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**Training Curriculum for Staff Involved in Decentralized Drug Distribution of Antiretroviral Therapy in the Private Sector**

TRAINING GUIDE

**Meeting targets and maintaining epidemic control (epic) project**

**cOoperative agreement no.**

**7200AA19CA00002**

**Training Curriculum**

**for Staff Involved in Decentralized Drug Distribution of Antiretroviral Therapy   
in the Private Sector**

**Training Guide**

**September 2021**

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**Suggested Citation:** EpiC. Training curriculum for staff involved in decentralized drug distribution of antiretroviral therapy in the private sector. Training guide. Durham (NC): FHI 360; 2021.

ACKNOWLEDGMENTS

This training curriculum was developed by Irina Yacobson and Moses Bateganya of FHI 360 and consultants, James Batuka and Andrew Maranga. It was edited by Natasha Mack with page layout by Lucy Harber.

This work was made possible by the generous support of the American people through the United States Agency for International Development (USAID) and the U.S. President’s Emergency Plan for AIDS Relief (PEPFAR). The contents are the responsibility of the EpiC project and do not necessarily reflect the views of USAID, PEPFAR, or the United States Government. EpiC is a global cooperative agreement (7200AA19CA00002) led by FHI 360 with core partners Right to Care, Palladium International, Population Services International (PSI), and Gobee Group.

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# Introduction

Differentiated service delivery (DSD) in the public sector, including multi-month dispensing (MMD) of antiretrovirals (ARVs), has offered opportunities to simplify care for clients with HIV who are enrolled in public sector programs. However, it does not sufficiently reduce the burden on health care systems and remains unsustainable without donor support. Decentralized drug distribution (DDD) of antiretroviral therapy (ART) through the private sector consists of models of care designed to reduce the burden in public health facilities, make services more convenient for clients, and improve long-term retention in care by reducing barriers to access and enhancing the role of ART clients in their own care.

# Goal and Objectives

This training curriculum was developed to equip health care providers involved in DDD of ART, particularly private sector providers such as pharmacists, with the requisite knowledge and skills they need to offer high-quality services to clients devolved to private DDD outlets. It outlines the roles and responsibilities of the various stakeholders at service delivery points and is intended to promote collaboration between the private sector and public sector HIV programs.[[1]](#footnote-2)

The overarching objectives of the training are as follows:

* To train health care workers at public health facilities on the skills required to create demand for DDD of ART through both the private sector and other community distribution points, and for enrolling clients living with HIV in DDD of ART
* To equip personnel at the private outlets participating in DDD of ART (e.g., community pharmacies, private clinics) with the skills and information they need to dispense ARVs and provide counseling/adherence support to ART clients
* To equip health facility and DDD outlet personnel with the managerial skills to plan for and implement DDD models, including the management, recording, and reporting of ARV stock

The desired outcome of this training is for health care workers to be sufficiently skilled in the provision of appropriate care and support to ART clients outside of public sector health facilities.

# Target Audience

The nine sessions of this training target different audiences, depending on the topic and roles of each cadre in DDD of ART. Program administrators/trainers should assign specific sessions to particular cadres based on the structure of the local program. In the [Training Sessions](#_Training_Sessions) section of this guide, recommendations are provided for which staff may be appropriate learners for each session.

Training participants should have some background in pharmaceutical care and/or HIV care and treatment. They may include:

* Pharmacists
* Pharmacy technicians/technologists
* Any other health workers/staff involved in DDD of ART, whether at the public health facility or DDD outlet level

Multidisciplinary teams comprised of these cadres should be selected from public sector health facilities and private/community pharmacies participating in DDD of ART.

# Facilitators

Facilitator for this training should have:

* Experience with DDD
* Background in pharmaceutical care
* Knowledge of HIV care and treatment
* Knowledge of national treatment guidelines, service delivery data reporting and recording practices, and the distribution system
* Familiarity with the country/setting where the program is being implemented

# Training Course Content and Materials

This training guide is intended for use by both facilitators and/or participants, depending on whether the program has selected self-study, facilitated virtual sessions, face-to-face training, or a combination of these approaches. Prior to launching the training, program administrators and/or training facilitators ***must*** adapt the training resources (e.g., this guide, slide presentations) to reflect the training facilitator and participant roles and responsibilities, country-specific information, and program requirements.

**The training covers the following topics:**

* Introduction to DDD of ART models, including modifications due to COVID-19
* Introduction to country-specific HIV testing, care, and treatment services
* Pharmacovigilance, dispensing, and adherence
* Inventory management
* Patient referrals and coordination of care
* Demand creation and patient enrollment
* Recording and reporting service delivery data
* Electronic tools to facilitate DDD (the DDD App, ORA, and DHIS2)
* Ethics and client privacy protection

**Key source documents:**

* World Health Organization (WHO). 2016. [*Consolidated Guidelines on the Use of Antiretroviral Drugs for Treating and Preventing HIV Infection*](https://www.who.int/hiv/pub/arv/arv-2016/en/)*.* Geneva: WHO.
* National HIV care and treatment guidelines (country specific)
* National DSD guidelines and related Ministry of Health directives/circulars (country specific)
* Meeting Targets and Maintaining Epidemic Control (EpiC). 2019. [*Decentralized Distribution of Antiretroviral Therapy through the Private Sector: A Strategic Guide for Scale-up*](https://www.fhi360.org/sites/default/files/media/documents/epic-project-strategic-guide-scale-up.pdf)*.*
* Meeting Targets and Maintaining Epidemic Control (EpiC). 2020. [*Modifying Models for Decentralized Distribution of ART through the Private Sector to Address Disruptions Related to COVID-19*](https://www.fhi360.org/sites/default/files/media/documents/epic-art-ddd-covid-19.pdf)*.*

# Structure of the Training Course

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| A close up of a sign  Description automatically generated | PowerPoint presentations The slide presentations contain key technical information, as well as built-in activities to help participants apply what they have learned. They also include placeholders for country-specific adaptation, which should be completed by training facilitators before the training is made available for self-study or initiated as live instruction. |
| Shape  Description automatically generated | Additional reading Some sessions have additional reading materials which are prerequisites to fully understand the session content. Facilitators and participants are encouraged to review them before the respective sessions. Facilitators in each country should also make available and/or assign any other relevant, country-specific materials. |
| A close up of a sign  Description automatically generated | Case studies Session 3 includes case studies, which are designed to enable participants to apply and reinforce the information they have learned during the session. |
| Icon  Description automatically generated | Videos Supplemental videos may be added and assigned by facilitators as applicable in each country. |
| Icon  Description automatically generated | Knowledge checks/quizzes Each session includes a short quiz to allow participants to check their knowledge. |
| Icon  Description automatically generated | Handouts Some sessions include handouts to support key messages. Additional handouts may be provided by countries as needed. |
| Icon  Description automatically generated | Facilitator-led online discussions If participants will complete the training as self-study, a facilitator-led online discussion can be scheduled by the facilitator and used as a platform to answer any questions, provide clarifications as necessary, facilitate discussions, and conduct any activities that require facilitator guidance. |

# Self-study Tips[[2]](#footnote-3)

This section applies to participants completing the training through self-study and/or facilitated online sessions.

Learning at your own pace may be a new experience. Self-study requires a distinct set of skills and techniques from those needed for learning in a classroom environment. For some people, learning at their own pace may be challenging at first. However, self-paced e-learning has many advantages, including allowing you to learn when and where it is convenient for you. Below are some tips to help you during the e-learning portion of this course.

## Motivation

* Understand what is expected of you and commit to keeping up with the content.
* Take responsibility for your own learning. It is up to you to succeed!
* For slides that include questions on the topic at hand, write down your answer or thoughts on a sheet of paper and then proceed to the next slide to compare your answer to that of an expert. Although it may be tempting to skip to the next slide, taking the time to write down your response will help you learn concepts more thoroughly and consider how to apply them in practice.

## Time

* A typical e-learning course takes more time than an in-person class.
* Plan to spend at least an hour or two per session going through the slides, handouts, and any activities.
* One way to manage your time is to set aside specific hours to work each day. Ask your family to respect the hours that you are "in class."
* Be sure to take breaks as needed to help you maintain your concentration. Also, stretch regularly and eat.

## Workspace

* If possible, designate a space to study. Is it comfortable? Is it quiet? Can you concentrate?

## Technology

* Get familiar and comfortable with using your computer.
* Ensure that you have an Internet connection. If you do not have a reliable Internet connection, download the PowerPoint presentations for offline learning. Arrange to attend any facilitated online discussions at a location where you are more likely to be assured of a sustained connection.
* Tap on resource links and navigate forward and backward through content.

# Training Sessions

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# Session 1. Introduction to the Models

**Participants:** All cadres involved in DDD of ART (at both public sector health facilities and private pharmacies)

**Total duration:** ~2 hours (including reading materials)

**Learning objectives:**

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

* Explain the rationale for DDD of ART
* List the various DDD of ART models
* Explain the advantages of different DDD of ART models
* Describe the steps for implementing selected DDD models
* Describe the key factors in the success of each model
* Describe modifications to DDD of ART models in the context of COVID-19

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| **Learning Activities** | | **Notes** |
|  | PowerPoint presentation (45 minutes) | Depending on the situation, the presentation can be read during self-study, facilitated online, or presented in person. |
|  | Reading materials:  EpiC. 2019. [Decentralized Distribution of Antiretroviral Therapy through the Private Sector: A Strategic Guide for Scale-up](https://www.fhi360.org/sites/default/files/media/documents/epic-project-strategic-guide-scale-up.pdf). (30 minutes)  EpiC. 2020. [Modifying Models for Decentralized Distribution of ART through the Private Sector to Address Disruptions Related to COVID-19](https://www.fhi360.org/sites/default/files/media/documents/epic-art-ddd-covid-19.pdf). (15 minutes)  Mbachu, et al. 2018. “Willingness to Pay for Antiretroviral Drugs among HIV and AIDS Clients in South-east Nigeria.” Health Expectations 21: 270–278. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750729/pdf/HEX-21-270.pdf> (10 minutes)  Nwobi, et al. 2017. “Willingness to Pay for Highly Active Antiretroviral (HAART) Drugs and HIV Treatment Monitoring Tests among People Living with HIV/AIDS in Enugu State, Nigeria.” Australasian Medical Journal 10(7). <https://amj.net.au/index.php/AMJ/article/viewFile/2882/1548> (10 minutes) | To prepare for Session 1, please read *Decentralized Distribution of Antiretroviral Therapy through the Private Sector: A Strategic Guide for Scale-Up.* |
|  | Quiz (5 minutes) | Self-administered at end of session |
|  | Facilitator-led online discussion (30–40 minutes) | If the presentation is read during self-study, a facilitator-led online discussion can be scheduled to address any questions. |

# Session 2. Introduction to HIV Testing, Care, and Treatment Services

This session should be based on the national HIV training curriculum and will be conducted in collaboration with Ministry of Health/national trainers in each country. Content will be based on country-specific requirements for the specific cadre of providers (e.g., pharmacists).

**Participants:** All providers at private pharmacies involved in DDD of ART

**Total duration:** Depends on national training curriculum requirements (possibly up to 6 hours)

**Learning objectives:**

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

* Describe the key elements of HIV care and treatment
* List the risk factors for HIV transmission
* Outline the basic information about HIV testing, including self-testing
* List the clinical stages of HIV and signs/symptoms of opportunistic infections, including tuberculosis
* Name the recommended HIV treatment regimens in the country
* Describe differentiated care
* Describe the importance of adherence counseling

**Materials/handouts:**

* National HIV care and treatment guidelines
* National training materials and handouts

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| **Learning Activities** | | **Notes** |
|  | Complete the recommended modules on HIV care and treatment from the national HIV training curriculum which are typically required for accreditation in the country. | This curriculum provides no additional resources for this session; use materials from the national curriculum to accomplish the learning objectives. |
|  | Reading materials:  Zimbabwe: Training package entitled [*Integrated Blended Learning for Prevention, Treatment, Care and Support of HIV, STIs, TB and Related Conditions*](https://depts.washington.edu/edgh/zw/hit/web/index.html).  Nigeria: Participants may take any relevant free courses, for example, <http://learning.sidhas.org/>. |  |
|  | Quiz (5 minutes) | Self-administered at end of session |
|  | Facilitator-led online discussion (30–40 minutes) | If the presentation is read during self-study, a facilitator-led online discussion can be scheduled to address any questions. |

# Session 3. Pharmacovigilance, Dispensing, and Adherence

**Participants:** All providers at private pharmacies involved in DDD of ART

**Total duration:** ~2.5 hours

**Learning objectives:**

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

Part I — Pharmacovigilance:

* Provide the rationale for and history of pharmacovigilance
* Explain the limitations of clinical trials
* Define key terms used in pharmacovigilance
* Explain why adverse drug reactions (ADR) could occur and their major causes/predisposing factors
* Describe common methods used in pharmacovigilance
* Describe their in-country ADR reporting systems

Part II — Drug dispensing:

* Explain the rational use of drugs
* Describe the dispensing process/steps

Part III — Adherence monitoring and support

* Explain what adherence is and the role it plays in improving client outcomes
* Explain the link between adherence, drug resistance, and future treatment options
* Identify factors associated with nonadherence
* Describe methods of measuring adherence
* Describe methods and strategies to improve adherence
* Describe counseling for adherence problems

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| **Learning Activities** | | **Notes** |
|  | PowerPoint presentation (1 hour 20 minutes)  Handout to accompany presentation: Adherence Monitoring and Client Counseling, Dispensing, and Pharmacovigilance | Depending on the situation, the presentation can be read as self-study, facilitated online, or presented in person. |
|  | Reading materials:  World Health Organization (WHO). 2013. [*A Practical Handbook on the Pharmacovigilance of Antiretroviral Medicines*.](http://apps.who.int/iris/bitstream/handle/10665/44236/9789241547949_eng.pdf?sequence=1) Geneva: WHO.  Management Sciences for Health. 2012. [*Ensuring Good Dispensing Practices*](https://www.msh.org/sites/msh.org/files/mds3-ch30-dispensing-mar2012.pdf).  Uppsala Monitoring Centre. *Pharmacovigilance Methods:  The Spectrum of PV* ([video presentation](https://media.medfarm.uu.se/play/video/3533), [slides only](https://media.medfarm.uu.se/play/attachmentfile/video/3533/Handouts.pdf)) | Read these documents for more in-depth information on many of the topics addressed in the presentation. |
|  | Case study 1 (10 min)  Case study 2 (10 min) | Read the case studies and respond to the questions. This should be done after reading the PowerPoint presentation. |
| Icon  Description automatically generated | Handouts:  ARV dosage charts  ADR reporting form  Adherence assessment form | Countries/programs should provide ARV dosage charts that reflect their national ART guidelines, along with the reporting forms required by the national HIV program. |
|  | Quiz (5 min) | Self-administered at end of session |
|  | Facilitator-led online discussion (30‑40 minutes) | Participants will be informed of the date/time of this discussion. |

# Session 4. Inventory Management

**Participants:**  All cadres involved in handling inventory for DDD of ART (at both public sector health facilities and private pharmacies)

**Total duration:** 1 hour 20 minutes

**Learning objectives:**

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

* List the components of drug supply management
* Explain procurement and its principles
* Describe inventory management and storage principles
* Name stock management tools

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| **Learning Activities** | | **Notes** |
|  | PowerPoint presentation (~40 minutes) | Depending on the situation, the presentation can be read as self-study, facilitated online, or presented in person.  If participants read the presentation during self-study, the activity on **the completion of the country-specific reporting forms (slide 20)** should be done separately during the facilitated online session.  If the PowerPoint is presented in person or by the facilitator during an online session, the **activity on the completion of the country-specific reporting forms (slide 20)** can be built into the presentation (increasing the total time to ~1 hour 30 minutes). |
|  | Reading materials:  EpiC. 2019. [*Decentralized Distribution of Antiretroviral Therapy through the Private Sector: A Strategic Guide for Scale-up*](https://www.fhi360.org/sites/default/files/media/documents/epic-project-strategic-guide-scale-up.pdf)*,* p. 53–54. | Read pages 53–54 of the guide, which provide high-level details on inventory management. |
|  | Handouts:  Logistics management information system (LMIS) forms and/or other reporting forms required by the program  Inventory management SOP | Countries should prepare/provide the forms and SOP based on country/program requirements. |
|  | Quiz (5 minutes) | Self-administered at end of session |
|  | Facilitator-led discussion and/or activity on how to fill out ARV reporting forms (30–40 minutes) | Participants will be informed of the date/time of this discussion. |

# Session 5. Patient Referrals and Coordination of Care

**Participants:** All cadres at private pharmacies (or DDD community locations)

**Total duration:** ~1 hour

**Learning objectives:**

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

* Define patient referral
* List the indications for referral from the facility to the DDD outlet and from the DDD outlet back to the facility
* List symptoms that warrant referral from DDD outlet back to the facility
* Explain the referral process and required documentation within your program

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| **Learning Activities** | | **Notes** |
|  | PowerPoint presentation (~20 minutes) | Depending on the situation, the presentation can be read as self-study, facilitated online, or presented in person.  If participants read the presentation during self-study, the activity on the completion of referral forms (slide 10) should be done separately during the facilitated online session.  If the PowerPoint is presented in person or by the facilitator during an online session, the activity on the completion of the referral forms (slide 10) can be built into the presentation (increasing the total time to ~1 hour). |
|  | Handouts:  Referral forms  Appointment tracking form/diary  Referral SOP | Countries should prepare/provide the referral forms and SOP, as well as the appointment tracking form/diary based on country/program requirements. |
|  | Quiz (5 minutes) | Self-administered at end of session |
|  | Facilitator-led discussion and/or activity on how to fill out referral forms (30-40 minutes) | Participants will be informed of the date/time of this discussion. |

# Session 6. Demand Creation and Client Enrollment

**Participants:** All cadres involved in DSD/DDD at public health facilities

**Total duration:** ~1 hour

**Learning objectives:**

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

* Discuss how to create demand for private sector DDD of ART
* Identify clients who qualify for DDD enrollment
* Describe the process for enrolling clients into DDD of ART

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| **Learning Activities** | | **Notes** |
|  | PowerPoint presentation (~30 minutes) | Depending on the situation, the presentation can be read as self-study, facilitated online, or presented in person.  If participants read the presentation during self-study, the activity on form completion for referring clients from clinic to DDD outlet (slide 19) should be done separately during the facilitated online session.  If the PowerPoint is presented in person or by the facilitator during an online session, the activity on form completion for referring clients from clinic to DDD outlet (slide 19) can be built into the presentation (increasing the total time to ~1 hour). |
|  | Handouts:  Pathway for enrolling patients into DDD of ART (provided)  Information, education, and communication (IEC) materials about the various DSD/DDD models  Consent forms  Forms for referral to DDD outlet | IEC materials, consent forms, and referral forms should be provided by countries based on local program requirements. |
|  | Quiz (5 minutes) | Self-administered at end of session |
|  | Facilitator-led discussion (30 minutes) | Participants will be informed of the date/time of this discussion. |

# Session 7. Recording and Reporting Service Delivery Data

**Participants:**  All cadres involved in data collection and reporting on DDD service delivery (at both public health facilities and community pharmacies)

**Total duration:** 1 hour 35 minutes

**Learning objectives:**

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

* Describe the information that needs to be collected and reported
* Explain how and when to report the data
* Describe how to use DDD data for decision-making

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| **Learning Activities** | | **Notes** |
|  | PowerPoint presentation (~30 minutes) | Depending on the situation, the presentation can be read as self-study, facilitated online, or presented in person.  If participants read the presentation during self-study, the activity on using data collection and reporting tools (slide 15) should be done separately during the facilitated online session.  If the PowerPoint is presented in person or by the facilitator during an online session, the activity using data collection and reporting tools (slide 15) can be built into the presentation (increasing the total time to ~1 hour). |
|  | Data recording/reporting SOP  Forms for recording/reporting service delivery data | SOP and forms should be provided by each country based on local program requirements. |
|  | Quiz (5 minutes) | Self-administered at end of session |
|  | Facilitator-led discussion (1 hour) | Participants will be informed of the date/time of this discussion. |

# Session 8. Electronic Tools to Facilitate DDD (the DDD App, ORA, and DHIS2)

**Participants:** All cadres involved in DDD of ART (at both public facilities and community pharmacies)

**Duration:** 1 hour

**Learning Objectives:**

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

Part I — DDD App

* Explain what the DDD App is
* Describe the characteristics of the DDD App
* Describe key functions of the DDD App, including reporting

Part II — Online Reservation and Case Management App (ORA)

* Explain the Online Reservation App (ORA) and key characteristics
* Describe how clients, providers, and program staff use ORA
* Describe differences between ORA and DDD app (for DDD referrals and tracking)

Part III — DHIS2 Tracker Metadata Package

* Explain what the DHIS2 tracker is
* Describe the characteristics of the DHIS2 tracker
* Describe key functions of the DHIS2 tracker, including reporting

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| **Learning Activities** | | **Notes** |
|  | PowerPoint presentation (~25 minutes) | Depending on the situation, the presentation can be read as self-study, facilitated online, or presented in person. |
|  | Video:  [DDD App demonstration](https://youtu.be/LJVI3dJzCt4) (11 minutes) | Can be done as self-study |
|  | Handouts:  [Essential functions of the DDD App](https://www.fhi360.org/resource/meeting-targets-and-maintaining-epidemic-control-epic-decentralized-drug-distribution) (provided)  DDD App installation instructions | Installation instructions should be developed/provided by countries that want to adopt the programs (when the DDD App is adapted for use in their country). |
|  | Reading materials:  [Digital Health Applications in a Changing World](https://degrees.fhi360.org/2020/08/digital-health-applications-in-a-changing-world/)  [Online Reservation App for HIV Service Delivery Programs](https://www.fhi360.org/sites/default/files/media/documents/resource-linkages-ora-technical-brief.pdf) (brief)  [Going Online](https://www.fhi360.org/sites/default/files/media/documents/resource-linkages-vision-going-online.pdf) ([link](https://epicproject.blog/2021/02/02/how-to-take-hiv-services-online-a-webinar-series/) to webinar series) |  |
|  | Quiz (5 minutes) | Self-administered at end of session |
|  | Facilitator-led discussion/demonstration of how to use the app to fill out the reporting forms (40 minutes) | Participants will be informed of the date/time of this discussion. |

# Session 9. Ethics and Client Privacy Protection

**Participants:** All cadres involved in DDD of ART (at both public facilities and community pharmacies)

**Total duration:** 1 hour

**Learning objectives:**

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

* Explain the requirements for client privacy and confidentiality before, during, and after provision of refills
* Provide refills in a way that does not cause stigma and unintentional disclosure of the client’s HIV status
* Discuss how to behave ethically before, during, and after providing client refills

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| Learning Activities | | Notes |
|  | PowerPoint presentation (20 minutes) | Depending on the situation, the presentation can be read as self-study, facilitated online, or presented in person. |
|  | Quiz (5 minutes) | Self-administered at end of session |
|  | Facilitator-led discussion (30 minutes) | Participants will be informed of the date/time of this discussion. |

# Closing

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| **Activity** | | **Notes** |
| Icon  Description automatically generated | Evaluation form (15 minutes) | If the training is conducted in person, facilitator will print the evaluation form and distribute it to the participants for completion.  If the training is conducted virtually, the facilitator will email the form to the participants with instructions to complete and email it back to him/her. |
|  | Facilitator-led discussion to develop/introduce the ongoing plan for support (1 hour) | Participants will be informed of the date/time of this discussion. |

1. In the context of the COVID-19 pandemic, trainings may be either virtual (a combination of self-study and facilitated online discussions) or in person while following local infection prevention guidelines such as social distancing and the use of personal protective equipment (PPE). [↑](#footnote-ref-2)
2. Adapted from *Integrated HIV Training for Healthcare Workers*, developed by the Ministry of Health and Child Care, Zimbabwe, in collaboration with the University of Washington Global Health eLearning Program [↑](#footnote-ref-3)