

Key Populations Service Provision Training Blended Learning Course Workbook and Resources

August 2023

Name: _____



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Key Populations Service Provision Training Course Overview

Welcome to this course on service provision for key populations (KP). This course consists of a set of sessions and resources to support you in being a skilled, compassionate, and non-judgemental healthcare worker (HCW) who works with KPs.

UNAIDS reported in *The Path That Ends AIDS 2023, UNAIDS Global AIDS Update* that:

People from key populations face much higher risks of acquiring HIV than other members of society, including in regions where HIV prevalence is also high in the general population. In 2022, compared with adults in the general population (aged 15–49 years), HIV prevalence was 11 times higher among gay men and other men who have sex with men, 4 times higher among sex workers, 7 times higher among people who inject drugs, and 14 times higher among transgender people.

KPs include men who have sex with men (MSM), transgender individuals, sex workers, people who inject drugs (PWID), and people in prisons (PIP) and other closed settings. Due to specific higher-risk behaviours, these populations are at increased risk for HIV, irrespective of epidemic type or local context.

Zimbabwe has a history of marginalising KP groups. However, great strides have been made in ensuring equitable access to HIV and other health-related services in line with Government of Zimbabwe and Ministry of Health and Child Care (MoHCC) policies and guidelines.

To foster the creation of an enabling environment in which KPs can freely access services, it is of paramount importance that HCWs are equipped with the skills and knowledge about what comprises KP-friendly services, and are familiarised with the many facets of KP health, such as sexual health, HIV treatment and prevention, and mental health.

ZimPAAC has been working with MoHCC to address the stigma and discrimination that affect the provision of comprehensive, quality, and client-centred HIV prevention, care, and treatment services. Although training in providing KP-friendly services is already available, the need for development of additional skills has been identified.

This training will provide you with the skills and knowledge you need to apply theoretical learning and concepts in your work. This training is not meant to replace other trainings; rather, it is complementary and will help you make practical use of what you have learned. This course consists of an initial session that covers general KP practices that can be used with any of the groups discussed, plus sessions that are specifically designed to address some of the unique needs of MSM, transgender individuals, and PWID.

This KP Service Provision training has been organised into four short, practical sessions with content that you can directly use in your work. It will provide you with tips and actionable steps to take when working with KPs. It will also help you take complex issues and break them down into information that will support you in providing services for KPs.

These are user-friendly materials, developed with the recognition that HCWs have many roles and responsibilities. We hope that this will be an enjoyable learning experience for you!

How to Use this Workbook

This workbook is intended to accompany the Key Populations Service Provision Training self-study eLearning course; it provides pages to write notes as well as structured spaces for you to respond to questions and activities throughout the training.

Each eLearning session includes pre- and post-session assessments, and activities with written responses. Use the corresponding pages in this workbook to write responses to questions during the session and to jot down any notes or questions you have. Tools introduced through the training have been included as resources for you to use.

Course Aim and Objectives

The aim of this course is to build your skills to help you successfully provide care and treatment to KP clients.

By the end of this course, you will be able to:

- Have increased confidence to provide quality, non-judgemental healthcare to KPs.
- Become more sensitive about issues of stigma and discrimination as they relate to KPs.
- Be able to ensure that the human rights of KPs are being protected.

Session Outline

Session 1: Introduction to Providing KP-Friendly Services

Session 2: Providing KP-Friendly Services for MSM

Session 3: Providing KP-Friendly Services for Transgender Clients

Session 4: Providing KP-Friendly Services for PWID

Course Material and Structure

All of the learning materials for this course have been already loaded on your device, so you will not need an internet connection to access them. You will also be provided with a hard copy workbook to write down answers and take notes. If you were not given a workbook, it is available to download and print from the tablet. If you prefer an electronic version, you can access the word document in the resources. Additional resources are included at the end of each session, as well as in the Resources section of the course.

You will need about 1–2 hours to complete all of the learning activities for each session. Each session includes short pre- and post-tests. These are for your use only; you will not be turning them in. However, you can use the tests to identify content areas that you may need to review further.

Remember to have your workbook and a pen or pencil handy as you go through the session activities.

Key Populations Content Experts and Contributors

Throughout the training you will hear from experienced HCW, who will share information, tips and inspiration. We would like to thank all of these individuals for providing their wisdom and motivation. We would also like to give a special thanks to the PZAT Community Facilitators for their help in developing this material. Additionally, we would like to thank the I-TECH Trinidad team for sharing their knowledge and materials from the Key Populations Preceptorship training programme.

Session One: Introduction to Providing KP-Friendly Services



Session Activities and Notes

Pre-session assessment: Use the space below to write your responses to questions as instructed in the quiz. After responding, click the “Show Feedback” button to score your response. Track your score for each question and take note of any content areas that you answered incorrectly. For multiple-choice and true/false questions, you don’t need to write your response in the workbook; it’s fine to just track your score.

1. Which of the following is **true** of KPs?
Score _____
2. Gender identity is outwardly visible.
Score _____
3. Why is it important to understand stigma in the KP context?
Score _____
4. Appropriate services for KPs at a public health facility include which of the following?
Score _____

Session 1 Pre-session assessment Total Score _____

Reflecting on Values

Looking at how you responded to the statements above, think about how you felt as you were reading them. Take a few minutes to jot down your thoughts using the following questions as a guide:

- What feelings came up for you while answering the questions?
- Did any of the statements make you feel uncomfortable?
- Did any of the statements have you questioning your own beliefs and attitudes?
- How do these attitudes affect us as health workers?

Stigma We Have Experienced in Our Lives

Think about a time in your life when you felt lonely or rejected for being seen to be different from others. It does not need to be related to HIV or key populations; it can be any form of stigmatisation for being seen to be different. If you cannot think of a personal experience, think about when you may have witnessed stigmatising behaviour towards people living with HIV, and imagine how they felt.

Think about what happened and how it felt. Answer the following questions:

- How did it feel to be stigmatised?
- How did it affect your life?

Providing Healthcare Services for KPs: Reflection

Take a moment to think about the facility you work in:

- Is it an environment that is welcoming and enabling to KPs?
- What can you do to help make it friendlier?

Case Study: Mercy and Chiedza

1. How should Chiedza handle the clerk’s disrespectful behaviour?
2. What can Chiedza do to help Mercy feel more comfortable?
3. What healthcare and screening needs may sex workers have?
4. In providing risk reduction counselling with sex workers, what should be covered?

ACTION PLAN

List 2-3 skills that you will do differently in your job from what you have learned this session.

Skill I will change	What I am doing now	How I will improve

Post-session assessment: Use the space below to write your responses to questions as instructed in the quiz. Track your score for each question and take note of any content areas that you answered incorrectly. If you found that you had some gaps in your knowledge or understanding, think about what you can do to fill in those gaps for yourself, and what resources you can access.

1. Which of the following is **true** of KPs?

Score_____

2. Gender identity is outwardly visible.

Score_____

3. Why is it important to understand stigma in the KP context?

Score_____

4. Appropriate services for KPs at a public health facility include which of the following?

Score_____

Session 1 Post-session assessment Total Score_____

Session Two: Providing KP-Friendly Services for MSM



Session Activities and Notes

Pre-session assessment: Use the space below to write your responses to questions as instructed in the quiz. After responding, click the “Show Feedback” button to score your response. Track your score for each question and take note of any content areas that you answered incorrectly. For multiple-choice and true/false questions, you don’t need to write your response in the workbook; it’s fine to just track your score.

1. Men who have sex with men are all homosexuals.
Score_____
2. Which of the following are considered psychological issues that impact MSM?
Score_____
3. What are some components of providing effective care for MSM?
Score_____
4. List at least three reasons why MSM are at greater risk of contracting STIs.

Score_____

5. Which of the following are key health issues that should be considered when working with MSM clients?
Score_____

Session 2 Pre-session assessment Total Score_____

Munya: Reflection

Think about what services for MSM look like in your facility. Write down two or three areas that can be improved for better service.

Myths about MSM: Reflection

Did you write down any of the same myths that were listed? Have you heard some of these myths and misconceptions before? Take a few minutes to think about your experience with how you have handled the situation when you have heard others say things that you know are not based in reality. If you have not experienced it directly with statements about MSM or gay people, how have you handled hearing myths about people living with HIV or other highly stigmatised health issues?

- Did you stay quiet?
- Did you speak up?
- Did you try to educate?
- How might you handle it differently now that you have more information?

Case Study: Walter

1. How do you deal with stigma related to same-sex behaviors in this client?

2. What is the strategy for providing this client with good clinical care given the limits he has set?

ACTION PLAN

Look back at the reflection activity from earlier in this session where you identified some areas that need improvement to deliver more effective health services to MSM.

List actions that you will take to help make improvements. Additionally, list any resources you will need and who will help and set a goal date for the change to be implemented.

Service to Improve	How I will make improvements	Resources needed

Post-session assessment: Use the space below to write your responses to questions as instructed in the quiz. Track your score for each question and take note of any content areas that you answered incorrectly. If you found that you had some gaps in your knowledge or understanding, think about what you can do to fill in those gaps for yourself, and what resources you can access.

1. Men who have sex with men are all homosexuals.

Score _____

2. Which of the following are considered psychological issues that impact MSM?

Score _____

3. What are some components of providing effective care for MSM?

Score _____

4. List at least three reasons why MSM are at greater risk of contracting STIs.

Score _____

5. Which of the following are key health issues that should be considered when working with MSM clients?

Score _____

Session 2 Post-session assessment Total Score _____

Session Three: Providing KP-Friendly Services for TG Clients



Session Activities and Notes

Pre-session assessment: Use the space below to write your responses to questions as instructed in the quiz. After responding, click the “Show Feedback” button to score your response. Track your score for each question and take note of any content areas that you answered incorrectly. For multiple-choice and true/false questions, you don’t need to write your response in the workbook; it’s fine to just track your score.

1. People of transgender experience are:
Score_____
2. Why are trans people at greater risk of acquiring HIV than the general population?
Score_____
3. True or False.
 - a. A trans woman is a person who was assigned male at birth and identifies as female.
 - b. Trans women may avoid seeking health services due to fear of discrimination and unease about the physical exam.
 - c. All trans people are gay.**Score**_____
4. Which of the following terms are appropriate to use in association with ‘transgender’?
Score_____
5. Which of the following are considered transgender health issues?
Score_____

Session 3 Pre-test assessment Total Score_____

Thinking about Gender

Take a moment to think back to your own childhood. Answer the following questions:

- What is an early message that you received about gender?
- Where did you hear this message?
- How did it affect you?

Barriers Faced by Transgender Clients

What barriers do you think transgender clients face in accessing healthcare? Write your thoughts below.

Understanding Trans Identities and Issues: Reflection

After watching this presentation, list two concepts shared in the presentation that you will incorporate into your work.

Case Study: Sly

1. What should the SIC do when she hears about how Sly was treated at the facility?
2. In a situation where a client like Sly feels mistreated by facility staff, what course of action do they have?
3. What can facilities do to make services more friendly to transgender persons?

4. When Sly shares about the abuse she is experiencing, what should the SIC do?
5. What measures can help in improving staff attitudes when working with transgender persons and other key population groups?

Strategies to Overcome Barriers that Transgender Clients Face

Earlier in the session we identified a number of barriers that transgender clients may face when accessing healthcare services.

List three strategies that you can employ to overcome some of the barriers mentioned (such as avoiding seeking primary healthcare services because of fear of discrimination or stigma, unease about the physical exam, lack of legal protection, and mental health issues such as depression, trauma, and substance use).

ACTION PLAN

List actions (at least two or three) that you will take to improve how you provide services for transgender clients. Additionally, list any resources you will need and who will help, and set a goal date for the change to be implemented.

Actions for Improvement	Resources needed	Goal date

Post-session Self-assessment: Use the space below to write your responses to questions as instructed in the quiz. Track your score for each question and take note of any content areas that you answered incorrectly. If you found that you had some gaps in your knowledge or understanding, think about what you can do to fill in those gaps for yourself, and what resources you can access.

1. People of transgender experience are:
Score_____

2. Why are trans people at greater risk of acquiring HIV than the general population?
Score_____

3. True or False.
 - a. A trans woman is a person who was assigned male at birth and identifies as female.
 - b. Trans women may avoid seeking health services due to fear of discrimination and unease about the physical exam.
 - c. All trans people are gay.**Score**_____

4. Which of the following terms are appropriate to use in association with 'transgender'?
Score_____

5. Which of the following are considered transgender health issues?
Score_____

Session 3 Post-test assessment Total Score_____

NOTES

Session Four: Providing KP-Friendly Services for PWID



Session Activities and Notes

Pre-session assessment: Use the space below to write your responses to questions as instructed in the quiz. After responding, click the “Show Feedback” button to score your response. Track your score for each question and take note of any content areas that you answered incorrectly. For multiple-choice and true/false questions, you don’t need to write your response in the workbook; it’s fine to just track your score.

1. Which of the following are potential health issues faced by PWID?
Score_____
2. Sharing syringes is the riskiest behaviour for getting HIV.
Score_____
3. A harm-reduction approach to reducing the HIV risk for PWID could include which of the following?
Score_____
4. Which of the following are basic principles of harm reduction?
Score_____
5. Why are PWID at greater risk of acquiring HIV or STIs?
Score_____

Session 4 Pre-test assessment Total Score_____

Self-Reflection: Working with PWID

What do you think are some of the consequences of strict laws against drug users?

Providing Healthcare Services to PWID: Self-Reflection

After watching the video presentation, answer the questions below:

- What has been your experience working with PWID?
- What did you find challenging about the experience?
- If you haven't worked with any PWID, what is your biggest concern about providing services to this population?
- What will you be able to incorporate from the presentation into your practice to strengthen your skills in working with PWID?

PWID and HIV

Think about the relationship between HIV and PWID. Why are PWID at such great risk for HIV? Write your response below.

Case Study: Quality

1. What could Clara do to get Quality to begin sharing more information?
2. What needs to be included in the screening to determine PrEP eligibility?
3. What key messages do you think are appropriate for an injecting drug user at a public health facility where drug use is outlawed and no services specifically target this population? Write 2–4 messages below.

ACTION PLAN

Essential for impact: enabling interventions	Essential for impact: health interventions	Essential for broader health: health interventions
<ul style="list-style-type: none"> • Removing punitive laws, policies and practices • Reducing stigma and discrimination • Community empowerment • Addressing violence 	<p>Prevention of HIV, viral hepatitis and STIs</p> <ul style="list-style-type: none"> • Harm reduction (needle and syringe programmes, opioid agonist maintenance therapy and naloxone for overdose management) • Condoms and lubricant • PrEP for HIV • PEP for HIV and STIs • Prevention of vertical transmission of HIV, syphilis and HBV • HBV vaccination • Addressing chemsex <p>Diagnosis</p> <ul style="list-style-type: none"> • HIV testing services • STI testing • HBV and HCV testing <p>Treatment</p> <ul style="list-style-type: none"> • HIV treatment • Screening, diagnosis, treatment and prevention of HIV-associated tuberculosis (TB) • STI treatment • HBV and HCV treatment 	<ul style="list-style-type: none"> • Conception and pregnancy care • Contraception • Anal health • Mental health • Prevention, assessment and treatment of cervical cancer • Safe abortion • Screening and treatment for hazardous and harmful alcohol and other substance use • Tuberculosis prevention, screening, diagnosis and treatment

Looking at the WHO-recommended comprehensive package above, pick out a few items that you will work towards implementing in your facility. In your workbook, list the action you will take, a timeframe for doing it, and what support you will need.

Action	Timeframe	Support needed

Post-session Self-assessment: Use the space below to write your responses to questions as instructed in the quiz. Track your score for each question and take note of any content areas that you answered incorrectly. If you found that you had some gaps in your knowledge or understanding, think about what you can do to fill in those gaps for yourself, and what resources you can access.

1. Which of the following are potential health issues faced by PWID?

Score_____

2. Sharing syringes is the riskiest behaviour for getting HIV.

Score_____

3. A harm-reduction approach to reducing the HIV risk for PWID could include which of the following?

Score_____

4. Which of the following are basic principles of harm reduction?

Score_____

5. Why are PWID at greater risk of acquiring HIV or STIs?

Score_____

Session 4 Post-test assessment Total Score _____

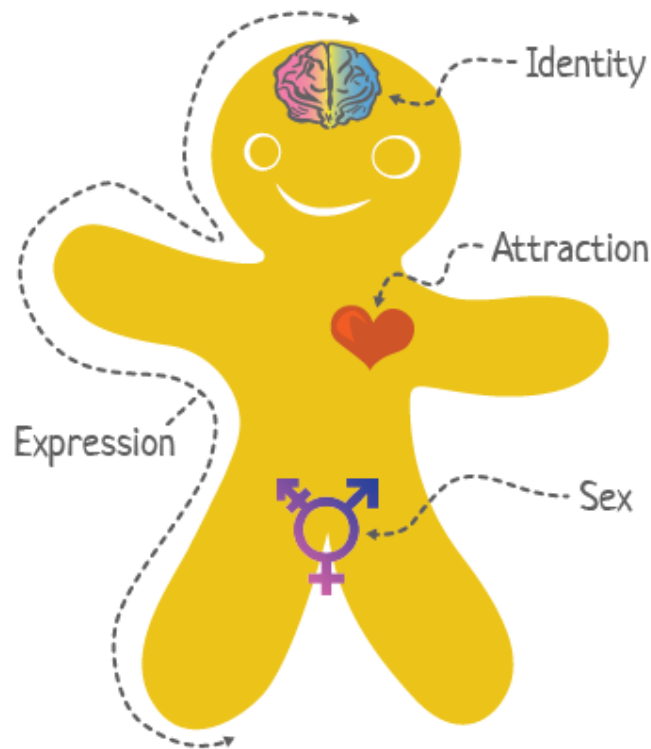
Resources* and Tools

*Note: National documents are loaded into the application or can be accessed online.

The Genderbread Person	28
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The Genderbread Person

The Genderbread Person v4 *by its pronounced METROsexual.com*



⊖ means a lack of what's on the right side

Gender Identity

- Woman-ness
- Man-ness

Gender Expression

- Femininity
- Masculinity

Anatomical Sex

- Female-ness
- Male-ness

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
 Female Intersex Male

- Sexually Attracted to... and/or (a/o)
- Women a/o Feminine a/o Female People
 - Men a/o Masculine a/o Male People

- Romantically Attracted to...
- Women a/o Feminine a/o Female People
 - Men a/o Masculine a/o Male People

Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann

For a bigger bite, read more at www.genderbread.org

Tips for Building Rapport with Transgender Clients



Best Practices for Communicating with Transgender Clients

Best Practices for Communicating with Transgender Clients Cheat Sheet

Best Practices	Examples
When addressing patients, avoid using gender-specific terms like “sir” or “ma’am.”	“How may I help you today?”
When talking about patients, avoid pronouns or other gender-specific terms. If you have a record of the name used by the client, use it in place of pronouns.	“Your client is here in the waiting room.” “Max is here for a 10 o’clock appointment.”
Politely ask if you are unsure about a patient’s name or pronouns used	“What name do you go by, and what are your pronouns?” “I would like to be respectful—how would you like to be addressed?”
Ask respectfully about names if they do not match in your records.	“Could your chart be under another name?” “What is the name on your identification?”
Did you make a mistake? Politely apologize.	“I apologize for using the wrong pronoun— I didn’t mean to disrespect you.”
Only ask information that is necessary for providing care.	Ask yourself: <i>What do I know?</i> <i>What do I need to know?</i> <i>How can I ask in a sensitive way?</i>

Adapted from: Affirmative Services for Transgender and Gender-Diverse People--Best Practices for Frontline Health Care Staff. National LGBT Health Education Center, 2020