

Training Peer Educators to Use the *Peer Educator Tool for Informing Female Sex Workers about Contraceptive Options*

Session Plan

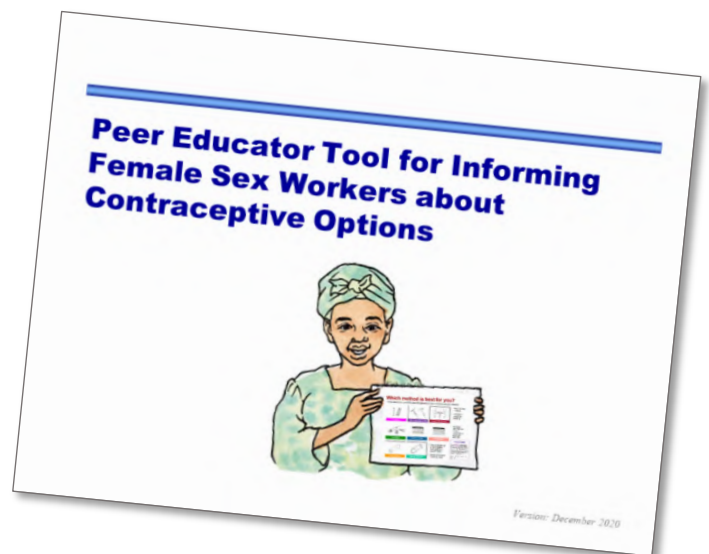
DECEMBER 2020



Training Peer Educators to Use the *Peer Educator Tool for Informing Female Sex Workers about Contraceptive Options*

Session Plan

DECEMBER 2020



This training resource is made possible by the generous support of the American people through the U.S. Agency for International Development (USAID) and the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) through the terms of cooperative agreement #AID-OAA-A-14-00045. The contents are the responsibility of the LINKAGES project and do not necessarily reflect the views of USAID, PEPFAR, or the United States Government. The project is led by FHI 360 in partnership with IntraHealth International, Pact, and the University of North Carolina at Chapel Hill.

SESSION PLAN—Training Peer Educators to Use the *Peer Educator Tool for Informing Female Sex Workers about Contraceptive Options*

This session plan is designed to orient small groups of peer educators (PEs) to use the *Peer Educator Tool for Informing Female Sex Workers about Contraceptive Options* (or PE-FSW FP tool; referred to as FP tool throughout). The tool and this training plan assume that PEs/participants have a basic knowledge of contraceptive methods. Before the training, this prototype tool should be modified to reflect the method mix, availability of pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP), and the guidelines of the country/program. The training should be conducted in a space with small tables and chairs that can be arranged in a semi-circle for the group activities and easily moved to other spaces in the room for PEs to practice using the tool in small groups.

Two experienced facilitators along with several program staff members are required to conduct the activities. At least one of the facilitators should have a family planning (FP) background and be able to answer method-specific questions as PEs are oriented to the tool. PEs should continue to receive mentoring and constructive feedback from a coordinator/supervisor after this training event and know where to turn for support.

Referral sites for various services should be identified before the training.

Preparation meeting with facilitators and program staff (several days before the training event)

Time Allotted	Objectives/Activities	Resources*
2–3 hours (or more depending on the facilitator and program staffs' familiarity with the FP tool and the approach/resources used in the practice activities)	<ul style="list-style-type: none"> ● Introductions (two facilitators and program staff members) ● Discuss in detail the agenda and session plan: <ul style="list-style-type: none"> - complete a page-by-page review of the FP tool and its features - conduct a dry run of the FP tool demonstration - carefully review the observation checklist and role play activity - conduct a dry run of giving instructions for the role plays ● Review/determine team roles and responsibilities for conducting the training activities ● Prepare/gather the resources needed for each session ● Visit the training venue (if possible/necessary); set up space for training in advance 	Session plan for facilitators and program staff Printed copies of the FP tool and the visual aid with the method chart on one side and prevention approaches on the other (referred to as the visual aid throughout) Photocopies of role instructions and observation checklist
<p><i>*All materials/resources should be shared and reviewed in advance by meeting participants.</i></p>		

Proposed Plan for One-Day Event with Breaks and Lunch

Session/ Time Allotted	Activities	Resources
8:30 am – 9:00 am	<i>PE arrival (12–15 participants maximum)</i>	
Welcome, Tool Orientation, and Review of Information-Sharing Process 9:00 am – 10:30 am		
Introductions and Objectives ~25 minutes	<ul style="list-style-type: none"> ● Welcome and introductions—ask PEs to state their name and the thing that they like most about being a PE or their greatest challenge as a PE. ● Review the agenda, objectives, outcomes, and expectations using the flipcharts prepared in advance. ● Objectives/expectations: <ul style="list-style-type: none"> - Review the process for sharing information with female sex worker (FSW) peers (observation checklist) - Learn about a new tool for sharing information on contraceptives with FSWs (overview/demonstration) - Practice using the FP tool in role plays (observation/feedback) ● Encourage the PEs to ask questions throughout the session if anything is not clear. 	Name tags/pens Prepared flipcharts of agenda and objectives/expectations
FP Tool Rationale ~5 minutes	<ul style="list-style-type: none"> ● Show participants the cover of the FP tool and provide an overview of the rationale for the FP tool: Developed in response to requests from PEs for information/tools that would help them share information on contraceptives with FSW peers. The tool and visual aid include information tailored to the concerns about methods that are common among FSWs and reinforces STI/HIV prevention messages. Tool users should emphasize the voluntary nature of FP and the need for FSW peers to seek informed choice counseling from an experienced provider to ensure that the decisions they make are the most appropriate for their situation. 	FP tool and visual aid
Review of Information-Sharing Process and Observation Checklist ~20 minutes	<ul style="list-style-type: none"> ● Distribute the <i>Observation/Skills Checklist—Peer Educators Providing Pregnancy, HIV, and STI Prevention Information to Female Sex Workers</i>. Explain that the FP tool supports the standard information-sharing process outlined in the checklist. Introduce the checklist by explaining: This observation checklist describes the communication behaviors used during one-on-one interactions between PEs and FSW peers, reflects the general flow of an information-sharing session, and specifies the tasks that a PE should complete when interacting with FSW peers interested in learning information about preventing pregnancy, HIV, and other STIs. Look at the bold headings. Listed first are the key behaviors used throughout a session, like showing respect and encouraging FSW peer participation; after that are the steps that occur early in the session where the PE establishes rapport and determines the FSW peer’s needs. After that, the PE provides information that the FSW peer needs, then helps the FSW peer think about her options, and finally helps the FSW 	Observation checklist (one per PE)

	<p>peer to carry out her decision (e.g., giving information on providers).</p> <ul style="list-style-type: none"> ● Read aloud the list of items under each heading on the checklist and ensure that PEs understand what each item means. Provide examples as needed. ● Explain: The observation checklist will be used during the training to reinforce good practices for information-sharing during interactions with FSW peers. The check boxes on the checklist are an easy way to keep track of whether a PE is performing as expected. During the upcoming activities, notice how the FP tool can help a PE to accomplish the steps on the checklist. 	
<p>Overview of the FP Tool Features/Contents ~40 minutes</p>	<ul style="list-style-type: none"> ● Distribute copies of the tool and the visual aid. ● Describe the key features of the tool and how to use it. Instruct the PEs to follow along in their copy of the FP tool as you describe the features and the contents. ● Display a copy of the tool in front of the group so that PEs can see each page as it is being described. Facilitators/staff should circulate among the PEs to ensure that they are on the correct page in their version of the tool. Explain that: <ul style="list-style-type: none"> - The design of the tool allows the PE and FSW peer to sit side-by-side. This way, they can see each other's face and talk privately. - The visual aid includes the method chart and describes prevention approaches; it is placed directly in front of the FSW peer with the FP tool located where both the FSW peer and PE can see it. This way, the PE can point to information and illustrations on the tool pages and visual aid to help explain key information. - Color-coded bars make it easier to find information and move from one section to another. <p>Tell PEs that they will:</p> <ul style="list-style-type: none"> - Use pages 6–9 of the tool to tell the FSW peer what they will do during the session, learn more about what the FSW peer needs, and explain how the FSW peer can benefit from FP. - Review pages 10–11 with the FSW peer to discuss issues she may want to think about as she considers various contraceptive method options and approaches for preventing pregnancy, HIV, and other STIs. - Use pages 12–13 to discuss method effectiveness and respond to general concerns and myths that the FSW peer may raise about contraceptive methods. PEs should only use the information on page 13 to dispel myths/concerns about methods if these concerns were raised by an FSW peer during the session. Otherwise, avoid discussing information about specific myths and focus on the message that all methods are safe. - Share information about any method the FSW peer is interested in. 	<p>FP tool and the visual aid (one per PE)</p> <p>Observation checklist (one per PE)</p>

	<ul style="list-style-type: none"> - Use the first page of each contraceptive method to provide an overview of the method; use the second page to describe what to expect and how use may affect an FSW peer. - Share with all FSW peers information about using male or female condoms to prevent STIs/HIV and pregnancy. - Mention the availability of ECPs and encourage FSW peers to keep some available for use in emergencies. - Depending on the FSW peer’s needs, provide contact information to facilities that can help the FSW peer prevent pregnancy, HIV, and other STIs or address other concerns (page 38). Review the referral sites listed. <ul style="list-style-type: none"> ● Encourage the PEs to think about how they can use the FP tool and visual aid during interactions with FSW peers. ● Give PEs several minutes to read the instruction page of the tool and look through the tool on their own. ● Encourage participants to ask questions about how to use the tool and clarify any issues about the methods. 	
10:30 am – 10:45 am Tea/coffee break		
Facilitator Demonstration of Tool Use/Discussion/Case Study 10:45 am – 12:15 pm		
Demonstration by Facilitators ~30 minutes	<ul style="list-style-type: none"> ● Post the flipchart and mention that the demonstration will show how to use the FP tool to share information with this FSW peer: <i>An 18-year-old woman whom the PE is meeting for the first time has never used contraception other than condoms with her steady partner and men who pay her for sex. She is interested in learning about contraceptive method options to avoid pregnancy in case the condom fails.</i> ● During the demonstration (with one facilitator posing as a PE and the other as the FSW peer), the PE should use the tool and visual aid to explain to the FSW peer what to expect during the information-sharing session, encourage the FSW peer to think about her needs and fertility intentions, reinforce the importance of continued condom use to avoid STI infection and help her to consider whether she may want to use PrEP for HIV prevention, mention the benefits of FP, explain method effectiveness, and share information about methods that are of interest to the FSW—especially in the context of her work. The PE should also mention emergency contraceptive pills (ECP)s and share information about where they can be obtained. The FSW peer should show interest in a method or a desire to use contraception so that the PE can demonstrate giving the FSW peer information about a facility where she can consult with a provider, make an informed voluntary decision to use a method, and obtain a method. 	Prepared flipchart with a description of the FSW peer to be depicted during the demonstration Observation checklist (one per PE) Pens/pencils

	<p><i>[Note: This demonstration is critical. The two facilitators conducting the demonstration should practice in advance to ensure smooth delivery and proper use of the tool and visual aid. The PE should use the tool/visual aid as described above; the FSW peer should engage with the PE and the tool/visual aid, ask questions, and respond to questions posed by the PE. The PE should be careful not to suggest a particular method.]</i></p> <ul style="list-style-type: none"> ● Ask participants to stand in a circle so that everyone can see the demonstration. Encourage the PEs to use the observation checklist to make notes about what they observe during the demonstration. 	
<p>Discussion of Demonstration ~30 minutes</p>	<ul style="list-style-type: none"> ● After the demonstration, conduct a discussion with PEs using these questions: <ul style="list-style-type: none"> - What pages of the tool and the visual aid did the PE use with the FSW peer? - Given the FSW peer’s responses to the PE, would you use the same pages of the tool/visual aid? Why or why not? - Did you notice how using the tool/visual aid helped the PE follow a cohesive information-sharing process? For example, when the PE used page 6 of the tool, “During this session...” the PE accomplished one of the steps in the “Overall” section of the checklist, “Explains what will occur during the session...”. - What other examples can you find where a page (or pages) in the FP tool/visual aid support one of the steps on the observation checklist? Probe for several examples of how the tool/visual aid pages support steps on the checklist; for example, pages 8–9 discuss the benefits of FP mentioned in the checklist under “Provide information,” and using the method chart in combination with pages 10–12 “Helps FSW peer identify FP methods suited to her needs.” - Were you able to use the observation checklist to note how the PE was performing? If so, what feedback would you share to help the PE to improve his/her interaction with the FSW peer and use of the tool? ● Did observing the demonstration give you any ideas about how you might use the FP tool with FSW peers? ● To wrap up the discussion: Caution the PEs against reading the tool pages verbatim to their FSW peers. As they become more familiar with the tool, they will learn the contents and be able to quickly summarize the messages in their own words. Remind the PEs that their role is to share information about available contraceptive options and to give the FSW peer information about facilities where a trained provider can ensure that the FSW peer is making an 	

	informed decision and determine whether the FSW peer is eligible to use the method.	
Case Study ~30 minutes	<ul style="list-style-type: none"> ● Explain: The best way to learn to use the FP tool is to think about and plan how to use it with an FSW peer. ● Post the flipchart and mention that in this case study, the FSW peer is in a situation similar to the FSW peer in the demonstration. The difference is, this FSW peer has used FP previously and has a method in mind: A 19-year-old woman whom the PE is meeting for the first time, has used injectables previously, along with condoms, with her steady partner and men who pay her for sex. She is interested in learning about contraceptive implants because she doesn't want to have children until she is older. ● Discuss the steps that a PE would use to interact with the FSW peer using the tool/visual aid. Ask the PEs: How is this FSW peer different from the previous one? Which page would you use first? What might you do next? Explain why. <p>Probe for specific questions they would ask the FSW peer and which pages from the tool/visual aid they would use. If a PE suggests using the tool in an illogical manner (e.g., sharing information on injectables when the FSW peer is a prior user of injectables), gently redirect or ask another PE to suggest a more suitable next step. Ensure that the entire group is following along in their tool and using the observation checklist to make sure that the session they are describing for this FSW peer meets standards.</p> <p><i>[Optional case: Use an FSW peer description similar to the case above but have the FSW peer be interested in an intrauterine device.]</i></p>	Prepared flipchart with a description of the FSW peer to be depicted during the case study
12:15 pm – 1:15 pm	Lunch	
PE Role Plays 1–3		
Role Play 1 ~45 minutes 1:15 pm – 2:00 pm	<ul style="list-style-type: none"> ● Instruct the PEs to break into groups of three. ● Explain: PEs will practice using the FP tool in groups of three. PEs will take turns playing the role of a PE, an FSW peer, and an observer so that each participant will have an opportunity to practice using the FP tool. ● Distribute a copy of the role descriptions/instructions to each small group and carefully review the responsibilities for each of the roles—PE, FSW peer, and observer. Remind FSW peers not to share information with the PE until the PE asks. Remind the observers to use the observation checklist to make notes about the interaction so they can share feedback with the PE. Remind PEs to use the tool/visual aid to help guide the interaction and share information as appropriate. 	Role descriptions (handout and/or prepared flipchart) Observation checklist (one per PE) Prepared flipchart (or handout) of small group discussion questions posted where each small group can see it

	<ul style="list-style-type: none"> ● Instruct each group to decide who will play the PE, FSW peer, and observer for the first role play. Distribute an observation checklist to the observer in each group. <i>[Note: If this is the first time that participants are attempting this role play format, call all the FSW peers together, all the observers together, and all the PEs together and review their roles. FSW peers must understand that they are to act as an FSW peer and play the part of the character that they create, answering any questions that the PE asks from the perspective of their character. Observers should use the checklist to record what they observe and make notes about whether the PE completes the tasks, and which pages from the tool the PE uses during the session. PEs should use the FP tool to help guide the session with the FSW peer; they must query the FSW peer to gather information.]</i> ● Instruct the participants to conduct the first role play in their small group. ● Facilitators and program staff assigned to monitor each small group should ensure that the small groups are following the instructions and offer prompts to the PEs to ensure efficient use of the FP tool/visual aid with the FSW peer during the role play. They should also help the group keep on schedule so that the small groups remain in sync. ● After each role play, the small group should take a few minutes to provide constructive feedback to the PE using these discussion questions: <ul style="list-style-type: none"> - What did the PE do in this situation that was effective? - What might the PE consider doing differently? - How well did the PE attend to the items on the observation checklist? - What was the FSW peer’s perspective of the interaction—was the FSW peer comfortable and were your concerns addressed? 	One facilitator or program staff sits with each small group
2:00 pm – 2:15 pm	Tea/coffee break	
Role Play 2 ~30 minutes 2:15 pm – 2:45 pm	<ul style="list-style-type: none"> ● Instruct participants to switch PE, FSW peer, and observer roles. ● Distribute an observation checklist to the observer in each small group. ● Follow the same instructions used during role play 1. Encourage the participants playing the FSW peer role to create a character with different issues/concerns and method preferences than the FSW peer in the first role play. 	Same as previous
Role Play 3 ~30 minutes 2:45 pm – 3:15 pm	<ul style="list-style-type: none"> ● Instruct participants to switch PE, FSW peer, and observer roles. ● Distribute an observation checklist to the observer in each small group. 	Same as previous

	<ul style="list-style-type: none"> ● Follow the same instructions used during role play 1. Encourage the participants playing the FSW peer role to create a character with different issues/concerns and method preferences than the FSW peer in the earlier role plays. 	
Role Plays 4–6 ~45 minutes 3:15 pm – 4:00 pm	<ul style="list-style-type: none"> ● Time permitting, allow PEs to continue practicing, taking turns in the role of PE until each participant has an opportunity to practice using the tool/visual aid twice. 	Same as previous
PE Feedback on Session Activities and FP Tool 4:00 pm – 4:30 pm		
Group discussion/evaluation Wrap-up Homework assignment ~30 minutes	<ul style="list-style-type: none"> ● Conduct a quick discussion to evaluate the training sessions. Ask: What activities were the most helpful for learning to use the tool/visual aid? How could the activities be improved? ● Mention to PEs that there are two flipcharts posted to allow them to share anonymous feedback about the FP tool. Distribute large sticky notes (or pieces of paper and tape) and pens/pencils and post two flipcharts titled: <ol style="list-style-type: none"> 1) The thing I like most about this FP tool/visual aid is... 2) The thing I liked the least about the tool/visual aid or had the most problems with was... Ask PEs to write their comments on the sticky notes and post them on the flipcharts. If they prefer, PEs can also talk with a facilitator or program staff member after the session. ● Instruct the PEs to take their FP tool, visual aid, and an observation checklist home with them and read through all the pages several times. ● Encourage the PEs to begin using the FP tool and visual aid with FSW peers who are interested in contraception. ● Inform PEs that their supervisor/coordinator can observe them using the FP tool and visual aid with FSW peers at the clinic if they would like additional opportunities to practice using the tool/visual aid and receive constructive feedback. Remember to ask the FSW peer for permission to conduct the observation. Performance feedback should not be shared with the PE while the FSW peer is present. ● Ensure that PEs know where to turn for support; address any questions about roles/expectations. ● Provide closing remarks and thank participants for their feedback. 	Prepared flipcharts Large sticky notes (or pieces of paper and tape) Pens and pencils
4:30 pm – 5:00 pm	<i>Debrief among facilitators and program staff.</i>	

Role Plays for PEs Learning to Use the FP Tool: Role Instructions

PE Instructions for Role Plays

- Pretend that you are meeting the FSW peer for the first time. Ask the FSW peer for her name.
- Conduct an information-sharing session with the FSW peer using the standard process outlined in the observation checklist. This process includes assessing the FSW peer's goals, concerns, fertility intentions, and strategies for preventing pregnancy, HIV, and other STIs. Provide information to address the FSW peer's needs/concerns.
- Help the FSW peer make a plan and carry out her decision.
- Use the tool and visual aid as needed during the interaction to share information and assist the FSW peer's decision-making process (e.g., facts about methods of interest).
- Apply your experience along with what you learned during training to address the FSW peer's concerns.
- Pretend that there is a health center nearby that you can suggest the FSW peer visit for services based on her needs and methods that she is interested in learning more about.

Observer Instructions for Role Plays

Before the start of the role play:

- Review the observation checklist so that you are familiar with the behaviors/tasks that you are observing and where they appear on the checklist.

While observing the interaction between the PE and the FSW peer:

- Use the observation checklist to take notes on what happens during the information-sharing session.
- Use the notes space at the bottom of the page to record how well the PE addresses the specific issues of the FSW peer.
- Be prepared to give feedback to the PE regarding how well she addressed the FSW peer's needs and used the FP tool and visual aid.

Pay particular attention to whether the PE:

- Asked questions that allowed them to fully understand the FSW peer's situation.
- Provided accurate information about FP methods and approaches for preventing pregnancy, HIV, and other STIs.
- Helped the FSW peer to learn about the methods that interest her.
- Helped the FSW peer carry out her decision (e.g., gave contact information for facility where method can be obtained).

FSW Peer Instructions for Role Plays

Before the start of the interaction:

- Think about an FSW that you know and decide which aspects of her situation your character will assume.
- Pick a name for your character. When asked, tell the PE your name and other descriptive information.
- During the session, offer information when the PE asks questions related to your character.
- Feel free to ask questions of the PE.

Observation/Skills Checklist—Peer Educators Providing Pregnancy, HIV, and STI Prevention Information to Female Sex Workers

PE: _____ FSW peer: _____ Observer: _____ Date: _____

FSW peer's permission to participate obtained: _____ peer's initials _____ coordinator/supervisor's initials _____ Observation # _____/_____

Overall: Communicate Effectively and Maintain Rapport	Yes	No	N/A	2. Provide Information to Address Identified Needs/Concerns	Yes	No	N/A
Shows respect; avoids judging FSW peer	Informs FSW peer when needs are beyond what a PE can provide.....	.....	.....	.....
Maintains friendly body postures and eye contact	Discusses STI/HIV prevention approaches (i.e., use condoms, PreP) ...	.....	.....	.....
Uses simple, clear language	Encourages STI/HIV testing .....	.....	.....	.....
Uses open-ended and probing questions correctly	Explains benefits of FP and healthy spacing .....	.....	.....	.....
Listens carefully to FSW peer (paraphrases and reflects)	Gives basic information on FP methods .....	.....	.....	.....
Asks FSW peer about feelings (and shows empathy)	Helps FSW peer identify FP methods suited to her needs .....	.....	.....	.....
Describes FSW peer's roles/responsibilities for the session	Responds to FSW peer's questions or concerns (as appropriate) .....	.....	.....	.....
Encourages FSW peer's participation	3. Help FSW Peer Make a Decision or Address a Problem	.....	.....	.....
Explains what will occur during information-sharing session	Asks FSW peer if she has additional questions .....	.....	.....	.....
Ensures FSW peer's understanding/corrects misunderstandings	Agrees on decisions or plans in partnership with FSW peer .....	.....	.....	.....
Uses FP tool/visual aid appropriately	Role plays or rehearses condom negotiation skills; helps FSW peer plan approach (if appropriate) .....	.....	.....	.....
1. Establish Rapport and Assess FSW Peer's Needs/Concerns	4. Help Carry Out FSW Peer's Decision	.....	.....	.....
Greet FSW peer	Gives contact information for contraceptive method/services .....	.....	.....	.....
Ensures confidentiality/privacy and FSW peer's comfort	Gives contact information for other services as needed .....	.....	.....	.....
Asks about reason for visit/contact	Gives/sells condoms for protection against pregnancy and STIs/HIV ...	.....	.....	.....
Asks about partner(s), children, family, sexual behavior, health	Arranges follow-up visit, condom resupply, as needed .....	.....	.....	.....
Asks about plans to have children, desire for FP (spacing, limiting)	Notes: .....	.....	.....	.....
Asks about HIV/STI risk and prevention approaches/methods
Asks about violence in FSW's client or partner relationships
Notes:
.....
.....
.....