Planning and Conducting a Field Visit	
1–4 weeks before the training	
Organise the visit or visits to a local PMTCT site	Contact one or more local health centres to gain permission for participants to visit and meet with several members of staff. The staff with whom participants will meet can be determined by the field visit objectives. If there are a number of PMTCT services near to the training site, the participants may be divided into special interest groups and visit different sites. If necessary, the visits could be staggered over the course of a day.
Write and send confirmation letter	Once you have commitments from staff at the PMTCT facility, follow up with a letter confirming the date and timing of the visit and the visit objectives. It may be a good idea to also include the following in the letter: <ul style="list-style-type: none"> ▪ Brief description of the training; you may want to attach a copy of the overall PMTCT training agenda, goals/objectives ▪ Information on length of the visit
1–4 weeks before the training	
Develop Field Visit Guide	Finalise the visit guide for participants. See the sample guide on the following pages.
1, 2, or 3 days before the training	
Confirm the meetings	Telephone (or send another letter to) the people with whom the participants will be meeting to reconfirm. Provide the healthcare workers with the final number of visitors.
On the morning of the Field Visit	
Team Leader, name tags and time for debrief	Ensure that at least one trainer will accompany each group of participants. Ask the participants to return to the training room at the designated time for debriefing.

Field Visit Planning Guide *(continued)*

At the Site	
The meeting	Once participants arrive at the PMTCT service/clinic, the trainer should ask for the healthcare worker scheduled for the first meeting.
Thank the healthcare workers	Thank each healthcare worker upon conclusion of each observation or meeting.

After the site visit	
Debrief	<ul style="list-style-type: none">▪ When everyone has returned, allow approximately 30 minutes for debriefing.▪ The following questions may be helpful in directing group response:<ul style="list-style-type: none">▪ How did their observations compare with what they had learned in a given area? What was the same? What made it different?▪ Did the visit meet their expectations?▪ Is there something that could have made the visit more beneficial?▪ Did they observe any practice that they felt could be improved?▪ Ask each participant to summarise their experience in a sentence or two.

Within a week after the Field Visit	
Send out thank you notes	Follow up with thank you notes to the clinical facilities staff that took time to meet with the participants.

Field visit guide

This guide was developed as a resource for a field visit to a healthcare facility providing PMTCT services. The following questions may be addressed to healthcare workers, site supervisors, and programme managers but the questions should be reviewed beforehand in light of the local context. In addition to listening, field visit participants will also gain information by observing the layout of the facility, attitudes of staff when they interact with patients, the volume of patients, and the overall atmosphere.

Antenatal care (ANC)

- How many ANC patients come here per month?
- How many new ANC patients come here per month?
- What is the typical flow of activities during a woman's first visit to ANC?
- Whom does she see?
- What activities occur?
- Where does she go?

HIV testing and counselling

- Are patients routinely offered HIV testing? Is an opt-in or opt-out approach used?
- Which of the following pre-testing services are provided?
 - Group education
 - Individual pre-test counselling
 - Couples pre-test counselling
 - Ongoing HIV counselling for women who refuse testing
- What is the HIV testing process (for adults and infants)?
 - Type of test
 - Testing algorithm
 - Where tests are performed
 - Staff who perform testing
 - Average number of tests per week
 - Describe the procedures for providing HIV test results

ARV treatment/prophylaxis for PMTCT

- Which regimens are provided?
- What are the main counselling messages and recommendations about ARV treatment/prophylaxis for PMTCT?
- What is the process for providing ARVs to the women who are HIV-infected and their infants?

Labour, delivery and postpartum care

- How many babies are delivered per month?
- Approximately what percentage of women deliver at home?
- Approximately what percentage of women who deliver here know their HIV status?

Field visit guide *(continued)*

Infant feeding

- What are the main infant-feeding messages provided?
- Is infant formula provided?
- When is infant-feeding counselling provided?
- How is support for women's infant-feeding choices provided?

Stigma and discrimination related to MTCT

- What are the systems or steps used to protect confidentiality?
- What are the systems or steps used to reduce stigma and discrimination in the facility?
- What are common concerns about and experiences regarding stigma and discrimination discussed by patients?

Linkages to treatment and support for mothers and families

- What are the linkages to other programs or community organisations providing the following services?
 - Home-based care
 - Psychosocial services to persons living with HIV/AIDS
 - Family planning
 - ARV treatment
 - Infant-feeding support
 - HIV counselling and testing
- What are the mechanisms used to follow-up referrals?

Safety and supportive care in the work environment

- How do counsellors receive emotional support to share experiences and alleviate burn out?
- How would you describe staff attitudes towards the PMTCT programme, satisfaction, support, workload?
- How would you describe the adequacy of supplies and equipment to follow infection control procedures?
- How does this facility dispose of potentially contaminated waste and items that are not reused (eg, bandages, syringes, etc.)?
- What is the method used here to sterilise equipment?

PMTCT programme monitoring

- What is the PMTCT data collection and reporting process?
- Can you show me the tools you use to record PMTCT services you provide?
- What are the measures used to ensure quality information is collected and reported?
- Can you tell me how information collected in the PMTCT program is used to improve the programme?



Glossary

Acquired immunodeficiency syndrome (AIDS)

A: Acquired, (not inherited) to differentiate from a genetic or inherited condition that causes immune dysfunction
I: Immuno-, because it attacks the immune system and increases susceptibility to infection
D: Deficiency of certain white blood cells in the immune system
S: Syndrome, meaning a group of symptoms or illnesses as a result of the HIV infection

AIDS is the most advanced stage of HIV infection.

Acute illness

An illness, such as pneumonia, that begins suddenly and usually is of short duration. Many acute illnesses can be cured by medical treatment.

AIDS

See Acquired Immunodeficiency Syndrome.

Anaemia

A condition in which there is a low blood level of red blood cells, haemoglobin, or in total volume.

ANC

See Antenatal Care.

Antenatal care (ANC)

Care of a pregnant woman and her unborn child or foetus before delivery.

Antibiotic

A medicine that kills infection-causing organisms.

Antibody

A specialised serum protein produced by B lymphocytes in response to an exposure to foreign protein (antigen).

Antigen

A substance that can trigger an immune response causing the production of antibodies as part of the body's defense against infection and disease.

ARV

See Antiretroviral Drugs, Antiretroviral Prophylaxis, Antiretroviral Treatment.

Antiretroviral prophylaxis	Short-term use of antiretroviral drugs to reduce HIV transmission from mother to infant.
Antiretroviral treatment	Long-term use of antiretroviral drugs to treat maternal HIV/AIDS and prevent PMTCT.
Asymptomatic	Without symptoms of illness or disease.
Bacterium	A type of germ that causes infection.
Bloodborne pathogen	Microorganisms, such as viruses or bacteria, that are carried in blood and can cause disease.
Breastmilk substitute	Any food being marketed or otherwise represented as a partial or total replacement for breastmilk, whether or not suitable for that purpose. A breastmilk substitute can be commercial infant formula or home-modified animal milk.
CD4 cells	T-lymphocyte cells in the immune system involved in protection against infections. When HIV actively multiplies, it infects and kills CD4 cells.
CD4 count	A test that measures the number of CD4 cells in the blood, thus reflecting the state of the immune system. A normal count in a healthy adult is 600–1200 cells/mm ³ . When the CD4 count of an adult falls below 200 cells/mm ³ , there is a high risk of opportunistic infection.
Cell	The basic unit of living matter.
Cessation of breastfeeding	Completely stopping breastfeeding, including suckling.
Chorioamnionitis	Inflammation of the membranes covering the foetus.
Chronic illness	Any persistent medical condition that can be managed but not cured with treatment.
CMV	See Cytomegalovirus.
Codex Alimentarius Commission	Created in 1963 by Food & Agricultural Organization (FAO) and WHO to develop food standards, guidelines and other information including practice guidelines under the Joint FAO/WHO Food Standards Programme. The main purposes of this Programme are protecting consumers health and ensuring fair trade practices in the food trade, and promoting coordination of all food standards work undertaken by international governmental and non-governmental organisations.

Combination ARV therapy	Use of three or more antiretroviral medications to more effectively combat HIV disease and suppress viral load.
Commercial infant formula	Breastmilk substitute formulated industrially in accordance with applicable Codex Alimentarius standards to satisfy the nutritional requirements of infants during the first months of life up to the introduction of complementary foods.
Complementary food	Any food, whether manufactured or locally prepared, used as a complement to breastmilk or to a breast-milk substitute. In general, complementary foods should not start before the age of 6 months.
Counselling	The confidential dialogue between individuals and their care providers. The term <i>counselling</i> can refer to discussions between healthcare workers and clients/patients specific to HIV testing to help clients examine their risk of acquiring or transmitting HIV infection.
<i>Cryptococcus</i>	A fungal organism that infects the central nervous system (brain and spinal cord) causing cryptococcal meningitis. Some of the symptoms include fever, headache, vomiting, and loss of appetite. A serious opportunistic infection in persons living with HIV/AIDS.
Cryptosporidium	An organism that infects the intestines (gut). Some of the symptoms include diarrhoea, pain, and weight loss.
Cup feeding	Being feed from or drinking from an open cup irrespective of its contents.
Cytomegalovirus (CMV)	A virus that infects systems of the body. Some of the signs and symptoms include pneumonia, retinitis, diarrhoea, and other problems.
DNA PCR	HIV DNA polymerase chain reaction (PCR) is a laboratory test to detect the presence of the virus in the blood. It is used for diagnosis of the infant less than 18 months.
Dehydration	Loss of fluid from body tissues.
Diarrhoea	Frequent loose and watery bowel movements often caused by bacteria, parasites, and drug use. People with HIV commonly develop diarrhoea , which can lead to wasting.
Disclosure	Sharing of HIV status with others. Most people believe that disclosure of HIV infection should be encouraged. Yet many people infected with HIV avoid disclosing their HIV status for fear that doing so will subject them to unfair treatment and stigma. Benefits of disclosure include: encouraging partner(s) to be HIV tested; preventing the spread of HIV to partner(s); and receiving support from partner(s), family, and/or friend(s).

Discrimination	An act or behaviour based on prejudice. Discrimination is a way of expressing, either on purpose or inadvertently, stigmatising thoughts.
Disinfection	Elimination of most or all microorganisms other than bacterial spores, accomplished by the application of liquid chemicals or by wet pasteurisation (75°C for 30 minutes after detergent cleaning).
ELISA	See Enzyme Linked Immunosorbent Assay.
Encephalopathy	Degeneration (failing) of the brain that causes decreased functioning in activities of daily living and progresses over weeks or months.
Enzyme	A protein that helps promote biochemical reactions but that is not affected by them.
Enzyme Linked Immunosorbent Assay (ELISA)	A laboratory assay (test) to identify the presence of HIV antibodies in body fluids. A positive ELISA test result is usually confirmed by another test such as a second ELISA or a test called the Western blot.
Epidemic	A disease affecting or tending to affect a disproportionately large number of individuals within a population, community, or region at the same time.
Evaluation	A measurement of the changes in a situation resulting from an intervention. A <i>formal evaluation</i> of a PMTCT programme will demonstrate how much it contributed to changes in the indicators.
Exclusive breastfeeding	Providing breastmilk only (including expressed breastmilk), and no other food or drink, including water. The only exceptions are drops or syrups consisting of vitamins, mineral supplements, or medicines.
Failure to Thrive (FTT)	Weight loss or gradual but steady deterioration in weight gain from the expected growth, as indicated in a child's growth card.
Fungus	A germ that can cause infection, including a yeast infection such as thrush. Fungal infection occurs commonly in those with weakened immune systems, including AIDS.
Germ	Organisms, including bacteria, viruses, and fungi, that can cause infection.
Haematocrit	The percentage of red blood cells in the blood.
Haematologic	Relating to blood.
Haemoglobin	A protein found in red blood cells that carries oxygen.

Healthcare provider	A doctor, nurse, midwife, programme manager, or others whose activities include working directly with patients or clients in a healthcare setting. Also referred to as healthcare worker.
Helminth infection	Intestinal disease caused by wormlike parasites.
Hepatic	Relating to the liver.
Hepatitis	Inflammation of the liver that may be caused by bacterial or viral infection, parasitic infestation, alcohol, drugs, toxins, or transfusion of incompatible blood.
Hepatomegaly	Swollen or enlarged liver.
Herpes	A virus that causes sores in the mouth, on the genitals, or elsewhere on the body.
Highly Active Antiretroviral Therapy (HAART)	Stands for the use of at least three ARV drugs in combination to suppress viral replication and progression of HIV disease by reducing the viral load to undetectable levels.
HIV rapid test	A simple test for detecting HIV antibodies in blood or other body fluids that produces results in less than 30 minutes.
Home care	The provision of treatment and care in the home of the person living with HIV/AIDS.
Home-prepared formula	Replacement food (or breastmilk substitute) prepared at home from fresh or processed animal milk, suitably diluted with water and amended with sugar and micronutrients.
Human immunodeficiency virus (HIV)	Stands for human immunodeficiency virus, the virus that causes AIDS. HIV breaks down the body's defence against infection and disease—the body's immune system—by infecting specific white blood cells, leading to a weakened immune system. It is transmitted through blood, blood products, semen, vaginal fluids, and breastmilk.
Immune system	A collection of cells and proteins that works to protect the body from potentially harmful, infectious microorganisms, such as bacteria, viruses and fungi.
Immunisation	Vaccination to protect against a specific infection by injecting a weakened or killed form of a disease-causing organism into the body to activate the body's immune response without causing the full-blown disease. Currently there is no vaccine or immunisation to protect against HIV.

Immuno-compromised	Having a weak or damaged immune system as measured by a low CD4 count. Also, see Immunosuppressed.
Immuno-suppressed	When the body's immune function is damaged and incapable of performing its normal functions. Immunosuppression may occur due to certain drugs (e.g., in chemotherapy) or because of certain diseases such as HIV infection.
Implementation	The specific steps taken when attempting to reach a specific goal, is known as "implementation." The implementation phase occurs after goals have been set and a strategy has been agreed upon.
In utero	Refers to events that occur in the uterus (womb) during pregnancy.
Indicators	Summary measures used to describe a situation. They provide information on the status of activities related to each step of the PMTCT programme cycle.
Infant who is HIV-exposed	Infant born to a mother infected with HIV and exposed to HIV through pregnancy, in childbirth, or during breastfeeding.
Infection	Invasion and growth of germs in the body.
Integrated Management of Childhood Illness (IMCI)	An approach to management of child health, developed by WHO and UNICEF, that focuses on the well-being of the whole child. IMCI aims to reduce death, illness, and disability, and to promote improved growth and development among children younger than 5 years.
Intervention	An action or strategy to address a particular problem or issue and to accomplish a specific result.
Intrapartum	Occurring during labour and delivery (childbirth).
Lymphadenopathy	A swelling of the lymph glands in the body. The most common areas of swelling with HIV infection are the neck, under the arms, and in the groin. Also called swollen glands.
Lymphocyte	A type of white blood cell produced in the lymphoid organs that is primarily responsible for immune responses. Present in the blood, lymph and lymphoid tissues.
MAC	See <i>Mycobacterium Avium Complex</i> .
Malaria	An infectious disease characterized by cycles of chills, fever, and sweating, caused by a parasite transmitted by a host mosquito.
Medication adherence	Taking medicine exactly as recommended by a healthcare provider without missing doses.

Monitoring	Routine tracking of information or indicators about a programme and its intended outputs through record keeping and regular reporting. Also called performance monitoring.
Mother-to-child transmission (MTCT) of HIV	Transmission of HIV from a woman infected with HIV to her child during pregnancy, childbirth, and breastfeeding. Also referred to as vertical transmission or perinatal transmission.
MTCT	See Mother-to-Child Transmission.
<i>Mycobacterium Avium Complex</i>	Organisms that invade the intestines (gut) and other organs.
Neutrophil	A type of white blood cell that kills foreign organisms such as bacteria and fungus.
Neutropenia	Low neutrophil count in the blood that is associated with HIV infection.
OI	See Opportunistic Infection.
Oesophagitis	An infection or inflammation of the oesophagus.
Opportunistic infection (OI)	A disease caused by a microorganism that does not normally cause illness in a person with a healthy immune system, but that may cause serious disease when the immune system is weakened.
Oral thrush	A fungal infection of the mouth that looks like white patches or curdled milk.
Output indicators	Evidence of programme results, such as the number of people trained.
Pandemic	A disease occurring over a wide geographic area and affecting an exceptionally high proportion of the population ie, malaria, HIV.
PCP	See <i>Pneumocystis Carinii</i> Pneumonia.
PCR	See Polymerase Chain Reaction.
PEP	See Post-Exposure Prophylaxis.
Perinatal transmission	See Mother-to-Child Transmission of HIV; Also known as vertical transmission.
Platelet	A type of blood cell (thrombocyte) that facilitates blood clotting. Also see Thrombocytopenia.

PMTCT	Prevention of mother-to-child transmission of HIV.
<i>Pneumocystis Carinii</i> Pneumonia (PCP)	A severe, life-threatening lung infection that causes fever, dry cough, and difficulty breathing.
Polymerase Chain Reaction (PCR)	A viral assay (test) that detects the presence or the amount of a virus in the blood. For HIV, the DNA-PCR indicates the presence of the virus. The HIV RNA-PCR measures the amount of virus, often referred to as the viral load.
Post-exposure prophylaxis (PEP)	<p>Short-term use of ARV drugs following occupational HIV exposure such as a percutaneous injury (eg, a needlestick or cut with a sharp object) or contact of mucous membrane or nonintact skin (eg, exposed skin that is chapped, abraded, or afflicted with dermatitis) with blood, tissue, or other body fluids containing visible blood to reduce the likelihood of infection.</p> <p>PEP is a key part of a comprehensive Universal Precautions strategy for reducing exposure to infectious agents in the workplace.</p>
Postnatal care	Care for a mother and infant in the 6 weeks following birth. Postnatal care is vital for ensuring that mother and child remain healthy and should include prevention, early detection, and treatment of complications and disease. Guidance and support of infant feeding and maternal nutrition, family planning, childhood immunisations and referrals to needed services provide continuity of care.
Prenatal care	See Antenatal Care.
Prevalence	The percentage of a population that is affected with a particular disease at a given time.
Programme cycle	Process of assessing a situation and then planning, implementing, monitoring and evaluating a responsive public health programme.
Prophylaxis	Treatment to prevent the onset of a particular disease (primary prophylaxis) or recurrence of symptoms in an existing infection that has been brought under control (secondary prophylaxis). PMTCT prophylaxis refers to using antiretroviral drugs to reduce HIV transmission from mother to infant.

Replacement feeding	The process of feeding infants who are receiving no breastmilk with a diet that provides the nutrients infants need until the age at which they can be fully fed on family foods. During the first six months, this should be with a suitable breastmilk substitute such as commercial formula, or home-prepared formula with micronutrient supplements. After six months, the suitable breastmilk substitute should be complemented with other foods.
Replicate	To duplicate or make more copies of something.
RNA PCR	HIV RNA polymerase chain reaction, also called viral load testing, detects and measures the amount of virus in blood.
Safer sex	Ways to have sex that reduce the risk of acquiring or transmitting HIV and other STDs such as use of a latex condom or other barrier. See Unprotected Sex.
Seropositive	A blood test result that indicates infection. A test can indicate the presence of antibodies to an organism (antibody positive) or the presence of the organism or its proteins (antigen positive).
Sexually Transmitted Diseases/ Infections (STD/STI)	Diseases that people get by having intimate sexual contact, including having sex (vaginal, oral, or anal intercourse) with someone who already has the disease. There are many different kinds of STDs including herpes, HIV, and syphilis. All STDs are preventable.
Side effect	Unintended action or effect of a medication or treatment.
Specificity	The ability of a test to correctly exclude individuals who do not have a given disease or disorder. For example, a certain HIV test may have proven to be 90% specific. If 100 healthy individuals are tested with that method, only 90 of those 100 healthy people will be found “negative” or disease-free by the test. The other 10 people also do not have the disease, but their test results seem to indicate they do. For that 10%, their “positive” findings are a misleading false-positive result. When it is necessary to confirm a diagnosis that requires therapy, a test’s specificity is one of the important indicators. The more specific a test is the fewer “false-positive” results it produces.
Splenomegaly	Inflamed or enlarged spleen.
STDs/STIs	See Sexually Transmitted Diseases/Infections.
Sterilisation	Completely eliminating or killing all microorganisms by application of steam under pressure, dry heat, or ethylene oxide and other gases, or by soaking in other liquid chemicals for prolonged periods.

Stigma	Refers to all unfavourable attitudes and beliefs directed toward people living with HIV/AIDS (PLWHA) or those perceived to be infected, as well as their significant others and loved ones, close associates, social groups, and communities.
Symptomatic TB	Showing signs of illness or disease. See Tuberculosis.
Thrombocytopenia	An abnormally low number of platelets (thrombocytes) due to disease, reaction to a drug or toxic reaction to chemotherapy treatments. If the platelets are too few, bleeding could occur.
Tuberculosis (TB)	A contagious bacterial infection that damages the lungs and other parts of the body. TB is a respiratory illness and is mainly transmitted through coughing. The most common and serious co-infection and OI related to HIV/AIDS.
Universal precautions	A simple set of effective practices designed to protect health workers and patients from infection with a range of pathogens including blood borne viruses. These practices are used when caring for all patients regardless of diagnosis.
Unprotected sex	The exchange of blood, semen and/or vaginal fluids that occurs during sexual activity when condoms and other barrier methods such as latex or polyurethane are not in use.
Vertical transmission	See Mother-to-Child Transmission of HIV.
Viral load	The amount of HIV in the blood as measured by HIV RNA PCR.
Viral resistance	Changes in the genetic makeup of HIV that decrease the effectiveness of antiretroviral drugs. Usually occurs in response to drug treatment especially when there is incomplete treatment or poor adherence to appropriate treatment.
Virus	A type of germ that causes infection.
Wasting (syndrome)	Condition characterised by loss of more than 10% of body weight and either unexplained chronic diarrhoea (lasting more than 1 month) or chronic weakness and unexplained, prolonged fever (lasting more than 1 month).
Western blot	A laboratory test for specific antibodies to confirm repeatedly reactive results on the HIV ELISA test. Western blot is the validation test used often for confirmation of other test results.

Wet-nursing	Breastfeeding of an infant by someone other than the infant's mother.
Window period	The period of time between the onset of infection with HIV and the appearance of detectable antibodies to the virus. The window period lasts for 4 to 6 weeks but occasionally up to 3 months after HIV exposure.



Resources

Key General Resources on PMTCT

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Key Online Resources on PMTCT in Resource-Constrained Settings

<http://www.cdc.gov/nchstp/od/gap>

CDC's Global AIDS Program (GAP) exists to help prevent HIV infection, improve care and support, and build capacity to address the global HIV/AIDS pandemic. GAP provides financial and technical assistance through partnerships with communities, governments, and national and international entities working in resource-constrained countries.

<http://www.jhpiego.org>

Through advocacy, education and performance improvement, JHPIEGO helps host-country policymakers, educators and trainers increase access and reduce barriers to quality health services in low-resource settings throughout Africa, Asia, Latin America, and the Caribbean.

http://www.who.int/child-adolescent-health/NUTRITION/HIV_infant.htm

The WHO Child and Adolescent Health and Development website provides information about infant and young child nutrition as well as listing key resources in this field.

<http://www.who.int/3by5/en>

The WHO drive to provide HIV/AIDS treatment to three million people by the end of 2005.

<http://www.WomenChildrenHIV.org>

<http://WomenChildrenHIV.org.za>

This website, and its mirror site, disseminates state-of-the-art clinical information and training resources on mother-to-child transmission of HIV (MTCT) and related topics. It communicates the best practices in PMTCT and caring for infected women, children and families in resource-constrained settings.

<http://www.cdc.gov/hiv/dhap.htm>

Centers for Disease Control and Prevention (CDC) site for information on HIV/AIDS in the United States.

<http://www.fhi.org>

Family Health International (FHI) works to address the needs of communities and countries ravaged by HIV/AIDS. FHI's publications present comprehensive, state-of-the-art information on every aspect of HIV/AIDS prevention and care, treatment, and mitigation by sharing lessons learned from many years of experience with HIV/AIDS in the developing world.

<http://www.fightglobalaids.org>

The Student Global AIDS Campaign (SGAC) is a national, student-based organization that uses advocacy, lobbying and the media to help end the global AIDS pandemic. The SGAC also raises money for student AIDS organizations abroad to support their work fighting AIDS on the ground.

http://www.globalhealth.org/view_top.php3?id=227

Global Health Council works to ensure that all who strive for improvement and equity in global health have the information and resources they need to succeed. To achieve

this goal, the Council serves as the voice for action on global health issues and the voice for progress in the global health field.

<http://www.popcouncil.org/hivaids/index.html>

The Population Council's activities include efforts to alleviate the epidemic's effects; elucidate the basic science of infection and the determinants of the epidemic; work toward prevention; promote policy development; reduce stigma and discrimination; and promote the treatment, care, and support of people with HIV.

<http://www.reproline.jhu.edu/video/hiv/tutorials/English/index.htm>

ReproLearn Multimedia tutorials provide doctors, faculty, and healthcare trainers with technical information they need to provide high-quality healthcare and to train other healthcare providers about the needs of women with HIV/AIDS.

<http://www.safemotherhood.org>

The Safe Motherhood Initiative is a worldwide effort that aims to reduce the number of deaths and illnesses associated with pregnancy and childbirth.

<http://www.synergyaids.com>

The Synergy Project provides technical assistance and services to the USAID to design, evaluate, and coordinate HIV/AIDS programmes and identify and disseminate lessons learned.

<http://www.unaids.org>

UNAIDS (Joint United Nations Programme on HIV/AIDS) provides information on epidemiology, treatment, and programme development.

http://www.usaid.gov/pop_health/aids

USAID (United States Agency for International Development) is an independent agency of the US federal government that develops community-based advocacy and support programs for people living with HIV/AIDS, and provides support for orphans and vulnerable children whose families have been affected by HIV/AIDS. USAID also supports voluntary testing and counselling centers.

<http://www.who.int/hiv/en>

WHO (World Health Organization) offers information on epidemiology, treatment, and programme development for HIV/AIDS.

http://www.worldbank.org/hiv_aids/globalprogram.asp

The World Bank is working with all regions in the developing world that are affected by HIV/AIDS. The AIDS programme offers global learning and knowledge sharing on approaches and best practices for addressing HIV/AIDS.

MODULE 1—Introduction to HIV/AIDS

Key Resources

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MODULE 2—Overview of Prevention of HIV Infection in Infants and Young Children

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MODULE 3—Specific Interventions to Prevent MTCT

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