

## Module 9: Performing HIV Rapid Tests (Demo and Practice)

<b>Purpose</b>	To provide the participants with necessary knowledge and skills to accurately perform 3 HIV rapid tests and to determine HIV status.
<b>Pre-requisite Modules</b>	<ul style="list-style-type: none"> <li>▪ Module 3: Overview of HIV Testing Technologies</li> <li>▪ Module 4: HIV Testing Strategies &amp; Algorithms</li> <li>▪ Module 6: Safety at the HIV Rapid Testing Site</li> <li>▪ Module 7: Preparation for Testing – Supplies &amp; Kits</li> <li>▪ Module 8: Blood Collection – Fingerprick</li> </ul>
<b>Module Time</b>	5 ½ hours
<b>Learning Objectives</b>	<p>At the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Perform 3 HIV rapid tests according to Standard Operating Procedure (SOP)</li> <li>• Perform multiple tests simultaneously</li> <li>• Accurately interpret individual test results</li> <li>• Accurately determine HIV status</li> </ul>

### Module Overview

Step	Time	Activity/ Method	Content	Resources Needed
1	5 min	Presentation	Module introduction	Slides 1-3
2	15 min	Presentation; Discussion	Slide overview of testing procedures	Slides 4-36; dry room One-pager job aids
3	10 min	Activity	Workspace setup	Slide 37; practical room; supplies & test kits
<b>Steps 4 &amp; 5 are concurrent sessions. Participants are divided into 2 groups and take turns participating in step 4 and Step 5.</b>				
4	1 hr 15 min	Demo & practice	HIV rapid tests	Slide 38; practical room; supplies & test kits; known samples
5	1 hr 15 min	Presentation; Discussion	Video review of testing procedures	Slides 39-44; videotape; dry room
<b>End of concurrent sessions</b>				
6	10 min	Presentation; Discussion	Video overview of multi-test algorithm	Slides 45-47; videotape; dry room
7	2 hrs 15 min	Practice	Conducting multiple HIV rapid tests	Slides 48-49; supplies & test kits; panels of samples; practical room
8	5 min	Q&A	Summary	Slide 50

## Material/Equipment Checklists

- PowerPoint slides or transparencies
- Overhead projector or computer w/LCD projector
- Prepared Flipchart – content outline
- Video and equipment to play the video
- Materials, supplies, and test kits required for rapid testing. Refer to Section 2: Preparation for quantities needed.
- Panels of blood samples for testing. Refer to Section 2: Preparation for quantities needed and preparation guidance.
- One-pager job aids for HIV rapid tests
- Handouts:
  - Job Aids for the tests in your country's testing algorithm
  - Video script for HIV rapid tests
  - Practical exercise recording worksheet

## Advanced Preparation

- Review Section 2 of Trainer's Guide – Materials, Supplies, Kits, and Panels.
- Setup trainer Workspace with necessary supplies and kits.
- To better manage the space and facilitate learning, you will need 2 rooms:
  - ✓ Room A – a dry or clean room for presentation
  - ✓ Room B – a practical room for demo and practice.

## Teaching Guide

Slide Number	Teaching Points
1	<p><b><u>Module 9: Performing HIV Rapid Tests (Demonstration and Practice)</u></b></p> <p>DISPLAY this slide before you begin the module. Make sure participants are aware of the transition into a new module.</p>
2	<p><b><u>Learning Objectives</u></b></p> <p>STATE the objectives on the slide.</p> <p>STATE that the three HIV rapid test kits that we're going to demonstrate today are the ones included in the country algorithm; the screening test (<i>name of test</i>), confirmation test (<i>name of test</i>) and tiebreaker test (<i>name of test</i>).</p>
3	<p><b><u>Content Overview</u></b></p> <p>EXPLAIN the process and logistics of this module.</p> <ul style="list-style-type: none"> <li>• Two rooms have been set up: a dry room for presentation and a practical room for demonstration and hands-on practice.</li> <li>• All participants will watch a presentation together to learn the procedures for three HIV rapid tests. This will take place in the room they are currently in, the dry room (A).</li> <li>• They will then all move to the practical room (B) to setup their work stations.</li> <li>• Then the participants will split into two groups. <ul style="list-style-type: none"> <li>○ Group I will stay in Room B for demo and hands-on practice. This group will learn the individual tests with known samples.</li> <li>○ Group II will go back to Room A to watch video and review the testing procedures.</li> </ul> </li> <li>• Then these two groups will switch.</li> <li>• After a break, briefly convene the participants in the dry room for the Multiple HIV Tests video and slide presentation to prepare for the next practice session.</li> <li>• Then all participants will go to the practical room (B) to practice multi-test algorithm using blind samples.</li> </ul>
	<p>ANNOUNCE that there will be a one-hour optional hands-on session for participants who wish for additional help or more practice. It will be offered at (insert time, could be at a lunch break or at the end of a day)</p>

Slide Number	Teaching Points
<p><b>Flipchart</b></p> 	<p>WRITE the content outline on a flipchart prior to training.</p> <p>REFER to it frequently to orient participants to where they are in the module.</p>
<b>Slide overview of the test procedures (Room A)</b>	
 <p><i>Customization</i> <i>Notes</i> <b>4-36</b></p>	<p>Instructions for five tests are provided here for reference purpose only. Refer to only those slides that are part of the country algorithm and will be taught in the workshop.</p> <ul style="list-style-type: none"> <li>• Capillus (slides # 4-10)</li> <li>• Determine (slides # 11-16)</li> <li>• Hema-Strip (slides # 17-23)</li> <li>• OraQuick (slides # 24-30)</li> <li>• Uni-Gold (slides # 31-36)</li> </ul>
 <p><i>Customization</i> <i>Notes</i></p>	<p>If your country uses tests not included in this material, you may still model after the teaching methodology here to teach those tests. Pay attention to:</p> <ul style="list-style-type: none"> <li>• The sequence of instructional events</li> <li>• How test demonstration is conducted</li> <li>• How hands-on practice is conducted (including specimens provided for the practice)</li> <li>• How video is presented</li> </ul>
<p><b>4</b></p>	<p><b><u>Capillus</u></b></p> <p>INFORM the participants that the next few slides address the test procedure for Capillus.</p>
<p><b>5</b></p>	<p><b><u>Capillus: Getting Ready</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <ul style="list-style-type: none"> <li>• Use a permanent marker to label test with client's ID</li> </ul>
<p><b>6</b></p>	<p><b><u>Capillus: Reagent Preparation</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>Add the following information for Step 4:</p> <ul style="list-style-type: none"> <li>• It is important to gently mix reagent.</li> <li>• Vigorously shaking will result in air bubbles, which make it difficult to dispense the correct amount in the next step.</li> </ul>

Slide Number	Teaching Points
7	<p><b><u>Capillus: Collecting Specimen</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>ADD the following points:</p> <ul style="list-style-type: none"> <li>• The pre-calibrated pipette is included with the kit.</li> <li>• The pipette is set to collect 10µl.</li> </ul>
8	<p><b><u>Capillus: Applying Specimen to Test Slide</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p>
9	<p><b><u>Capillus: Getting Results</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>ADD the following information for Step 11:</p> <ul style="list-style-type: none"> <li>• If a timer is not available, use your watch or clock on the wall to monitor the time.</li> <li>• It is a good practice to write down the starting time or projected end time to help you keep track of time.</li> </ul> <p>ADD the following information for Step 12:</p> <ul style="list-style-type: none"> <li>• In addition to test results, the tester should also record on appropriate forms the following information: <ul style="list-style-type: none"> <li>○ The test date</li> <li>○ Client identification</li> <li>○ Name of the person performing the test</li> <li>○ The name of the test</li> <li>○ The expiration date</li> <li>○ Test lot number</li> <li>○ Control lot number</li> </ul> </li> </ul>
10	<p><b><u>Capillus: Test Interpretation</u></b></p> <p>REMIND the participants how to read the Capillus results.</p> <ul style="list-style-type: none"> <li>• There are two possible test results, reactive or non-reactive.</li> <li>• Capillus does not have an internal control line.</li> </ul>
11	<p><b><u>Determine</u></b></p> <p>INFORM the participants that the next few slides address the test procedure for Determine.</p>

Slide Number	Teaching Points
12	<p><b><u>Determine: Reagent Preparation</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <ul style="list-style-type: none"> <li>• Remember to have on hand the chase buffer because it is not included in the kit.</li> <li>• When tearing off one test strip it is easier if you bend the unopened strip back and forth, then tear the strip away from the others.</li> <li>• Once the test strip is opened, do not touch the testing area.</li> </ul>
13	<p><b><u>Determine: Collecting Specimen</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p>
14	<p><b><u>Determine: Applying Specimen and Buffer to Test Strip</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>ADD the following information for Step 7:</p> <ul style="list-style-type: none"> <li>• Check to see that the sample is moving along the test strip – this will take a moment.</li> <li>• If not, add one more drop of buffer to the strip.</li> <li>• But, do not waste buffer.</li> </ul>
15	<p><b><u>Determine: Getting Results</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>ADD the following information for Step 8:</p> <ul style="list-style-type: none"> <li>• If a timer is not available, use your watch or clock on the wall to monitor the time.</li> <li>• It is a good practice to write down the starting time or projected end time to help you keep track of time.</li> </ul> <p>ADD the following information for Step 9:</p> <ul style="list-style-type: none"> <li>• In addition to test results, the tester should also record on appropriate forms the following information: <ul style="list-style-type: none"> <li>○ The test date</li> <li>○ Client identification</li> <li>○ Name of the person performing the test</li> <li>○ The name of test</li> <li>○ The expiration date</li> <li>○ Test lot number</li> <li>○ Control lot number</li> </ul> </li> </ul>

Slide Number	Teaching Points
16	<p><b><u>Determine: Test Interpretation</u></b></p> <p>REMIND the participants how to read the Determine results.</p> <ul style="list-style-type: none"> <li>• There are three possible test results: reactive, non-reactive, and invalid.</li> <li>• Any visible line in the patient/client window should be read as reactive, when the control line is also visible.</li> <li>• Note: A shadow may be seen, but this is not to be understood as reactive specimen. You must see a visible colored line for the specimen to be interpreted as reactive.</li> </ul>
17	<p><b><u>Hema-Strip</u></b></p> <p>INFORM the participants that the next few slides address the test procedure for Hema-Strip.</p>
18	<p><b><u>Hema-Strip: Getting Ready</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p>
19	<p><b><u>Hema-Strip: Collecting Specimen</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>ENSURE participants understand that either blood from a finger prick or serum from a vial is used, but <u>not both</u>.</p>
20	<p><b><u>Hema-Strip: Buffer Preparation</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>ADD the following information to Step 5:</p> <ul style="list-style-type: none"> <li>• The buffer vial should be placed in such a way that the foil side is facing up.</li> </ul>
21	<p><b><u>Hema-Strip: Applying Specimen and Buffer to Test Strip</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p>

Slide Number	Teaching Points
22	<p><b><u>Hema-Strip: Getting Results</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>ADD the following information for Step 8:</p> <ul style="list-style-type: none"> <li>• If a timer is not available, use your watch or clock on the wall to monitor the time.</li> <li>• It is a good practice to write down the starting time or projected end time to help you keep track of time.</li> </ul> <p>ADD the following information for Step 9:</p> <ul style="list-style-type: none"> <li>• In addition to test results, the tester should also record on appropriate forms the following information: <ul style="list-style-type: none"> <li>○ The test date</li> <li>○ Client identification</li> <li>○ Name of the person performing the test</li> <li>○ The name of test</li> <li>○ The expiration date</li> <li>○ Test lot number</li> <li>○ Control lot number</li> </ul> </li> </ul>
23	<p><b><u>Hema-Strip: Test Interpretation</u></b></p> <p>REMIND the participants how to read the Hema-Strip results.</p> <ul style="list-style-type: none"> <li>• There are three possible test results: reactive, non-reactive, and invalid.</li> <li>• Any visible line in the patient/client window should be read as reactive, when the control line is also visible.</li> </ul>
24	<p><b><u>OraQuick</u></b></p> <p>INFORM the participants that the next few slides address the test procedure for OraQuick.</p>
25	<p><b><u>OraQuick: Getting Ready</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>REMIND participants to have on hand the blue stand that is included in the kit.</p> <ul style="list-style-type: none"> <li>• To prevent contamination, leave the testing device in its pouch, until needed</li> <li>• Do not touch the flat pad</li> <li>• Carefully place the vial in the stand. Do not snap the vial in the stand as splashing may occur.</li> </ul>

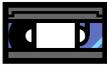
Slide Number	Teaching Points
26	<p><b><u>OraQuick: Collecting Specimen (Blood or Oral Fluids)</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>REMIND participants to discard the loop in a bio-hazard container.</p>
27	<p><b><u>OraQuick: Transferring Specimen (Blood Only)</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>EMPHASIZE this step is for blood specimens only. Oral fluids do not need this step.</p>
28	<p><b><u>OraQuick: Inserting Test Device Into Buffer Vial</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <ul style="list-style-type: none"> <li>• Do not remove the device from the vial until you are done reading the results</li> </ul>
29	<p><b><u>OraQuick: Getting Results</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>ADD the following information for Step 8:</p> <ul style="list-style-type: none"> <li>• If a timer is not available, use your watch or clock on the wall to monitor the time.</li> <li>• It is a good practice to write down the starting time or projected end time to help you keep track of time.</li> </ul> <p>ADD the following information for Step 9:</p> <ul style="list-style-type: none"> <li>• In addition to test results, the tester should also record on appropriate forms the following information: <ul style="list-style-type: none"> <li>○ The test date</li> <li>○ Client identification</li> <li>○ Name of the person performing the test</li> <li>○ The name of test</li> <li>○ The expiration date</li> <li>○ Test lot number</li> <li>○ Control lot number</li> </ul> </li> </ul>

Slide Number	Teaching Points
30	<p><b><u>OraQuick: Test Interpretation</u></b></p> <p>REMIND the participants how to read the OraQuick results.</p> <ul style="list-style-type: none"> <li>• There are three possible test results: reactive, non-reactive, and invalid.</li> <li>• Any visible line within the triangle of the Test(client) area should be read as reactive, when the control line is also visible within the C triangle.</li> </ul>
31	<p><b><u>Uni-Gold</u></b></p> <p>INFORM the participants that the next few slides address the test procedure for Uni-Gold.</p>
32	<p><b><u>Uni-Gold: Getting Ready</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>ADD the following information to Step 1:</p> <ul style="list-style-type: none"> <li>• The plastic pipette is included in the kit.</li> </ul>
33	<p><b><u>Uni-Gold: Collecting Specimen</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>ENSURE participants understand that either blood from a finger prick or serum from a vial is used, but <u>not both</u>.</p>
34	<p><b><u>Uni-Gold: Adding Specimen and Reagent to Test Device</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <ul style="list-style-type: none"> <li>• Check to ensure the sample immediately moves along the test device.</li> <li>• If not, add one more drop of buffer.</li> </ul>

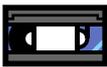
Slide Number	Teaching Points
35	<p><b><u>Uni-Gold: Getting Results</u></b></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>ADD the following information for Step 6:</p> <ul style="list-style-type: none"> <li>• If a timer is not available, use your watch or clock on the wall to monitor the time.</li> <li>• It is a good practice to write down the starting time or projected end time to help you keep track of time.</li> </ul> <p>ADD the following information for Step 7:</p> <ul style="list-style-type: none"> <li>• In addition to test results, the tester should also record on appropriate forms the following information: <ul style="list-style-type: none"> <li>○ The test date</li> <li>○ Client identification</li> <li>○ Name of the person performing the test</li> <li>○ The name of test</li> <li>○ The expiration date</li> <li>○ Test lot number</li> <li>○ Control lot number</li> </ul> </li> </ul>
36	<p><b><u>Uni-Gold: Test Interpretation</u></b></p> <p>REMIND the participants how to read the Uni-Gold results.</p> <ul style="list-style-type: none"> <li>• There are three possible test results: reactive, non-reactive, and invalid.</li> <li>• Any visible line in the patient/client window should be read as reactive, when the control line is also visible.</li> </ul>
<b>Logistics Notes</b>	Show the following 2 slides before moving participants out of the dry room.
37	<p><b><u>Activity: Workspace Setup</u></b></p> <p>INFORM all participants that they are going to setup their own Workspaces in the practical room where the lab session will be conducted.</p> <p>READ the instructions on the slide.</p>
38	<p><b><u>Hands-On Practice: Individual Tests</u></b></p> <p>EXPLAIN the instructions for hands-on practice session.</p> <p>EMPHASIZE that participants should not discard their test devices until the instructor has checked them.</p>

Slide Number	Teaching Points
<b>Workspace setup (Room B)</b>	
<b>Activity</b> <b>10 minutes</b>	ASK participants to move to Room B (the practical room). After Workspaces have been set up: <ul style="list-style-type: none"> <li>• DIVIDE the participants into two groups: Group I and Group II.</li> <li>• ASK Group I to stay in the practical room for demo and practice while Group II goes back to the dry room for video presentation.</li> </ul>
<b>Logistics Notes</b>	Group I (demo and practice) and Group II (video) activities happen concurrently. After 1 hour 15 minutes, switch the groups so that Group I will move to the dry room to watch the video while Group II will move to the practical room for demo and practice.
<b>Concurrent Session: Demo and Practice (Room B)</b>	
 <i>TIPS</i>	To facilitate retention, follow the sequence below for the demo and practice session: <ul style="list-style-type: none"> <li>• Instructor demonstration (Test 1)</li> <li>• Participant practice (Test1)</li> <li>• Instructor demonstration (Test 2)</li> <li>• Participant practice (Test 2)</li> <li>• Instructor demonstration (Test 3)</li> <li>• Participant practice (Test 3)</li> </ul> To save time, after instructor's demonstration of one test, participants can start their hands-on practice during the incubation time of the instructor's test. Therefore, each set of demo and practice should take 20-25 minutes. The total time for the demo-and-practice session will be no more than 75 minutes.
<b>Demonstration</b> <b>15 minutes/test</b>	DEMONSTRATE the procedure for _____ (test 1) using specimens labelled as positive and negative. ASK participants to gather around you while you demonstrate.

Slide Number	Teaching Points
 <p>TIPS</p>	<p>When demonstrating,</p> <ul style="list-style-type: none"> <li>• Commit to memory each step in the testing procedure and relevant notes</li> <li>• Have one-pager handy for easy reference</li> <li>• Show each step slowly and methodically</li> <li>• Talk out loud as you perform, but keep your explanation brief and clear</li> <li>• If you repeat the procedure, make sure each time you do exactly the same thing so you don't confuse the participants</li> <li>• Point out commonly made mistakes during incubation time</li> <li>• Allow time for Q &amp;A</li> </ul>
<p><b>Practice</b> <b>15 minutes/test</b></p>	<p>ASK participants to pull out of their manual the one-page job aids for easy reference during the practice session. (Note: There will not be enough room on tabletop for supplies and binder.)</p> <p>REMIND participants of the instructions for the hands-on practice.</p>
 <p>TIPS</p>	<p>INFORM participants that:</p> <ul style="list-style-type: none"> <li>• If timers are not available, the clock on the wall is for their use during testing practice.</li> <li>• They should feel free to raise their hands if they need anything or have a question.</li> <li>• They should record results using worksheet provided.</li> </ul> <p>MONITOR participant performance during the practice.</p> <ul style="list-style-type: none"> <li>• Provide as much personal attention and assistance as possible.</li> <li>• Make sure participants are following the right procedures.</li> </ul>
<p><b>Logistics Notes</b></p>	<p>After one round of demonstration and practice (for one test), repeat the same process for test 2 and test 3.</p>

Slide Number	Teaching Points														
<b>Concurrent Session: Video Presentation and Discussion (Room A)</b>															
 <p><i>Customization</i></p> <p><i>Notes</i></p> <p><b>39-44</b></p>	<p>This video includes segments for 6 tests. Show the video segments and slides for <u>relevant tests</u> only. Use the video counter below to help you cue up the right segment.</p> <table border="1" data-bbox="555 425 1181 929"> <thead> <tr> <th>Videotape Section</th> <th>Counter Reading</th> </tr> </thead> <tbody> <tr> <td>Capillus</td> <td>14:35</td> </tr> <tr> <td>Determine</td> <td>20:25</td> </tr> <tr> <td>Hema-Strip</td> <td>25:33</td> </tr> <tr> <td>OraQuick</td> <td>30:35</td> </tr> <tr> <td>Uni-Gold</td> <td>36:55</td> </tr> <tr> <td>Virocheck</td> <td>41:07</td> </tr> </tbody> </table>	Videotape Section	Counter Reading	Capillus	14:35	Determine	20:25	Hema-Strip	25:33	OraQuick	30:35	Uni-Gold	36:55	Virocheck	41:07
Videotape Section	Counter Reading														
Capillus	14:35														
Determine	20:25														
Hema-Strip	25:33														
OraQuick	30:35														
Uni-Gold	36:55														
Virocheck	41:07														
 <p><i>TIPS</i></p>	<p>Show the video <u>one segment at a time</u>. Never show the video segments all at once without discussing in between.</p> <p>Use the relevant slide both before <u>and</u> after each segment. The slide serves the following purposes:</p> <ul style="list-style-type: none"> <li>• Before the video, it directs participants' attention to the key messages in the video.</li> <li>• After the video, you can use the questions on the slide to review key learning points.</li> </ul>														
<p><b>40</b></p>  <p><i>Video</i></p>	<p><b><u>Video: Capillus</u></b></p> <p>FOLLOW the procedure for showing the video segment.</p> <p>INFORM participants that they are going to watch a video about (Test Name).</p> <p>POINT OUT the questions on the slide, which you expect them to answer at the end of the video segment.</p> <p>ENCOURAGE participants to take notes while watching the video.</p> <p>PLAY the video.</p> <p>ANSWER any questions participants have.</p> <p>DEBRIEF by asking participants to answer the questions on the slide.</p>														

Slide Number	Teaching Points
<p>41</p>  <p><i>Video</i></p>	<p><b><u>Video: Determine</u></b></p> <p>FOLLOW the standard procedure (see above) for showing the video segment.</p>
<p>42</p>  <p><i>Video</i></p>	<p><b><u>Video: Hema-Strip</u></b></p> <p>FOLLOW the standard procedure (see above) for showing the video segment.</p>
<p>43</p>  <p><i>Video</i></p>	<p><b><u>Video: OraQuick</u></b></p> <p>FOLLOW the standard procedure (see above) for showing the video segment.</p>
<p>44</p>  <p><i>Video</i></p>	<p><b><u>Video: Uni-Gold</u></b></p> <p>FOLLOW the standard procedure (see above) for showing the video segment.</p>
<p><b>End of Concurrent Session</b></p>	

Slide Number	Teaching Points				
<b>Multiple HIV tests video and slide presentation (Room A)</b>					
 <p><i>Customization Notes</i> 45</p>	<p>Depending on the in-country testing algorithm and tests used, the video segment “Multiple HIV Tests” may not apply. However, it provides a good model for you to modify the content with in-country examples. If you choose not to show this video segment, make sure you cover your discussion with all the key points from the video.</p>				
 <p><i>Video</i> 45</p>	<p><b><u>Video: Multiple HIV Tests</u></b></p> <p>FOLLOW the standard procedure for showing video. DISPLAY the slide before <u>and</u> after the video.</p> <table border="1" data-bbox="555 689 1184 862"> <thead> <tr> <th data-bbox="555 689 938 795">Videotape Section</th> <th data-bbox="938 689 1184 795">Counter Reading</th> </tr> </thead> <tbody> <tr> <td data-bbox="555 795 938 862">Multiple HIV Tests</td> <td data-bbox="938 795 1184 862">45:30</td> </tr> </tbody> </table> <p>REFRESH participants’ memory of the in-country testing algorithm.</p> <p>FACILITATE a discussion of the procedures for performing the specific in-country multi-test algorithm. Discussion questions may include:</p> <ul style="list-style-type: none"> <li>• What preparation work is required?</li> <li>• How should you set up the testing area?</li> <li>• Which test should you do first? Why?</li> <li>• How should you set the timer for individual tests? For multiple tests?</li> </ul>	Videotape Section	Counter Reading	Multiple HIV Tests	45:30
Videotape Section	Counter Reading				
Multiple HIV Tests	45:30				
 <p><i>Customization Notes</i> 46-48</p>	<p>Customize slides #46-48 by:</p> <ul style="list-style-type: none"> <li>▪ Displaying your country’s approved algorithm in slide #46.</li> <li>▪ Deleting slide #48 if your country uses a parallel algorithm.</li> <li>▪ Deleting slide #47 if your country uses a serial algorithm.</li> </ul>				
<p>46</p>	<p><b><u>Country Algorithm</u></b></p> <p>REVIEW the country’s algorithm.</p>				
<p>47</p>	<p><b><u>Possible Outcomes in a Parallel Algorithm</u></b></p> <p>REFER participants to the Possible Outcomes handout in their manual.</p> <p>ASK them to take it out of the manual for easy reference during the next practice.</p> <p>REVIEW the slide with the participants.</p>				

Slide Number	Teaching Points
48	<p><b><u>Hands-On Practice: Multi-Test Algorithm</u></b></p> <p>INFORM participants of the next activity.</p> <p>EXPLAIN the hands-on practice:</p> <ul style="list-style-type: none"> <li>• Participants will conduct tests simultaneously following the testing algorithm.</li> <li>• Participants will do this 5 times, each time using the designated blind specimen.</li> <li>• Participants will record individual test results and determine the HIV status of each specimen.</li> </ul>
49	<p><b><u>Hands-On Practice: Multi-Test Algorithm (Cont'd)</u></b></p> <p>READ the instructions on the slide.</p> <p>INFORM participants that they will now move to the practical room for the demo and practice of multi-test algorithm.</p>
<b>Logistics Notes</b>	<p>After showing the <b><i>Multiple HIV Tests</i></b> video and slides 45-48, move the participants to the practical room for the demo and hands-on practice session.</p>
<b>Multiple HIV test hands-on practice session (Room B)</b>	
<p><b>Practice</b></p> <p><b>2 hours</b></p>	<p>INFORM participants that:</p> <ul style="list-style-type: none"> <li>• If timers are not available, the clock on the wall is for their use during testing practice.</li> <li>• They should feel free to raise their hands if they need anything or have a question.</li> </ul> <p>MONITOR participant performance during the practice.</p> <ul style="list-style-type: none"> <li>• Provide as much personal attention and assistance as possible.</li> <li>• Make sure participants are following the right procedures.</li> </ul>
15 minutes	<p>DEBRIEF the practice by:</p> <ul style="list-style-type: none"> <li>• Discussing the results</li> <li>• Pointing out the commonly-made mistakes you have observed during the practice session</li> <li>• Asking participants to share their experience and key learning from the practice</li> <li>• Answering any questions participants might have</li> </ul>

Slide Number	Teaching Points
50	<p><b><u>Summary</u></b></p> <p>ASK participants to answer the questions on the slide.</p> <p>ANSWER any questions participants may have.</p> <p>IDENTIFY participants who will be in the optional hands-on session.</p>