Introducing A Psychosocial Curriculum for the Region

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Presentation Outline

• Background to the introduction of a psychosocial curriculum
• Development of the curriculum
• 5 “A’s” approach
• The way forward
• Summary
• Reflection
Objectives

• Discuss the key theory and approach that are incorporated into the development of the curriculum

• Identify tools that contribute to gathering information for supporting PLHIV and promoting regional social services within the region.

• Recognize the value of the 5 ”A’s” approach as a tool for gathering information that can assist the HCW in providing support to PLHIV.
Background

Evaluation studies (July – October 2009)

• Health care workers’ use of knowledge and skills derived from CHART Trainings.

• A qualitative study to record perceived quality of healthcare among people living with HIV (PLHIV).
Background

Findings

- A top training need was identified in the area of **psychosocial support** for people infected with and affected by HIV.

- PLHIV focus group requested better psychosocial support
Background

“Care is focused too much on treatment with little regard for the other aspect of the person’s well-being – emotional or psychological. Treat the person, don’t just treat HIV.”

(Evaluation study CHART RCU, 2009)
What is psychosocial support?

PSYCHO
Feelings
thoughts,
beliefs,
attitudes

SOCIAL
Culture,
school,
peers,
community

PSYCHOSOCIAL
What is psychosocial support?

Psychosocial support addresses the on-going psychological and social issues confronted by PLHIV, along with their families and caregivers.
Health care workers providing support for people living with HIV (PLHIV)
Curriculum Development

Training goal
The overall goal of the training is to build capacity of health care workers to provide support to people living with HIV.
Curriculum Development

- Needs assessment
- Content development
Curriculum Development

Curriculum outline

✓ MODULE 1: Introduction- HIV and Psychosocial Issues related to HIV
✓ MODULE 2: The Health Care Worker, Professionalism and Support
✓ MODULE 3: Psychosocial Needs Assessment
✓ MODULE 4: Support in Action
Curriculum Development

- MODULE 5: PLHIV- Healthy Living and Sexuality
- MODULE 6: The Health Care Worker, Care giver and Self-care
- SUPPLEMENTAL MODULE: Counseling and Communication Skills
Training Theory and Approach

Adult Learning Theory

• A theory that holds a set assumptions about how adults learn.

• Adult learning theory - based on adult learning principles (See next slide)
Adult Learning principles

- Adults
  - are motivated by information or tasks that are meaningful and applicable to their jobs
  - are decision-makers and self-directed learners
  - have different learning styles that must be respected
  - learn best in a positive environment where they feel respected and confident

(Source: CHART network programme standards, 2013)
Training Theory and Approach

Constructivist approach

• The constructivist approach is based on the belief that individuals learn better when they are actively involved in the learning process and the construction of knowledge.

• This approach also allows for the use of a wide variety of learning strategies and methods.
A learner centred approach that is expressed in the various teaching models e.g. **facilitative**, reflective teaching model
Training Model

**Facilitative:** The role of the facilitator

- Assists and supports others to develop from their learning experiences.

- The facilitator is a co-learner who is open to learning from others.
Reflective practice

• The facilitator and the learner are engaged in self-observation and self evaluation in order to understand their own actions.

• The goal of the reflective approach is for the learner to observe and use the information generated to refine practice on a regular basis.

(Brookfield, 1995; Thiel, 1999.)
Strategies

- Role play
- Group discussions
- Case study analysis (5 “A’s” approach)
5 “A’s” approach

Assess - client’s psychosocial needs
Advise – and guide the client
Assist – the client with information, support, referrals, counselling
Agree – on the ideas put forward
Arrange - for follow-up appointment

(Source: Adapted from Module 5. Providing Psychosocial Support Services for Adolescentsicap.columbia.edu/files/uploads/Module_5_-_TM_Adolescent.pdf)
Let’s try it!
The way forward

- Implementation of training
- Monitoring and evaluation
  - Monitoring plan
  - Action plan
- Completion of directory of services and or establishment of a referral system
Summary

• Psychosocial support addresses the on-going psychological and social issues confronted by PLHIV, along with their families and caregivers.

• The adult learning theory is incorporated into the curriculum

• A learner centred approach to learning is emphasised in the curriculum
Summary

• The facilitator is a co-learner who is concerned with assisting and supporting learners during the learning process.
Reflection

• What did you learn from the activity you participated in during this session?

• What will you do differently as a result of what was learnt?
Resources

- CHART network programme standards, 2013
- EDLM1002Unit 7: Reflective learning: Principles for facilitative model
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