

Annexure 1

Checklist for planning training

1. Setting the agenda

What to do	Required on which day of training	Date of task completed	Remarks
Decide training objectives Identify trainees Decide number of training days • For 12 days • For 5 days Decide day-to-day schedule Identify resource persons Type and print the schedule			

2. Accommodation

What to do	Required on which day of training	Date of task completed	Remarks
Name of the hotel Address Telephone number Fax number Cost per room Single room Double room No. of rooms required Date required: From....To... Transport from hotel to training venue			

3. Training venue

What to do	Required on which day of training	Date of task completed	Remarks
Number of training days (12/5) Spacious enough to conduct activities Electrical outlets, lighting, microphone Furniture, availability of photocopier machine, fax, telephone Comfortable seating Wall space for displaying charts Does the venue provide for flip charts, white board, marker pens, projector, computer/laptop Vehicle parking space available Check for break time facilities <ul style="list-style-type: none"> • Tea/Coffee • Lunch 			

4. Provide the training centre/hotel/venue with the following information

What to do	Required on which day of training	Date of task completed	Remarks
Start and finish time on each day Coffee, tea and lunch break time Contact names and number of senior staff Information on specific requirements Copy of training schedule			

5. Letters to be sent to resource persons/trainees should contain

What to do	Required on which day of training	Date of task completed	Remarks
Name of training programme Objective of training Training schedule Date(s) of training Time Address of venue Contact person—name, address, phone number Is confirmation required? Travel directives (information on transport/ payment for travel)			

6. Checklist for Training Coordinator

What to do	Required on which day of training	Date of task completed	Remarks
Resource person's contact number Copy of letters sent Brief note on speaker Thank you note to speaker Extra handouts Activity sheets Activities for ice breaking, energizers, fillers Pre-/Post-knowledge questionnaire Evaluation of training questionnaire Stationery required <ul style="list-style-type: none"> • Pens/pencils • Notepad • Paper • Masking tape • Stapler/staples • Scissors 			

(contd)

What to do	Required on which day of training	Date of task completed	Remarks
<ul style="list-style-type: none"> • Scotch tape • Two-sided tape • Flip cards • Index cards • Chart paper • Transparency sheets • Marker pens 			

7. Audiovisual aids required

Item	Required on which day of training												
	1	2	3	4	5	6	7	8	9	10	11	12	
White board LCD projector Overhead slide projector Computer/laptop Extension cord													

8. Preparing for field visit

- √ Select site(s) for visit as per guidelines provided in Annexure 3
- √ Arrange for transport
- √ Send letters to the centres informing
 - i. Date and time of visit
 - ii. Background and number of participants visiting
 - iii. Objectives of visit
 - iv. Name and contact details of officials visiting the centre with the trainees
 - v. Requirements from the centre

9. On the first day of training

- √ Provide information on housekeeping rules
- √ Mention ground rules for training
- √ Introduce the training team
- √ Introduce the trainees
- √ Introduce concepts such as question box and parking lot
- √ Review training schedule
- √ Administer pre-training knowledge questionnaire
- √ Provide information on handouts/activity sheets
- √ Introduce the concept of trainee summary

10. On each day of training

- √ Check for questions in the question box and answer the same at the start of the day or through experts (resource persons).
- √ Keep handouts and activity sheets ready.
- √ Be prepared with fillers and energizers.
- √ Have the nominated trainee summarize the previous day's sessions.
- √ Ask for feedback, if any.
- √ Send reminders to resource persons for the next day.

11. Final day of training (in addition to the above point 10)

- √ Post-training knowledge evaluation
- √ Evaluation of training

12. Post-training work

- √ Score the evaluation forms
- √ Prepare report
- √ Submit Statement of Expenditure (SOE), if required

Annexure 2

Guidelines for conducting role-plays

Overview of the role-play process

1. Divide trainees into groups of three (triads).
2. Each triad nominates a 'counsellor', a 'client' and an 'observer'.
3. Give the case study to all clients.
4. Role-play the case provided.
5. Debrief within the triad for five minutes.
6. Debrief within small groups of all counsellors, all clients and all observers for 5–10 minutes. Discuss the following:
 - What made clients feel comfortable?
 - What skills were particularly important for counsellors to employ?
 - How did counsellors manage to balance provision of information with being responsive to the needs of the client's emotions?
7. As per number of case studies provided swap roles
 - Counsellors become observers
 - Observers become clients
 - Clients become counsellors
8. Repeat the process until all case studies are completed

Implementing HIV Counselling role-plays

Ideally, role-plays should be arranged by dividing the trainees into triads. Each triad should nominate a 'counsellor', a 'client' and an 'observer'. These three roles should be rotated between trainees so that they have an opportunity to experience each role. Accordingly, there should be three rounds of cases with one case being conducted per round. The trainer should hand the cases only to the trainees who are playing a client. The counsellors and observer should not be permitted to read the cases. The trainer should inform clients that ideally they **should not** share the cases with either counsellors or observers to make the role-play as real as possible.

Instructions to be given to each group

Counsellors are to practice applying the knowledge and skills learned through the lectures and other activities by completing the nominated task. If during the role-play become confused or uncertain, they should be instructed to refer to their notes, review their material and re-commence when ready. They should not ask for

assistance from their client or observer. If necessary, they should be instructed to put up their hand for assistance from a facilitator. At the conclusion of the role-play, the counsellor should discuss what they were happy with in their practice and what they would have liked to have done differently.

Clients are to play the role of the case outlined in the case study. They should attempt to allow the counsellor to practice obtaining the information rather than simply reading out what is written in the case study. Facilitators should instruct the clients to inform the counsellor if they are role-playing a person of the other gender, e.g. if the trainee is a female and playing a male client she should inform the counsellor that she is playing a male client. Clients should provide feedback to the counsellor at the conclusion of the role-play.

Observers are to observe the process of the role-play and provide feedback to the counsellor at the conclusion of the role-play. Observers should be asked to first give positive feedback and then constructive criticism. This helps in increasing confidence and avoiding discontent among trainees. Facilitators should remind observers that they should not interrupt the role-play.

Conclusion of each round

At the conclusion of each round, five minutes should be allowed for discussion and feedback within the triad. This exercise is to be followed by requesting the class to form three small groups. One small group should comprise all the trainees who played counsellors for that round, another group should comprise all the trainees who played clients and the third group should comprise all the trainees who played observers. A facilitator from among the trainers should be nominated to debrief each small group. One facilitator will debrief the counsellors, the other will debrief the clients and the third will debrief the observers. The small group facilitators should ask the trainees to share their role-play experiences and guide the discussion to the following three questions:

- What made clients feel comfortable?
- What skills were particularly important for counsellors to employ?
- How did counsellors manage to balance provision of information with being responsive to the needs of the client's emotions?

The small group debriefing should last no longer than 10 minutes following each round. Trainees should then return to their triads and swap roles. Different case studies should then be provided to the trainees who swap to being counsellors.

If only one or two facilitators are available then the debriefing should be performed as one large group following each round. Following the triads debriefing each other,

the trainees should be asked to return to one large group. Trainees should be asked to share their role-play experiences and the discussion should focus on the above three questions.

Finally, it is important to remind the trainees that they are in the process of learning. While they may feel overwhelmed at the beginning, each time they use the knowledge and skills they acquire, they will become more confident and improve their abilities.

Annexure 3

Guidelines for field visits

Field visit should be organized to provide the trainees with hands-on understanding of the operation and day to day functioning of VCT/PPTCT/ART centres. Field visits should include observation of activities at the centre, interaction with staff members and with clients visiting the centre. It should be followed by a debriefing session during which trainees discuss their observations and lessons learnt.

Planning and conducting a training field visit by the training coordinator

Ideally **one month before** the training, start to plan and organize the visit to a VCT/PPTCT/ART centre.

1. Contact one or more centres to gain permission for trainees to visit and meet with staff members.
2. Ideally, if there are several VCT/PPTCT/ART centres near the training venue, the trainees should break up into groups of 5 to 12 people each and visit different sites. Try not to send more than 20 trainees to any single facility.
3. In each centre organize meetings with the following groups:
 - Health-care worker (counsellors, technicians, I/C, nurse and/or physician)
 - Support staff
 - Programme manager and/or clinic director
 - Clients/patients visiting the centre

4. Send confirmation letter to the centres.

Once you have permission for the visit from the centre, follow up with a letter confirming the date and timing of the visit and the visit objectives. It may be a good idea to include the following in the letter:

- A brief description of the training (how many trainees, the disciplines of the trainees, etc.)
- The training content and how the field visit supports the overall goals of the training
- The geographic area from which the trainees come
- Information on how long you expect the visit to last
- Information on what the centre should share with the visiting trainees
- Other information you feel the centre should know
- Consider attaching a copy of the training agenda.

The day before the field visit

Call the I/C of the centre and reconfirm the visit. Provide important updates on the

training that you had not anticipated when you first spoke to them (for example the final number of visitors).

On the day of the visit

Field visit teams:

Divide trainees into teams and assign trainees to the different centres. Select a team leader for each team from among the trainees by asking the team to appoint a team leader. The team leader will be responsible for speaking on behalf of the group, when only one voice is necessary. For example they should ask trainees to introduce themselves, explain the objective of the visit and how long it will take, take the lead on asking questions, ensure that the other trainees in the group have an opportunity to ask their questions, conclude the visit and ensure the staff of the centre are thanked for their time and expertise. The leader should, on no account, dominate the meeting; instead they should simply facilitate, guide the discussion to ensure that it achieves its objectives, ensure that everyone in the group has a chance to speak and ensure that the group keeps to time. Ask the trainees to return to the training room at a pre-designated time.

The training coordinator should provide

1. The team leader with contact details (name, phone number, location) of the in-charge of the centre the team is visiting.
2. The trainees with information on what they should observe during visit.
3. The centres with information they should share with the trainees.

Once the team arrives at the VCT/PPTCT/ART centre, the team leader should contact the in-charge of the centre. After introductions, the team leader should initiate the discussion using the following questions as a guide:

1. Describe the flow of clients to your centre.
2. How many clients/patients visit the centre each day? How are they managed?
3. Describe the process on how clients/patients move through the centre—from when they enter the centre to the time they receive reports.
4. List the different registers and records maintained.
5. How are records maintained? Where are they stored?
6. Who prepares the monthly reports? Where is data extracted from the monthly report?
7. Describe the role and responsibility of each staff member in the centre.
8. What are the changes the centre has undergone since its inception?
9. Where are the monthly reports sent?
10. What does the centre do with the client data they collect?
11. What linkages and referrals have been set and how?
12. Who supervises the staff and how?
13. Is information, collected on clients, shared with the staff? when and how?

14. Are regular meetings held within the centre? Who attends the meeting, what are the issues discussed in these meetings?
15. In case the counsellor needs help whom do they go to?
16. Is there a DOTS/DMC centre within the hospital?
17. What are the different IEC materials you use?
18. What other monitoring data do you collect (clients satisfaction surveys, information received from staff during review meeting)? How are they used?
19. Are any other test offered at the centre?
20. Is emergency testing performed at the centre? What is the procedure followed?

Adapt these questions as appropriate keeping in mind the objective of the field visit. Feel free to re-arrange the questions to allow the discussions to flow and delete questions that seem inappropriate. Try not to ask questions that seem inappropriate. Try not to ask questions that were answered earlier.

Information which the team at the centre could share;

- Clinician (counsellor, nurse and or physician)
 - For how long have they been working with the VCT/PPTCT/ART centre?
 - How many clients/patients visit their centre each day?
 - Describe the client/patient flow at the centre?
 - Share information on forms, records, registers and reports that you complete at the VCT/PPTCT/ART centre.
 - When do they complete these records (eg. when the patient is in front of you or after the clinical visit)?
 - Do they record information for each client/patient?
 - What other reports do each staff member write or contribute to?
 - To whom do they submit the reports/forms?
 - What comments do they have on the process of completing the forms and reports?
 - Do you feel like the effort they put into reporting is worth it?
- Support staff:
 - Explain their role in the centre
 - What are the records they maintain (if any)
 - What thoughts/feedback do they have around this entire process of running the centre?
- Programme manager and/or clinic director;
 - Share their responsibility in reference to the VCT/ PPTCT/ART centre.
 - How do they supervise their staff?
 - What VCT/PPTCT/ART reports are they responsible for submitting? Who do you submit them to?
 - Share the most recent report submitted to SACS

- Do you try to interpret any of the data collected at their centre? What additional information do they get from this data? What do you do with the data here at a local level?
- Share examples of initiatives they have undertaken using the data from the monitoring process
- What other monitoring data do you collect? For example do they have clients/patients?
- Fill in satisfaction surveys? Do they interview clients/patients to find out about their experience with your service?
- How do you get monitoring feedback from their staff?

Debrief following field visit:

- Have each team leader summarize observations from field visit.
- Ask the larger group of trainees if they have any other observations they would like to share or questions to ask.
- Ask the trainees to prepare a brief action plan on changes they would like to bring about at their centre based on lessons learnt from field visit.

After the training is completed

It may be appropriate to send a short note to the centre, thanking the in-charge and the staff for their time and readiness to share their experiences. A thank you note is especially important if the training coordinator plans to send further teams of trainees to the centre.

Annexure 4

Bibliography

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Annexure 5

List of experts

The following experts contributed to the development of this training manual.

1. Dr Sushma Mehrotra
P-1A, Hauz Khas Enclave
New Delhi 110016
mehrotrasushma@hotmail.com
2. Professor B.L. Barnes
Dr Leo Barnes Foundation
Samudraseema
329, Dr B.R. Ambedkar Road
Bandra, Mumbai 400050
bb7d@hotmail.com
3. Dr Geeta Joshi
18, Nutan Society, M.G. Road
Naupada, Thane
sbjoshi@bom3.vsnl.net
4. Ms Tasneem Raja
Manoshakti, Crisis Intervention Center/
SNDT Women's University
1, Nathibai Thakarsey Road
Mumbai
kripafound@sancharnet.in
5. Dr Romate John
Counselling Psychologist
Centre for Psychological Counselling
Bangalore University
Bangalore 560056
080-56720860/3211486 (O)
080-8602424 (R)
Romate_j@hotmail.com
6. Dr Sudha Bhogle
Professor of Psychology
Social Science Block
Bangalore University
Jnanabharathi Campus
Bangalore 560056
080-56720860/3211486 (O)
7. Dr Anna Mathew
R.M. College of Social Work
Paan Maktha, Gachibowli
Golconda
040-23001887 (O)
040-23879254/23878960 (R)
ushmat@rediffmail.com
8. Dr K. Promodu
Department of Psychiatry
Calicut Medical College
Kozhikode
0495-2352665/2354579
09447152665 (Mob.)
drpromodu@yahoo.com
9. Dr K. Giresh
Mental Health Centre
Thiruvananthapuram
0471-2465263 (O)
09447065263 (Mob.)
krishnangirreesh@hotmail.com
10. Mr Ashok Rao Kavi
Hamsafar Trust
10, Rivera, 15th Road Santa Cruz (W)
Mumbai 400054

11. Mr Srinath Radder
ICHAP
Pisces Building, #4/13-1,
Crescent Road
High Grounds
Bangalore 560001
srimaddur@vsnl.net
12. Dr Anjali Gandhi
D-40 East of Kailash
New Delhi 110065
13. Dr Uma Ravikumar
F3, 2nd Floor, Prime Rose Appartment
15, Ellaiamman Koil St Adyar
Chennai 600020
umak@indiatimes.com
ckr@cpcl.co.in
14. Ms Rama Shridhar
G-103, Lenyadri Cooperative Society
Sector 19-A
Plot No. 8/9
Nerul Navi Mumbai
09819229212 (Mob.)
Sridhar@thehindu.co.in
15. Dr Sibnath Dev
Department of Applied Psychology
Calcutta University
Kolkata
033-23501014 (O)
033-23233601 (O)
sibnath@vsnl.net
16. Ms Anuradha Patil
Lecturer
Karve Institute of Social Service
Karve Nagar
Pune 411052
020-5434203 (O)
020-5383980 (R)
17. Dr Nilima Mishra
Professor and Head
Department of Psychology
Lucknow University
Lucknow
18. Dr Archana Shukla
Professor, Department of Psychology
Lucknow University
Lucknow
archana1942@sify.com
arch_shuk_2000@yahoo.co.in
19. Dr R.K. Lenin Singh
Assistant Professor of Psychiatry
RIMS
Wangkhei Ningthem Pukhri Mapal
Imphal 795001
Manipur
0385-2224508/2310750 (O)
leninrk@yahoo.com
20. Dr S. Haque
Director and Medical Superintendent
Central Institute of Psychiatry
Ranchi 834006
rch_cip45@sancharnet.in
21. Professor S.R. Khan
Head, P.G. Department of Psychology
University of Jammu
Baba Saheb Ambedkar Road
Jammu 180006
khanshamsjmu@yahoo.com
22. Professor U.N. Dash
Centre of Advanced Studies, Psychology
Utkal University
Vani Vihar
Bhubneshwer 751004
0674-2587226 (R)
0674-2581739 (O)

23. Dr Amool Ranjan Singh
Professor and Head
Department of Psychology
RINPAS
Kanke Road
Ranchi
dr_amool_r_singh@rediffmail.com
24. Dr Neeru Bhatia
NACO
25. Ms Rohini Ramamurthy
14/270, Sanghani Sadan
Deodhar Road, Matunga
Mumbai 400019
rohiniramamurthy@hotmail.com
26. Dr Shantha Thayumanavan
Professor of Microbiology
Stanley Hospital
Chennai
thayshan@hotmail.com
27. Dr V. Ravi
NIMHANS
Bangalore
28. Dr Shubhangi Parkar
Professor and head
Department of Psychiatry
G.S. Medical College and
K.E.M. Hospital
Parel, Mumbai
pshubhangi@mantraonline.com
29. Dr N. Desai
Institute of Human Behaviour and Allied
Sciences
Delhi
9810797933
ndg1955@rediffmail.com
ndg2000@hotmail.com
30. Ms Trupti Tandon
Lawyers Collective HIV/AIDS Division
1st Floor, 63/2 Masjid Road, Jangpura
New Delhi 110014
aidslaw1@del2.vsnl.net.in
31. Ms Magdalene Jayaratnan
Magdalene20@hotmail.com
32. Dr Shantibala
Department of Psychiatry
J.N. Hospital
Porompat, Imphal
Manipur 795001
shanty_koijam@rediffmail.com
sasoimph@sancharnet.in
33. Dr Arun Gupta
National Coordinator
BPNIBP-33, Pitampura
New Delhi 110088
34. Dr M.M.A. Faridi
Professor and Head
Department of Paediatrics
University College of Medical Sciences
GTB Hospital
New Delhi 110095
35. Dr M. Bhattacharya
Head, Dept of CHA
National Institute of Health and
Family Welfare
New Mehrauli Road
Munirka
New Delhi 110067
36. Dr Sanjeev Sinha
Department of Medicine
AIIMS
Ansari Nagar
New Delhi

37. Professor S.K. Sharma
Professor and Head
Department of Medicine
AIIMS, Ansari Nagar
New Delhi
38. Dr V.K. Sharma
Professor and Head
Department of Dermatology
AIIMS, Ansari Nagar
New Delhi
39. Dr H.K. Kar
Consultant STD
RML Hospital
New Delhi
40. Dr B.B. Rewari
Senior Physician
RML Hospital
New Delhi
41. Mr Binod Mahanty
Technical Officer, VCT
World Health Organization
New Delhi