

# connecting *to care:*

Addressing Unmet Need in HIV

Welcome!

until it's over  
AIDS ACTION

AIDS ACTION Foundation &  
JRI Health, Center for Training and Professional Development



# Getting to Know Each Other

- Name
- Agency
- Your role
- How long in field
- One thing you do to reduce stress

# Logistics

- Break and Lunch
- Training Materials
- Restrooms
- Phones
- Smoking

# Group Agreements

# Training Objectives

- To understand Unmet Need and Connecting to Care
- To understand how to use the workbooks to address unmet need in your community
- To build networks for regional collaborations

# Training Agenda: Day 1

- Background
- Understanding Unmet Need
- Understanding Connecting to Care
- Connecting to Care Workbooks I and II
- Adaptation and Tailoring
- Assignment

# Training Agenda: Day 2

- Addressing Provider Challenges to Connecting to Care
- Addressing Limited Resources
- Workgroups
- Next Steps and Wrap-up

# *Background*



# Unmet Need

“Individuals who are living with HIV, are aware of their HIV+ status and are not engaged in regular medical care.”

*-Health Resources and Services Administration  
(HRSA)*

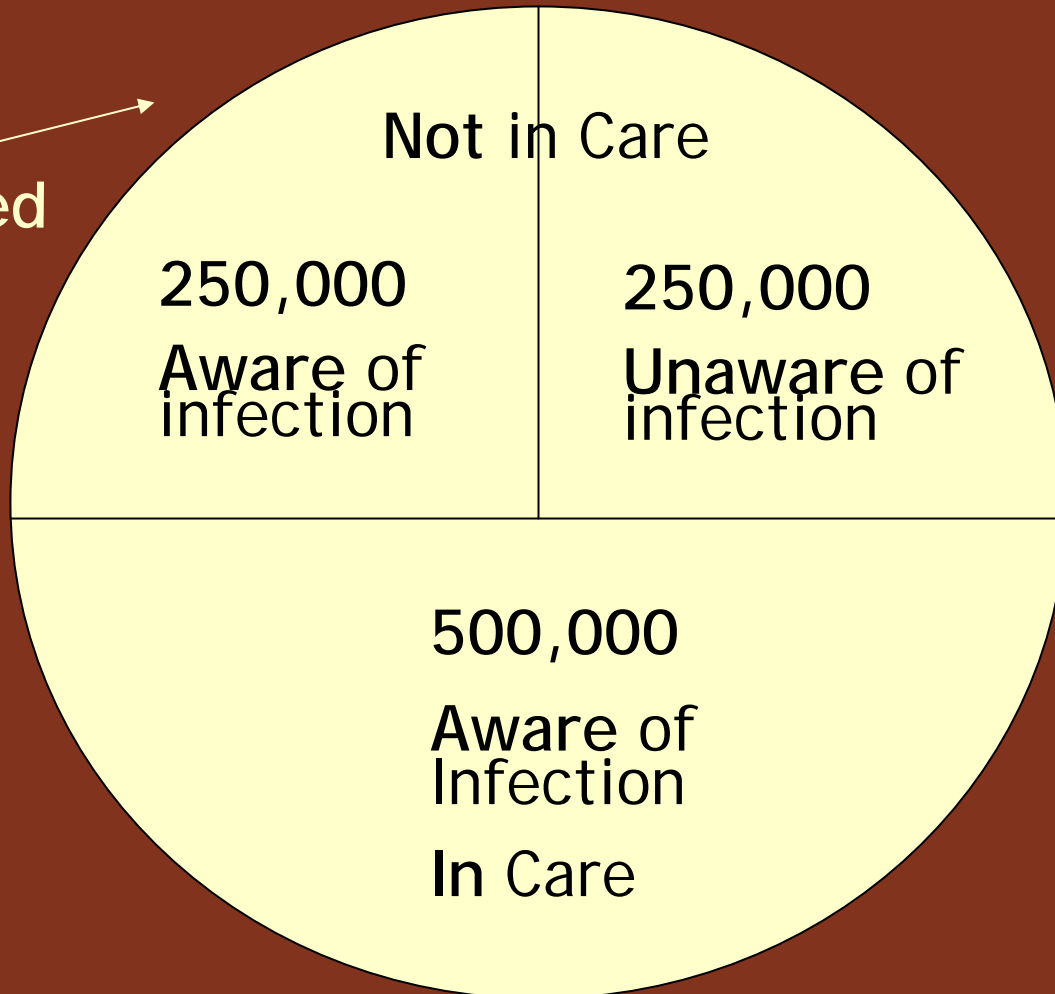
# Regular Medical Care Means:

- Receiving regular primary HIV-related medical care (clinical evaluation and clinical care)
  - Primary HIV-related medical care includes:
    - Access to ARVs (Anti-Retrovirals)
    - Access to prophylaxis and treatment of opportunistic infections and medication side effects

# 1 Million People Living with HIV in US

HRSA

Unmet Need



# History of Connecting to Care

- HRSA partnered with AIDS ACTION Foundation (AAF) to address unmet need
- AIDS ACTION conducted national research on strategies that connect HIV+ people to medical care
  - 4 years of research
  - Over 250 organizations researched
- The result of the research is two workbooks that outline successful strategies for engaging and keeping HIV+ in care

# 3 Subsets of Populations Impacted by Unmet Need

1. Members of target populations that are not being reached by strategies currently being used in specific service areas;
2. Individuals in care who have inconsistent relationships with their medical care; and
3. People in the community who are not being prioritized or factored into service planning (i.e. refugees, undocumented immigrants, migrant workers, suburban wives).

BREAK

# Understanding Unmet Need: Questions to Consider

- What factors contribute to people not starting care?
- What factors contribute to people dropping out of care or having inconsistent relationships with their care?

# Identifying Client Barriers and Needs Exercise

- Break into small groups
- Discuss with your group the questions on the Barriers and Needs Worksheet
- For each barrier identify a need that can help overcome that barrier
- Choose someone in your group to document your responses on newsprint
- Choose someone else to report out to the larger group



# *Connecting to Care Workbooks*

# Workbook I Format

- Cover
- Introduction
- Unmet Need
- Reading the Workbook
- Timeline
- The Cities “At a Glance”
- Selection of Workbook Content
- The 17 Activities
- Selection of Workbook Content

# Workbook Format

- Quick Reference:
  - Name
  - Brief Description—Key Characteristics
  - Current Activity Setting
  - ✓ list of “how close to connecting to care”

# Workbook Format

- Description
- Logistics
- Strengths and Difficulties
- Outcomes

# Workbook II

- o Cover
- o Table of Contents
- o Introduction
- o Special Populations
  - 25 activities:
    - o 11 activities for HIV+ people living in rural communities (green)
    - o 14 activities for HIV+ people currently or formerly in incarceration (blue)
- o Color Coded Index of Activities
  - Green represents rural
  - Blue represents Formerly/Currently Incarcerated

# Why Workbook II Prioritizes Rural Communities

- Average roundtrip drive to infectious disease doctor in rural communities may be 86 miles or more
- 38% of HIV+ people in rural areas see doctors who have treated fewer than 10 HIV patients impacting quality of care

# Why Workbook II Prioritizes Formerly or Currently Incarcerated Individuals

- 2% of state prison inmates and 1.1% of federal prison inmate reported to be HIV+
- Infection rates among prison and jail inmates can be as high as 7.6% (New York and D.C.)

# Workbook Objectives

- To bridge understanding between the federal strategy to address unmet need and what is actually happening in the field
- To identify successful activities that help engage a person in care services
- To identify key elements of successful activities
- To link the lessons in the workbook to other service settings across the US (best practices)



# Principal Questions

- *“What activities are truly helping individuals to connect to health care and stay connected?”*
- *“What are the key elements of the activity?”*

# Four Ways to Use the Workbooks to Strengthen Programs

1. You can replicate entire workbook activities
2. You can extract key elements of workbook activities
3. You can use the workbook format to analyze activities
4. You can create new activities using the workbook format

# Identifying CTC Activities Exercise

- Break into small groups
- Review the client profile and barriers and needs
- Choose at least 3 workbook activities that would address these barriers
- Be prepared to describe the activities and why they would work

LUNCH

Networking Lunch

# Activity: Let's Flag It!

- Read the entire activity
- As you read, “flag” elements that help connect or keep people connected to care
  - Examples of elements: client-centered, culturally competent, maintains confidentiality
- Choose three key elements that you like or think are essential in connecting people to care

# Successful Connecting to Care Elements

## Provider is:

- Respectful and non-judgmental
- Unconditionally acceptant
- Empathetic
- Confidential
- Client-centered
- Flexible
- Culturally competent
- Knowledgeable

*Strong provider-client relationships help clients connect and stay connected to medical care*

BREAK

# Adaptation and Tailoring at a Glance

## Adaptation

1. **Who?** *Refers to changes in the target audience.*
2. **Where?** *Refers to changes in the venue where the activity is performed. "Who" must be answered before "where".*

## Tailoring

3. **What?** *Refers to what messages need to change to fit the target audience.*
4. **How?** *Refers to the methods of communication for the new target audience and who delivers the activity.*
5. **When?** *Refers to the day and time the activity is delivered*

**Note:** Adaptation questions must be answered before tailoring questions.



# Adaptation and Tailoring Exercise

- Break out into pairs
- Return to the “Let’s Flag It!” activity you reviewed in the previous exercise.
- Discuss with your partner the population you want to target with this activity
- Work with your partner to adapt and tailor the activity to that population by filling out your *Adaptation and Tailoring Worksheet*
- After 20 minutes, switch with your partner and help them fill out their *Adaptation and Tailoring Worksheet* for the population they chose

# Wrap-Up

- Review of day 1
- Review of day 2
- Assignment

# connecting *to care:*

Addressing Unmet Need in HIV

Welcome Back!

until it's over  
AIDS ACTION

AIDS ACTION Foundation &  
JRI Health, Center for Training and Professional Development

# Getting to Know Each Other

- Name
- Agency
- Ice Breaker

# Assignment Report Back

- What went well?
- What was challenging?
- Q & A

# Workgroup Exercise: Strengthening Your Agency's Activities

- Break into pairs (try to pair up with someone from your region if possible)
- Describe your activity to your partner, using your "Assignment Worksheet" as a guide
- Using your "Assignment Worksheet" and the Workbooks, complete "Your Activity Worksheet" and then fill out the "Action Plan"

BREAK

# Workgroup Exercise: Strengthening Your Activities (continued)

- Break into pairs (try to pair up with someone from your region if possible)
- Describe your activity to your partner, using your "Assignment Worksheet" as a guide

Using your "Assignment Worksheet" and the Workbooks, complete "Your Activity Worksheet" and then fill out the "Action Plan"



LUNCH

Networking Lunch

*Addressing Provider Challenges to  
Connecting to Care*

# Identifying and Overcoming Provider Challenges Exercise

- Break into small groups
- Diagram challenges you as a provider face in connecting your clients and keeping them connected to regular medical care
- Additionally, discuss with your group and document strategies you use to overcome these challenges
- Report back to the big group

# Strategies to Overcome Provider Challenges

- Self-Care
- Ethics and Boundaries
- Clinical Supervision
- Colleagues
- Trainings
- Organization Development
- Volunteers and Interns
- Collaboration
- Resources

BREAK

# *Addressing Limited Resources*

# Surviving Limited Resources Exercise

- Break into small groups
- Review the cards to examine your available resources
- Consider:
  - What does your group need to survive?
  - What does your group have available?
  - What is your group's action plan?

# Resources and Collaboration: Key Points

1. Identify your program's resource needs
2. Identify available resources in the community
3. Create an action plan (*as you create the plan, modify the available resources to fit the needs through creativity and flexibility*)
4. Be collaborative! - *collaboration will maximize your available resources*

*Collaborations can increase the number of individuals that connect and stay connected to care!*



# Recap

- The activities in the workbook can be replicated exactly as they are or through adaptation and tailoring
- Key elements can be extracted from any of the activities in the workbook to enhance your agency's connecting-to-care activities
- The workbook can be used as a tool to dissect and analyze current activities at your agency
- The format of the workbook can be used as a starting point to create new activities that connect and retain people in care

# Unanticipated Benefits of the Workbooks and Training

- The Connecting to Care project contains elements of:
  - needs assessment
  - program development
  - program planning
  - program evaluation
- The project can also help lay the foundation for grant writing, resource development and collaborations

# Connecting-to-Care Collaboration

- Think of this Workbook as a form of collaboration
- Thank you! You are now part of the Connecting to Care collaboration!

# Next Steps...

- Follow-Up Support
  - Worksheets
  - Activity 18
  - [www.connectingtocare.net](http://www.connectingtocare.net)
  - Contact agencies

# For more information:

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**Connecting to Care: Addressing Unmet Need in HIV**

[www.connectingtocare.net](http://www.connectingtocare.net)  
[connectingtocare@aidsaction.org](mailto:connectingtocare@aidsaction.org)

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[www.jritraining.org](http://www.jritraining.org)

**Health Resources and Services Administration**

[www.hrsa.gov](http://www.hrsa.gov)

# Wrap-Up

- Training Evaluation
- Certificates

connecting  
*to care:*

Addressing Unmet Need in HIV



**JRI Health**  
*where no one is forgotten*

until it's over

**AIDS ACTION**



# *Client Barriers and Needs Worksheet*

## Exercise Instructions

Identify the actual barriers and needs of the clients you serve.

**Groups 1 and 3:** Discuss and document barriers/needs your clients have faced in ENTERING regular medical care.

**Groups 2 and 4:** Discuss and document barriers/needs your clients have faced in having a CONSISTENT RELATIONSHIP with regular medical care.

.....

Barriers (for example: lack of health insurance)	Needs (health care payer)

2. From the list you have generated, pick the top 3 barriers YOU find most challenging to address in YOUR WORK. Mark by circling your answers or placing an asterisk next to them.





## *Adaptation and Tailoring Example*

**Activity Name:** Support Group

**Goal:** To adapt and tailor the *Support Group* activity in Workbook I page 109

Existing Activity	▶ Adapted Activity								
<p><b>Target audience:</b> HIV+ Native American/Alaskan Native men and women</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Barriers</th> <th style="width: 50%; padding: 5px;">Needs</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Summer heat Distance</td> <td style="padding: 5px;">Air conditioned room Transportation Assistance</td> </tr> </tbody> </table> <p><b>Setting:</b> Medical Center</p> <hr style="border-top: 1px dashed black;"/> <p><b>Activity messages:</b></p> <ul style="list-style-type: none"> <li>Support group discussions focus on the needs, issues and concerns of Native American/Alaskan Native HIV+ men and women</li> </ul> <p><b>Communication method:</b></p> <ul style="list-style-type: none"> <li>A flyer announcing the support group with images and messages specific to this population and in their native language</li> <li>The activity is delivered by two Case Managers who are also Native American/Alaskan Native</li> </ul> <p><b>Activity day and time:</b></p> <ul style="list-style-type: none"> <li>Once a month in a large conference room at the ASO</li> </ul>	Barriers	Needs	Summer heat Distance	Air conditioned room Transportation Assistance	<p><b>(WHO?):</b> HIV+ Latinas</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Barriers</th> <th style="width: 50%; padding: 5px;">Needs</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Disclosure Lack of childcare Monolingual</td> <td style="padding: 5px;">Disclosure strategies Childcare stipend Group in Spanish</td> </tr> </tbody> </table> <p><b>(WHERE?):</b> Family Planning Clinic</p> <hr style="border-top: 1px dashed black;"/> <p><b>(WHAT?): Activity messages</b></p> <ul style="list-style-type: none"> <li>Support group discussions focus on the needs, issues and concerns of HIV+ Latinas</li> </ul> <p><b>(HOW?): Communication method:</b></p> <ul style="list-style-type: none"> <li>A flyer announcing the support group with images and messages specific to HIV+ Latinas in their native language</li> <li>The activity is delivered by facilitators or speakers who are also HIV+ or HIV- or Spanish speaking staff person</li> </ul> <p><b>(WHEN?): Activity day and time</b></p> <ul style="list-style-type: none"> <li>The 3<sup>rd</sup> Tuesday of each month at 7:00 p.m.</li> </ul>	Barriers	Needs	Disclosure Lack of childcare Monolingual	Disclosure strategies Childcare stipend Group in Spanish
Barriers	Needs								
Summer heat Distance	Air conditioned room Transportation Assistance								
Barriers	Needs								
Disclosure Lack of childcare Monolingual	Disclosure strategies Childcare stipend Group in Spanish								
<i>Connecting to Care: Addressing Unmet Need in HIV</i>	<i>JRI Health, Center for Training and Professional Development</i>								



## *Adaptation and Tailoring Worksheet*

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### Adaptation

**1. WHO is your new target population?** *(For example: Asian/Pacific Islander, heterosexual women, youth, MSM, women of color, etc).*

Name of new target population: \_\_\_\_\_

Target population barriers and needs:

Barriers	Needs

**2. WHERE will the activity be implemented?** *This should be a location that facilitates access to the new target population. For example: at your agency, local jail, shelter, church.*

Name of new venue: \_\_\_\_\_



## Tailoring

**3. WHAT** messages would need to be changed to tailor the activity to your new target audience? *For example: the messages communicated to men who have sex with men should differ from messages to men who have sex with women.*

Messages needing change: 1.

2.

3.

4.

**4. HOW** will messages be delivered to the new target audience and who will deliver the activity?

- Method(s) of communication: 1.

2.

3.

4.

- Who will deliver the intervention: \_\_\_\_\_

**5. WHEN** will the activity take place (day of the week/month and time of day/evening)?

*For example: Tuesdays may be the best day for people to process their crystal meth experience of the previous weekend.*

**Activity day and time:** \_\_\_\_\_



## *Assignment Worksheet*

.....  
Name one activity in your organization that helps link HIV+ clients to regular medical care or actively supports them to stay in care. Choose an activity that needs strengthening or one that is not working as well as it could. If the activity does not have a name, please give it one:

ACTIVITY NAME: \_\_\_\_\_

### **I. DESCRIPTION**

#### OBJECTIVES

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- 
- 

#### TARGET AUDIENCE

---

- 
- 

#### ACTIVITY DESCRIPTION

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- 
- 
- 
- 
- 
-



## II. LOGISTICS

### PLACE OF ACTIVITY

---

- 

### FREQUENCY OF ACTIVITY

---

- 

## II. STRENGTHS AND DIFFICULTIES

### STRENGTHS

---

- 
- 
- 
- 

### WEAKNESSES

---

- 
- 
-



## DIFFICULTIES FOR CLIENTS

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- 
- 
- 
- 

## DIFFICULTIES FOR STAFF

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- 
- 
- 
-



## *Your Activity Worksheet*

.....

Using your completed *Assignment Worksheet*, describe your agency's activity to your partner. Your partner will then assist you in answering the questions on this worksheet. After 30 minutes, switch places with your partner and repeat the same process for another 30 minutes:

1. What about this activity could be improved? (Where is it missing the mark?)

- 
- 
- 
- 

2. What resources do you currently have to do this activity?

- 
- 
- 
- 

3. What other resources do you need to really do this activity well?

- 
- 
- 
- 
-



4. Does this activity address all of your clients' barriers and needs? If no, what can be done to address them?

- 
- 
- 
- 

5. Go through Workbooks I and II and find 3 key elements (in one Activity or multiple Activities) that you think could help strengthen YOUR ACTIVITY to address the challenges you identified in this worksheet:

1. Key Element: \_\_\_\_\_

Name of Activity: \_\_\_\_\_

Workbook and Page: \_\_\_\_\_

2. Key Element: \_\_\_\_\_

Name of Activity: \_\_\_\_\_

Workbook and Page: \_\_\_\_\_

3. Key Element: \_\_\_\_\_

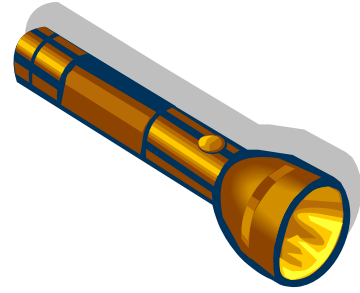
Name of Activity: \_\_\_\_\_

Workbook and Page: \_\_\_\_\_

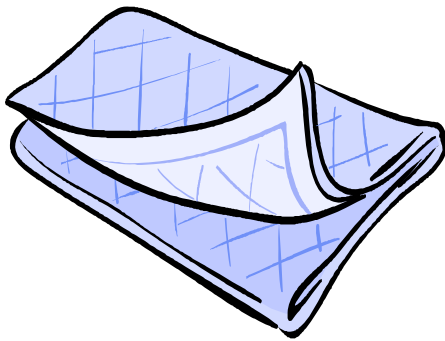




ROPE



FLASHLIGHT



3 BLANKETS



BUCKET OF COAL



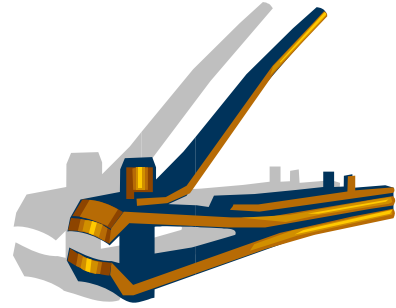
6 PAIRS OF SHOES



SKIS



BAG OF CANDY



NAIL CLIPPERS



BODYBUILDER /  
GYM INSTRUCTOR



LICSW



MAGNIFYING GLASS



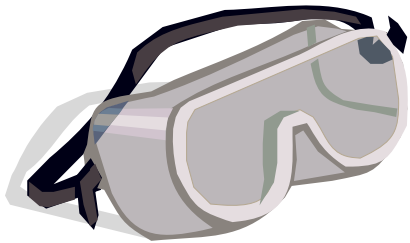
4 PAIRS OF PANTS



2 LONG-SLEEVE SHIRTS



SCREWDRIVER



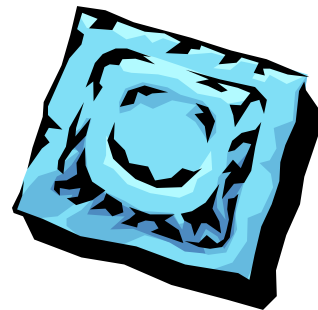
GOGGLES



10 WIRE HANGERS



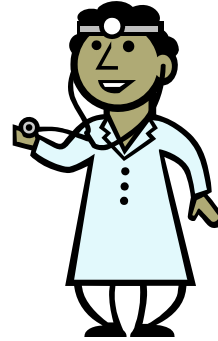
6 PAIRS OF SHOES



20 CONDOMS



10 RAMEN NOODLE CUPS



NURSE PRACTITIONER



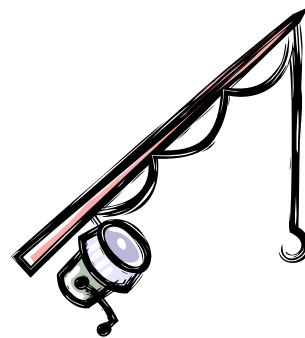
CARPENTER



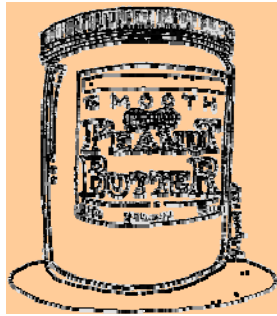
LIGHTER



2 FLEECE SWEATERS



FISHING POLE



PEANUT BUTTER



6 PAIRS OF SHOES



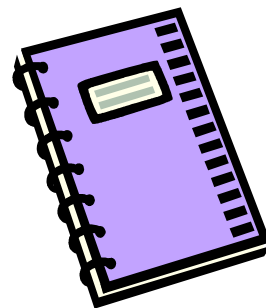
NYLONS



40 TAMPONS



PENCIL



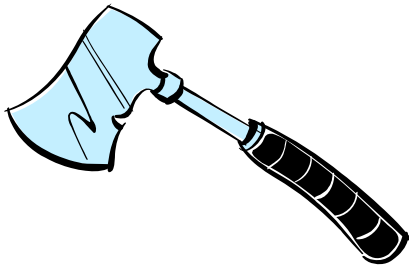
PAD OF PAPER



EAGLE SCOUT



GARDENER



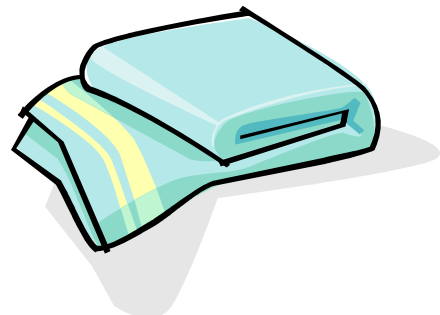
HATCHET



GUIDE TO SURVIVAL



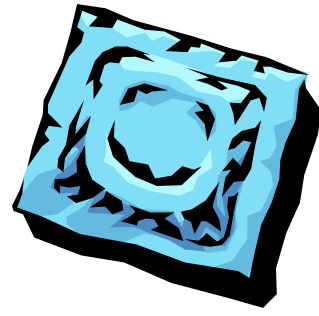
FLARE GUN



3 TOWELS



6 PAIRS OF SHOES



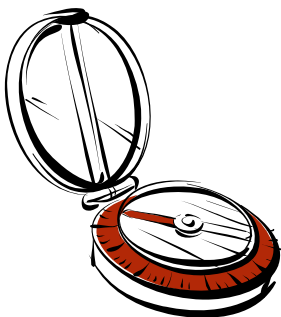
50 CONDOMS



CAMERA



5 TOOTHBRUSHES



COMPASS



CARPENTER



LAWYER





## ACTION PLAN

**Goal(s):** \_\_\_\_\_

**Target date to complete goal(s):** \_\_\_/\_\_\_/\_\_\_

**Action Steps:**

- |          |                              |
|----------|------------------------------|
| 1. _____ | Completion Date: ___/___/___ |
| 2. _____ | ___/___/___                  |
| 3. _____ | ___/___/___                  |
| 4. _____ | ___/___/___                  |

**Who will be involved?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Resources needed:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Signatures:**

Training participant \_\_\_\_\_

\_\_\_/\_\_\_/\_\_\_  
Date

Supervisor: \_\_\_\_\_



Please take a few minutes to fill out this form. Your anonymous responses will provide valuable information to help assess and improve the design and delivery of this training. **THANK YOU!**

**General**

1. Please indicate the programs your organization/agency receives funding from (check all that apply):

*RWCA Funds:*

Title I            Title II   Title III   Title IV   AETC   SPNS            Dental

*Other HHS Funds:*

OMH            OWH            CDC/ Prevention            None            SAMHSA            HUD/HOPWA

Other (please specify) \_\_\_\_\_

2. Please choose from the list below the 3 reasons that best describe why you are attending this training:

- To learn how to plan HIV care and services more effectively
- To learn about addressing unmet need in HIV and advancing HIV prevention strategies
- To improve my agency's approach to HIV care and services
- To learn about methodologies and key elements that successfully link HIV+ people to care
- To understand my role in changing the course of the epidemic in the United States
- To learn new strategies in order to train my colleagues on how to improve client services
- To learn how to improve service outcomes and develop sound client-centered strategies
- To learn how to evaluate effectiveness in connecting HIV+ people to care
- Other (please explain) \_\_\_\_\_
- None of the above

**BEFORE THE TRAINING**

Knowledge of Topic Area	None 1	2	3	4	Advanced 5	N/A
1. What was your level of knowledge of effective strategies in connecting HIV positive people to care?						
2. What was your level of knowledge of addressing unmet need in HIV?						
3. How would you rate your knowledge of key elements that contribute to successful interventions for keeping HIV positive people in care?						
4. How would you rate your expertise in connecting HIV positive people to care?						
5. What was your level of knowledge on evaluating effectiveness in connecting HIV positive people to care?						
6. How would you rate your understanding of your role in changing the course of the pandemic?						



**AFTER THE TRAINING**

<b>Knowledge of Topic Area</b>	<b>None 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Advanced 5</b>	<b>N/A</b>
7. What is your level of knowledge of effective strategies in connecting HIV positive people to care?						
8. What is your level of knowledge of addressing unmet need in HIV?						
9. How would you rate your knowledge of key elements that contribute to successful interventions for keeping HIV positive people in care?						
10. How would you rate your expertise in connecting HIV positive people to care?						
11. What is your level of knowledge on evaluating effectiveness in connecting HIV positive people to care?						
12. How would you rate your understanding of your role in changing the course of the pandemic?						

**Overall Satisfaction**

	<b>Minimum 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Maximum 5</b>	<b>N/A</b>
13. What is the overall usefulness of the information and materials of this training to you?						
14. How well did the information and materials presented apply to your current work?						
15. How well did the information and materials presented meet your professional needs?						
16. How well did this training meet your expectations based on the objectives of the training?						
17. How would you rate the quality of information and materials shared in this training?						
18. How would you rate the extent of the information presented that was “new” to you?						



19. What other types of information and/or materials would you like to see in a future training related to unmet need in HIV?

20. Things I liked about the training...

21. Things that could improve this training...

22. Please share any other thoughts and comments you have regarding this training.

23. How much of the training were you able to attend:  
All of it (2 day)                      Most of it (approximately 1 –1.5 day)                      Half or less (1/2-1 day)

*Thank you for filling out this evaluation and for attending this training.  
We hope to see you again!*