

| PEER NAVIGATORS TRAINING PROGRAMME AND LEARNING OBJECTIVES | | |
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| TITLE | DURATION | FACILITATOR |
| INTRODUCTION- getting to know each other | 45min | Nonhlanhla |
| BASIC HEALTH AND SAFETY LEARNING OBJECTIVES | | Marlise |
| To know the expected behaviour while at AHRI premises Assembly points during of emergency | 1hour | Marlise/Nonhlanhla |
| AHRI SOMKHELE SITE BUILDING TOUR | | |
| To be able to know where different departments are Able to access the building | 30mins | Nonhlanhla/Marlise |
| HIV update and myth buster | 3hours | Londiwe/Hlolisile |
| Able to know HIV transmission Multilevel HIV prevention Able to know correct condom use Able to know meaning of VL suppression Why VL vs CD4 Able to know if HIV is curable | | |
| AHRI OVERVIEW OF PIP AND POPC (Vukuzazi) | 1hour | Thobeka and Resign |
| Able to explain, in simple terms, what Africa Health Research Institute (AHRI) does Able to explain, in broad terms, what the Population Intervention Platform (PIP) aims to contribute Able to list the main ways in which PIP differs from the former DSS, from a field work perspective] SHORT LIFE L.O. Able to explain, in broad terms, the contribution of fieldwork to the PIP Able to explain, in simple terms, that additional research modules will become part of PIP Able to explain, in simple terms, why pilot studies are conducted Able to explain, in simple terms, why randomisation is important and how it works. Able to explain, as though to a participant, examples of good things that AHRI research has brought to the local population Able to list major sources of funding for PIP | | |
| AHRI DIFFERENT STUDY INTRODUCTION | 1hour | Nonhlanhla |

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| Able to understand each project that belong to AHRI | 30mins | Nonhlanhla/Sithembile |
| HOME ENTRY | 1hour | Noma/Ncengani |
| Able to know the home entry policy | | |
| Able to know the study area, tribal authority and the geographic area | | |
| Able to know and demonstrate home entry steps | | |
| Able to know what is done and not done when one is at the homestead | | |
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| FINAL Training for 45-55 remaining peer navigators | | |
| GOOD CLINICAL PRACTICE- confirmed 28 and 29 June 2018 | 2days | Sphephelo |
| CHILD PROTECTION | 1day | Fikile |
| Right and the law | | |
| Able to outline in simple terms key legal rights and responsibilities to support child protection in South Africa | | |
| Able to give brief definitions of both abuse and child exploitation | | |
| Able to describe the ways in which consent processes differ for under 18s- in comparison with adult | | |
| Able to outline right to confidentiality of all children | | |
| Correct Age | | |
| Able to explain that a person's incorrect age may sometimes be given (e.g. error; 'round up 'near birthdays) | | |
| Able to give reason why knowing the correct age of a participant is essential to participants and to AHRI for ethical and legal reasons. | | |
| Able to consistently and correctly calculate age from date of birth | | |
| Able to define correctly the lower limit of age for inclusion as a participant in the research modules in which you are working | | |
| AHRI Child Protection Procedures | | |
| Confidentiality and children / young people | | |
| Able to demonstrate a consistently empathic, calm, no judgemental and professional approach with young people | | |
| Able to demonstrate active listening skills when appropriate, when working with young people | | |
| Able to respond appropriately response to a young person who asks for advice about sexual health | | |
| Able to discuss, as though to a participant, sexual health promotion including <ul style="list-style-type: none"> • Condom use, | | |

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| <ul style="list-style-type: none"> • Voluntary male medical circumcision (VMMC) • PreP • A short explanation of commonly available methods of contraception | | |
| Able to demonstrate appropriate reassurance and support to a young person when indicated | | |
| Able to demonstrate appropriate advice-giving to young person to indicate to them the option for support or disclosure | | |
| Able to demonstrate familiarity with referral resource that lists options for urgent and non-urgent sexual health care, and describe where to obtain a copy at short notice | | |
| Able to demonstrate the AHRI list of services, as though to a participant, in a way appropriate to the problem in hand | | |
| Able to perform simple assessment of possible child protection incident | | |
| Able to explain in simpler terms how untreated HIV affects health over time | 3hours | Nonhlanhla/Clinical team |
| Able to explain the ways in which a) HIV is transmitted and how transmission can be prevented, or b) risk of transmission reduced | | |
| Able to explain in simple terms the three UNAID's '90s' are (can express as 9 out of 10people) for HIV | | |
| Able to explain in simple terms what the benefits for the communities and individuals of achieving the 90/90/90 | | |
| Able to outline some of the commoner reason that people who know they have HIV, are slow to link to care-or fail to link | | |
| Able to list to the participant the advantages of knowing their HIV status | | |
| Able to explain to a participant the advantages of regularly taking of ARV's to individual and community | | |
| Able to explain in simple terms, as though to the participant, what is meant by term viral load (including suppressed and high results) | | |
| Able, in simple terms, describe what needs to be done by individual to maintain a fully suppressed viral load | | |
| Able to discuss, a though to a participant, sexual health promotion including condom use, VMMC and knowing own HIV status and that of a partner | | |
| Able to demonstrate the correct and appropriate approach to asking individual questions and give an example when it is useful | | |
| GEOGRAPHIC INFORMATION SYSTEM | 2hours | Sabelo |
| Mapping and GPS | | |

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| Able to describe, with help of a map, the boundaries of the PIPSA, including the north and south parts | | |
| Able to describe or name important landmarks at key points of the PIP boundary | | |
| Able to scan documents correctly and reliable use of barcodes | | |
| ADVERSE EVENTS | 2hours | Gugu |
| Able to know in simple terms the meaning of AE | | |
| Able to know how to report an AE | | |
| Able to know what to report as an AE | | |
| THE OVERVIEW OF STAR PROJECT | 2hours | Carina |
| Able to explain in simple terms the STAR project to the community | | |
| Able to give information about HIV self-testing screening | | |
| Able to demonstrate how to use self- testing kit | | |
| CLINICAL GOVERNANCE | 2hours | Philippa |
| Able to understand and explain in simple terms what clinical governance means | | |
| LINKAGE TO CARE | 1hour | Sanah/Siphephelo |
| Learning objectives | | |
| CORRECT IDENTIFICATION OF PARTICIPANTS | 2hours | Nonhlanhla |
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| HANDLING OF TABLET | 1hour | Jaco |
| Able to know how to handle and use a tablet | | |
| Able to trouble shoot when using the tablet | | |
| HANDLING OF ELECTRONIC DATA | 1hour | Jaco |
| Able to know what RedCap is | | |
| Able to know how to use RedCap | | |
| Able to know the confidentiality that goes with electronic data and how it is kept | | |
| PROTOCOL | 2hours | Natsayi |
| Able to understand in simple terms what a protocol is | | |
| Able to understand why the protocol is so important in research | | |
| Able to know when and how do we use the protocol | | |
| STUDY STANDARD OPERATIONAL PROCEDURE - SOP | 3hours | Nonhlanhla/ Sithembile |
| Able to understand what a standard operating procedure is | | |
| Able to understand all SOP's used by the project | | |
| Able to use the standard operating procedure | | |

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| UNDERSTANDING HIV PREVENTION INTERVENTIONS | 2hours | Nonhlanhla/Natsayi |
| Able to identify the various HIV prevention interventions available in their community and in general | | |
| Able to identify organisations providing care and treatment in their communities | | |
| Able to identify and refer young people to organisations for support, care and treatment | | |
| KNOWLEDGE OF RIGHTS OF YOUNG PEOPLE | 1hour | Nonhlanhla |
| Able to identify the rights of young people including in accessing health, social welfare – right to have an Identification, rights to education and right to accurate and correct information etc | | |
| BASIC RESEARCH METHODS | 3hours | Natsayi /Nonhlanhla |
| Able to explain in simple terms why research is important | | |
| Able to list the various methods used to collect data | | |
| Able to list the various tools used to collect data | | |
| Able to explain the uses of data | | |
| Able to explain why data collected has to be accurate | | |
| Lay counselling | 14days | Outsourced |
| Basic HIV/AIDS and other STIs management | Inclusive in the 14 days | Outsourced |
| OPTIONS CONSORTIUM (WRHI: Ambassadors training for Peer Navigators) | 3days | External/outsourced/WRHI |
| HIV Prevention Ambassador Training: The HIV Prevention Ambassadors training package was developed to support the meaningful engagement of young people and their communities in the rollout of oral PrEP for HIV prevention. | | |