



# THN VOLUNTEER CORE HIV DRAFT TRAINING PROJECT

## Harm Reduction Module

### Abstract

[Draw your reader in with an engaging abstract. It is typically a short summary of the document.  
When you're ready to add your content, just click here and start typing.]

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## PURPOSE:

The purpose of this module is to provide participants with a foundational understanding of the core values and principles of **Harm Reduction** when volunteering with an **AIDS Service Organization (ASO)** or other agency that provides services to people living with and affected by **HIV/AIDS**.

## RATIONALE

Volunteers are receiving training on harm reduction because they may be inevitably working with and supporting people who use substances. Traditionally in the HIV prevention, counseling, community based research and health promotion fields, harm reduction is an acknowledgement that there is a continuum of risk involved in injection drug use, in sex and many other activities, and that the risk of HIV and Hepatitis C infection can be of greater harm to a person's health than those activities themselves. *Note: Harm Reduction and Risk Reduction introduced in first session last Saturday: HIV Basics.*

Harm reduction training for volunteers is needed to address the systemic and structural issues and vulnerabilities that people living with an HIV/HCV infection face related to substance use. It is known that this population is highly stigmatized and face moral condemnation, which leads to isolation, barriers to housing, employment, medical services and social relationships. Therefore, it is crucial that volunteers who may be supporting people who are living with an HIV/HCV infection and use substances understand what harm reduction is and associated principles.

## TARGET AUDIENCE:

This module is intended for all potential volunteers, including people living with and affected by HIV/AIDS, accepted into core training.

## DURATION:

- *We have 1 hour and thirty minutes to deliver the module – there is more material than that so some pieces will get more attention than others.*

## GOALS:

- To increase understanding of the philosophy and practice of Harm Reduction.
- To reflect upon, examine and understand our own attitudes and beliefs about people who use substances.
- To increase an understanding of the stigma & discrimination faced by people who use substances.
- To understand the continuum of substance use and the stages of change.
- To identify how you can support people, as an individual and as a volunteer, by applying the Harm Reduction philosophy. – *this section needs special review re content for new volunteers*

## SESSION OUTLINED & AGENDA

*Times are approximate- but more on \**

- Introduction - (5)
- Harm reduction principles/ examining our own beliefs. - (20 Minutes)
- \*Stigma & Discrimination/ Social Determinants of Health - (35 Minutes)

*Possible use of 11 minute video and reduce time spent on slides*

- \*Continuum of use/Stages of change/ Drugs, Set, Setting - (25 Minutes)
- Conclusion (5 Minutes)

## MATERIALS & EQUIPMENT:

The following materials available for this workshop

- Laptop for PowerPoint presentation and for potential use of video.
- Flipchart paper & stand (or masking paper)
- Activity sheets

## INTRODUCE YOURSELVES – START PPT

### SECTION # 1

(APPROX. 20 MINUTES)

#### HARM REDUCTION PRINCIPLES/EXAMINING OUR OWN BELIEFS

ITEM	TRAINER NOTES	MATERIALS/ EQUIPMENT/ METHODS
1	<p>Introduce “what is <b>Harm Reduction</b>” exercise;</p> <ul style="list-style-type: none"> <li>Ask participants to write down on their paper what the term, Harm reduction means to them. Tell them they have <b>two minutes</b> to complete this exercise.</li> <li>When participants are done go around the table invite participants to share one of their answers.</li> <li>When done proceed briefly through “<b>Basic Harm Reduction Principles</b>” slides.</li> <li>After the slide “What is not Harm Reduction” you can ask the participants if there were any surprises for them.</li> </ul>	<p>PowerPoint presentation</p> <p>Individual work</p> <p>Large group</p>
2	<p>Introduce “<b>Good things and Bad things</b>” exercise</p> <ul style="list-style-type: none"> <li>Ask participants to break into pairs and spend <b>two minutes</b> discussing their answers.</li> <li>When exercise is complete briefly invite a few answers.</li> </ul>	<p>PowerPoint presentation.</p> <p>Small group exercise.</p> <p>Large group discussion.</p>

#### EXERCISES:

## (1) GOOD THINGS AND BAD THINGS EXERCISE - (HANDOUT)

1. Team up into pairs.
2. Spend **two minutes** discussing the following
  - Name the bad things about drugs.
  - Name the good things about drugs.
  - Name the stereotypes of drug users.

(2) THINKING ABOUT YOUR OWN USE – (HAND-OUT)

WORKING ON YOUR OWN, PLEASE ANSWER THE FOLLOWING QUESTIONS;

1. Do you use substances? If yes where, how much, how often, for what reasons? If no, why?
  2. What did you learn about “substance use” growing up?
  3. What are your attitudes now about drugs/substances?
- D R A F T
4. What do you experience when you see a man under the influence of a substance? A Woman? Is there a difference?
  5. Do you look negatively on substance users, even if you have used on occasion?
  6. How do you distinguish between social drinking, the use of alcohol in moderation and heavy drinking? Do others measure this differently?

ITEMS	TRAINER NOTES	MATERIALS/ EQUIPMENT/ METHODS
3	<p><b>EXAMINING OUR OWN BELIEFS -</b></p> <ul style="list-style-type: none"> <li>▪ Ask the group why they think people use drugs/substances?</li> <li>▪ Write down their answers on a flip chart.</li> <li>▪ Ask the group why they think people <b>do not</b> use drugs.</li> <li>▪ Write down their answers on the flipchart.</li> </ul> <p>Inform participants that in the <b>next section</b> we will be discussing “Determinants of Health and vulnerability to substance use and HIV/HCV infection and we will be able to expand on this list”.</p>	<p>PowerPoint presentation</p> <p>Flipchart</p> <p>Large group discussion.</p> <p><b>About 5 mins</b></p>
4	<p><b>HOW DOES LANGUAGE REFLECT VALUES? - EXERCISE</b></p> <ul style="list-style-type: none"> <li>▪ Ask the participants to think about all the derogatory labels that they may have heard used to describe people living with alcohol/drug issues.</li> <li>▪ List their responses on the flipchart then refer to PowerPoint slides with the more socially acceptable terms.</li> </ul>	<p>PowerPoint presentation</p> <p>Large group discussion.</p> <p><b>About 5 Minutes.</b></p>



## EXERCISE

What have you learned about your own attitudes, values and beliefs about “substance use”?

1. How do you feel responding to these questions?
2. How do you think a person might feel when asked questions about their substance use?
3. Have you identified any biases? If so, what can you do about them?
4. What are you most uncomfortable with?
5. Are you aware of what you do not want to share and why?

SECTION # 3 - (APPROX. 35 MINUTES)

UNDERSTANDING STIGMA & DISCRIMINATION WITH PEOPLE WHO USE SUBSTANCES.

ITEM	TRAINER NOTES	MATERIALS/EQUIPMENT/ METHODS
1	<p><b>PRESENTATION - STIGMA</b></p> <p>This section will use the PowerPoint presentation with an opportunity for <b>brief</b> discussions.</p>	
2.	<p><b>EXERCISE - HIERARCHY OF USE</b></p> <p>Ask the participants to break into pairs and take <b>2 minutes</b> to answer the following questions;</p> <p>Which drugs and which drug users are most;</p> <ul style="list-style-type: none"> <li>▪ <b>Stigmatized?</b></li> <li>▪ <b>Least stigmatized? Why?</b></li> </ul>	<p>PowerPoint presentation</p> <p>Small group exercise</p> <p>Large group discussion.</p>
3.	<p>Refer to the slides</p> <ul style="list-style-type: none"> <li>▪ <b>Hierarchy of use</b></li> <li>▪ <b>Judgments based on</b></li> </ul> <p><b>FOR EXAMPLE:</b></p> <p><b>Often people base their judgments on the following</b></p> <ul style="list-style-type: none"> <li>▪ Frequency of use. Do they drink every day or do they only drink on weekends?</li> <li>▪ Route of administration. Do they <b>“only”</b> snort the drug or do they shoot the drug.</li> </ul>	<p>PowerPoint presentation</p> <p>Large Group discussion</p>

	<ul style="list-style-type: none"> <li>▪ <b>Legality.</b> Often people have judgments if the drug is illegal.</li> <li>▪ Class of people. Are they middle/upper class income people or are they marginalized people?</li> <li>▪ Impact on personal health. Does the person who is using substances look “sick”? Is the person also HIV/HCV (positive)?</li> <li>▪ Impact on social circles. Is this person’s substance use affecting others?</li> <li>▪ Personal experience. Quite often people have more negative judgments if they have had a bad experience with a particular substance.</li> <li>▪ Media. How much negative publicity is out there? Examples?</li> </ul>	
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### SECTION # 3 – CONT.

#### UNDERSTANDING STIGMA & DISCRIMINATION WITH PEOPLE WHO USE SUBSTANCES.

ITEM	TRAINER NOTES	MATERIALS/EQUIPMENT/METHODS
4	<p><b>DETERMINANTS OF HEALTH</b></p> <p>As the facilitator try to make the presentation interactive, encourage participants to add comments or ask questions as time allows.</p>	<p>PowerPoint presentation.</p> <p>Large group</p>

### SECTION # 4 -

(APPROX. 25 MINUTES)

#### CONTINUUM OF USE/ STAGES OF CHANGE

ITEM	TRAINER NOTES	MATERIALS/EQUIPMENT/METHODS
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1	<p><b>EXERCISE - GOALS OF HARM REDUCTION</b></p> <ul style="list-style-type: none"> <li>▪ Have participants write down why they think “someone who uses drugs /substances” would want to practice Harm Reduction.</li> <li>▪ Give participants <b>5 minutes</b> to complete this exercise.</li> <li>▪ When <b>five minutes</b> is up have a large group discussion on their answers and then refer to PowerPoint slide “<b>Goals of Harm Reduction</b>” for a “drug user” answer slide.</li> </ul>	<p>PowerPoint presentation Paper</p> <p>Individual exercise</p> <p>Large group discussion.</p>
2.	<p>Continuum of use, stages of change, supporting a person using Harm reduction principles.</p> <p>Encourage the group to ask questions or add comments throughout this presentation as much as time allows.</p>	<p>PowerPoint</p> <p>Large group discussion</p>

#### CONCLUDING COMMENTS

***Note: feedback forms for the day’s sessions are completed at the end of the day***