



MINISTRY OF HEALTH

INSTRUCTION MANUAL FOR TRAINING
ON **SEXUALLY TRANSMITTED
INFECTIONS (STI) AND REPRODUCTIVE
TRACT INFECTIONS (RTI) CASE
MANAGEMENT**



2010

Preface

In order to improve the quality of STI/RTI care and treatment in Cambodia, the National Center for HIV/AIDS, Dermatology and STIs in close collaboration with other health institutions and non-governmental organizations (NGOs) has reviewed and revised the existing national guidelines on STI/RTI case management. They are updated to respond to the current situation of STI/RTI care and treatment service based on laboratory approach. These guidelines are to be used as a device to improve and broaden the knowledge and skill of health care providers who are working in STI/RTI care and treatment in order to improve the quality of health care services in Cambodia.

The Ministry of Health endorses this instruction manual for training on STI/RTI care and treatment as an important tool to build the capacity of health care providers.

Phnom Penh,09th March....., 2010


Minister of Health 
Prof. ENG HUOT
SECRETARY OF STATE

Acknowledgement

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I would like to take this opportunity to thank all members of STI/RTI Technical Working Group and all health development partners who dedicated their time and their physical and intellectual effort toward development these both documents. If not for your very hard work, these documents could not have been produced.

Phnom Penh,05th March.....,2010



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Dr. MEAN CHHI VUN

Module 1: Basic of Sexually Transmitted Infection (STIs) and Reproductive Tract Infections (RTIs)

OBJECTIVES

At the end of this module, participants will be able to:

1. identify how STIs/RTIs are transmitted and the factors that influence transmission
2. explain:
 - a. the extent STIs and RTIs, especially the prevalence among target groups in Cambodia
 - b. the serious complications that can arise from untreated STI and the prevention of STI/RTI
 - c. ways in which STIs are linked with the spread of HIV
 - d. why the control of STI is so difficult, and what must be done to improve our capacity for control.

Time to complete the module: 3 hours

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	<u>Question & Answers:</u> What are STI/RTIs? <u>Game:</u> How STI are transmitted?	4-10 11-15	20 mins 35 mins
3.	<u>Lecture:</u> The extend of STIs in the world and in Cambodia	16-18	15 mins
4.	<u>Group discussion:</u> What are complications of STI/RTIs?	19-22	30 mins
5.	<u>Game:</u> Linkage of STIs to the spread of HIV infection	23-27	35 mins
6.	<u>Group discussion:</u> The prevention and control of STI/RTIs?	28-39	30 mins
7.	Summary		10 mins

METHODOLOGY

Briefing on objectives of the module: 5 minutes

- Present slide No. 2 to the participants.
- Explain about the two main objectives of module 1.

Questions and answers: *What are STI/RTIs?* 20 minutes

- Present the question above.
- Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
- Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
- Discuss on each answer with participants and add more answers if necessary.
- Present slides 4-10 and explain to the participants about the meaning of STIs and RTIs.
- Ask the participants if they have any question. Explain or clarify again if needed.

Game: *How STIs are transmitted?* 35 minutes

- Cut the paper (size A4) into 4 pieces. The total number of paper pieces is equal to the number of participants playing the game.
- Divide the total number of paper pieces into two parts. Keep the first part in blank without writing anything in. Write a symptom or kind of STI/RTIs in each paper piece of the second part. We can use the printing pictures of STI/RTIs instead of writing down.
- Fold or roll up each paper piece and put in a box. Ask each participant to pick up one piece of paper at random and keep it in confidential without anyone knew if it is blank piece or not.
- Cut other paper (size A4) into 4 pieces. The total number of paper pieces is equal to the number of participants playing the game.
- Divide the total number of paper pieces into two parts. Keep the first part in blank without writing anything in. Write a word "USING CONDOM" in each paper piece of the second part. We can use the printing picture of condom instead of writing down.
- Fold or roll up each paper piece and put in a box. Ask each participant to pick up one piece of paper at random and keep it in confidential without anyone knew if it is blank piece or not.

NB:

The facilitators should prepare all pieces of paper before playing this game, and explain clearly to the participants on how to play the game.

- Ask each participant to get a partner with another participant as he/she prefer to.
- Each couple open the folded piece of paper that they got and present their status. They may be not STI/RTI infected or infected, and they may use condom or not with their partner.
- The facilitators conduct the discussion with the participants about the status of each couple if they are STI/RTI infected or not, and why they get STI/RTI based on the use of condom or not as well as their risk behaviours.

- Present prepared the slides 11-15 to the participants.
- At the end of presentation, ask the participants whether they have any questions related to STI/RTI transmission and its prevention methods.

Lectures: *The extent of STIs in the world and in Cambodia* **15 minutes**

- Present prepared slides to the participants:
 - Slides 16 : *Estimated prevalence of curable STIs among adults in the world, 1999*
 - Slides 17 : *Comparison of STI prevalence among female sex workers (FSWs) in Cambodia, by survey 2000 and 2005.*
 - Slides 18 : *Comparison of STI prevalence among polices in Cambodia, by survey 2000 and 2005.*
 - Slides 17 : *Comparison of STI prevalence among men who have sex with men (MSM) in Cambodia, 2005.*
- At the end of the lecture, ask the participants whether they have any questions related to the extent of STIs in the world and in Cambodia

Group discussion: *What are the complications of STIs/RTIs?* **30 minutes**

- Divide the participants into small groups consist 4-5 peoples in each group. Each group should select a facilitator, a reporter to take notes and give the presentation on output of group discussion.
- Provide a question to discuss: “What are the complications of STIs/RTIs?”
- Members of each group share their own ideas and experiences and the reporter writes down the main idea on wall-paper for the presentation (10 mn.)
- Group presentation with questions for clarification and comments.
- Present slides 19-22 to the participants and explain what are the complications of STIs/RTIs
- At the end of presentation, ask the participants if they have more questions. Explain or clarify again if needed.

Game: *Linkage of STIs to the spread of HIV infection.* **35 minutes**

- Divide the participants into small groups consist 4-5 peoples in each group. Each group should select a reporter to take notes and give the presentation on output of group discussion.
- Cut the paper (size A4) into 2 pieces. Use 5 pieces of paper to write down: **STI, HIV, Impaired immunity, Co-factor HIV, and Unprotected sexual intercourse.**
- Use other 5 pieces of paper to draw a bold arrow in each piece.
- Discuss in the group and use the 5 arrows to make linkage of all 5 pieces of paper in appropriate order in the meaning of STI and HIV interrelationship.
- Group presentation with questions for clarification and comments.
- Present slides 23-27 to the participants and explain what are the complications of STIs/RTIs
- At the end of presentation, ask the participants if they have more questions. Explain or clarify again if needed.

Module 2: Clinical & Laboratory Examination Skill

OBJECTIVES

At the end of this module, participants will be able to:

3. Explain the aim of history taking
4. Describe the communication skills and how to gathering information
5. Describe the professional behavior during a clinical examination
6. Define how to make the physical examination and how to collect the specimens from men & women
7. Perform the using standard Medical history & STI/RTI Laboratory Bulletin
8. Describe the common STI/RTI Syndromes



Time to complete the module: 2 hours and 30 minutes.

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	<u>Brainstorming</u> : Aims of history-taking and examination	3	5 mins
3.	<u>Brainstorming</u> : Communication Skill	4-10	25 mins
4.	<u>Small group discussion</u> : Gathering STI/RTI Information	11-21	60 mins
6.	<u>Group discussion</u> : Professional behavior and good examination practice	23-26	25 mins
6.	<u>Demonstration</u> : Physical examination	27-50	50 mins
7.	<u>Demonstration</u> : Collection of specimen	52-59	50 mins
8.	<u>Demonstration</u> : Using of SMH & STI/RTI lab bulletin	60	75 mins
9.	<u>Brainstorming</u> : Common STI/RTI syndromes	61-63	25 mins
7.	Summary		5 mins

METHODOLOGY

Briefing on objectives of the module: **5 minutes**

-  Present slide No. 2 to the participants.
-  Explain about the two main objectives of module 2.

Brainstorming : *What are aims of history-taking and examination?* **5 minutes**

- Present the question above.
- Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
- Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
- Discuss on each answer with participants and add more answers if necessary.
- Present slides No. 3 and explain to the participants about the aims of history-taking and examination.
- Ask the participants if they have any question. Explain or clarify again if needed.

Brainstorming : *How to greet and ask the patient?* **25 minutes**

- Present the question above.
- Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
- Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
- Discuss on each answer with participants and add more answers if necessary.
- Present slides No. 4-10 and explain to the participants how to greet and ask the patients warmly.
- Ask the participants if they have any question. Explain or clarify again if needed.

Small group discussion: *What is STI/RTI information to be gathered?* **60 minutes**

- Divide the participants into small groups consist 4-5 peoples in each group. Each group should select a facilitator, a reporter to take notes and give the presentation on output of group discussion.
- Provide a question to discuss: “*What is STI/RTI information to be gathered?*”
- Members of each group share their own ideas and experiences and the reporter writes down the main idea on wall-paper for the presentation (10 mn.)
- Group presentation with questions for clarification and comments.
- Present slides 11-21 to the participants and explain what is STI/RTI information to be gathered during history-taking.
- At the end of presentation, ask the participants if they have more questions. Explain or clarify again if needed.

Group discussion : *How to perform good professional behavior and examination practice during clinical examination?* **25 minutes**

- Present the question above.
- Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
- Write down answers on the whiteboard or wallpaper. Do not rewrite any answer

that is overlapped with others or has the same meaning as the previous answers.

- Discuss on each answer with participants and add more answers if necessary.
- Present slides No. 23-26 and explain to the participants how to greet and ask the patients warmly.
- Ask the participants if they have any question. Explain or clarify again if needed.

Demonstration : *Physical examination for female and male patients* 50 minutes

- The trainer uses presentation slides No. 27-50 to show the manner to examine the patients and at the same time, he/she should use the mannequins if available, to demonstrate how to perform the clinical examination for female and male patients.
- The participants observe the demonstration and take note to give feedback after performance.
 - The scenario should start from female patient's examination and then, male patient's examination.
 - External examination and then, vaginal and anal examination.
- After that, the participants should give their own feedback on what they notified during demonstration.
- Summary the procedure of physical examination for female and male patients.
- Ask the participants if they have any question. Explain or clarify again if needed.

Demonstration : *Collection of specimens for female and male patients* 50 minutes

- The trainer uses presentation slides No. 52-59 to show the manner to collect the specimen from veins, urethra, vagina, endocervix and ano-rectum and at the same time, he/she should use the mannequins if available, to demonstrate how to perform the collection of specimens for female and male patients.
- The participants observe the demonstration and take note to give feedback after performance.
 - The scenario should start from veins, urethra, vagina, endocervix and finally, ano-rectum.
- After that, the participants should give their own feedback on what they notified during demonstration.
- Summary the procedure of collection of specimen for female and male patients.
- Ask the participants if they have any question. Explain or clarify again if needed.

Demonstration : *How to fill the Standard Medical History (SMH), STI/RTI clinical and lab registers, and other bulletins?* 75 minutes

- Distribute the three formats of SMH to all participants.
- The trainer uses STI/RTI clinical and lab registers, SMH, lab bulletins, referral bulletins and health check up card to show about the manner to fill them correctly based on the information provided by the patients.
- The participants observe the demonstration and take note to give feedback after performance.
- After that, the participants should give their own feedback on what they notified during demonstration.
- Summary the procedure of filling all formats related to STI/RTI case management.
- Ask the participants if they have any question. Explain or clarify again if needed.

Brainstorming : *What are common STI/RTI syndromes in Cambodia?* 25 minutes

- Present the question above.
- Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
- Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
- Discuss on each answer with participants and add more answers if necessary.
- Present slides No. 61-63 and explain to the participants about the common STI/RTI syndromes in Cambodia.
- Ask the participants if they have any question. Explain or clarify again if needed.

Summary of the module: 5 minutes

- Encourage each participant to summary what he/she have gained after the module 2 finished.
- The facilitators listen carefully to the participants in order to assess their knowledge on STI/RTI clinical and lab examination skill.



Module 3.1:

DIAGNOSIS AND TREATMENT OF STI/RTI Urethral Discharge

OBJECTIVES

At the end of this module, participants will be able to:

1. Use the flowcharts of urethral discharge
2. List the etiologic agents of urethritis
3. Describe the clinical manifestations and sequelae of urethritis
4. State the clinical and laboratory criteria for the diagnosis of urethritis.
5. Summarize the clinical management of patients with urethral discharge including diagnosis, and treatment.

Time to complete the module: 1 hour

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	<u>Lecture</u> : How to use the flowcharts for urethral discharge?	4-7	15mins
3.	<u>Brainstorming</u> : What are the most common clinical symptoms and signs of urethritis ?	8-18	25 mins
4.	<u>Question and answer</u> : How do you manage the urethral discharge?	19-21	15mins
5.	Summary		5 mins

METHODOLOGY

Briefing:

- Present slide No. 2 to the participants
- Explain about the three objectives of module 3.1 (urethral discharge)

Lecture:

- Present prepared slides to the participants
 - Slides 4-7: How do you use the flowcharts for urethral discharge?

- At the end of the lecture, ask the participants whether they have any questions related to urethral discharge.

Brainstorming:

- Ask the question to participant: What are the most common clinical symptoms and signs of urethritis? What tests are there for urethritis?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 8-18).
- At the end of the lecture, ask the participants whether they have any questions related to management of urethral discharge.

Question and answer:

- Present prepared slides to the participants:
 - Slides 19 -21: How to you manage the urethral discharge?
- Motivate participant to reply the answer
- Write down all the words on the white board
- Review the answer that participants said and then show the slides.
- At the end of the presentation, ask the participants whether they have any questions related to management of urethral discharge.

Summary:

- Encourage each participant to summary what he/she have gained after the studied of this session.
- The facilitator listens carefully to the participants in order to assess their knowledge on diagnosis and treatment of urethral discharge.

Module 3.2:

DIAGNOSIS AND TREATMENT OF STI/RTI Genital Ulcer

OBJECTIVES

At the end of this module, participants will be able to:

1. Use the flowcharts of genital ulcer
2. List the etiologic agents of genital ulcer
3. Describe the clinical manifestations and sequelae of genital ulcer
4. State the clinical and laboratory criteria for the diagnosis of syphilis, chancroid and herpes.
5. Summarize the clinical management of patients with syphilis, chancroid, herpes including diagnosis, and treatment.

Time to complete the module: 2 hour

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1:	Briefing on objectives of the module	02	5 mins
2:	<u>Brainstorming:</u> What disease provokes the genital ulcer?	4-5	10 mins
3:	<u>Lecture:</u> How to use the flowcharts for genital ulcer?	6-7	10mins
4.	<u>Question and answer:</u> How do you manage the genital ulcer?	8-17	20mins
5.	<u>Brainstorming:</u> a. What are the most common clinical symptoms and signs of syphilis?	18-32	20 mins
	b. What tests are there for syphilis?	33-43	20 mins
6.	<u>Brainstorming:</u> a. What are the most common clinical symptoms and signs of chancroid?	44-46	10 mins
	b. What tests are there for chancroid?	47-48	10 mins
7.	<u>Brainstorming:</u> a. What are the most common clinical symptoms and signs of genital herpes?	49-56	15 mins

METHODOLOGY

Briefing:

- Present slide No. 2 to the participants
- Explain about the three objectives of module 3.2 (genital ulcer)

Brainstorming:

- Ask the question to participant: What disease provokes the genital ulcer?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 4-5).
- At the end of the lecture, ask the participants whether they have any questions related to genital ulcer.

Lecture:

- Present prepared slides to the participants
 - Slides 6-7: How do you use the flowchart for genital ulcer?
- At the end of the lecture, ask the participants whether they have any questions related to genital ulcer.

Question and answer:

- Present prepared slides to the participants:
 - Slides 8 -17: How to you manage the genital ulcer?
- Motivate participant to reply the answer
- Write down all the words on the white board
- Review the answer that participants said and then show the slides.
- At the end of the presentation, ask the participants whether they have any questions related to management of genital ulcer.

Brainstorming

- Present prepared slides to the participants
 - slides 18 : Syphilis
- Ask the question to participant: What are the most common clinical symptoms and signs of syphilis? What tests are there for syphilis?
- Motivate participant to reply the answer

- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 19-43).
- At the end of the lecture, ask the participants whether they have any questions related to management of genital ulcer.

Brainstorming

- Present prepared slides to the participants
 - slides 44 : Chancroid
- Ask the question to participant: What are the most common clinical symptoms and signs of chancroid?
- Motivate participant to reply the answer
- Write down all the words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 45-48).
- At the end of the lecture, ask the participants whether they have any questions related to chancroid.

Brainstorming

- Present prepared slides to the participants
 - slides 49 : Herpes
- Ask the question to participant: What are the most common clinical symptoms and signs of herpes?
- Motivate participant to reply the answer
- Write down all the words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 49-56).
- At the end of the lecture, ask the participants whether they have any questions related to herpes.

Summary:

- Encourage each participant to summary what he/she have gained after the studied of this session.
- The facilitator listens carefully to the participants in order to assess their knowledge on diagnosis and treatment of genital ulcer.

Module 3.3:

DIAGNOSIS AND TREATMENT OF STI/RTI

Vaginal Discharge

OBJECTIVES

At the end of this module, participants will be able to:

1. Use appropriate the flowchart of vaginal discharge
2. Differentiate between normal & abnormal vaginal discharge
3. List the signs and symptoms of vaginal discharge
4. Describe about what's wrong with vaginal douching
5. Identified the efficiency treatment of vaginal discharge
6. Summarize the clinical management of patients with vaginal discharge including diagnosis, and treatment.

Time to complete the module: 2 hours

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1:	Briefing on objectives of the module	2	5 mins
2.	<u>Brainstorming:</u> What are the normal discharge and and abnormal vaginal discharge?	3-4	15 mins
3.	<u>Question and answer:</u> How to differences between vaginitis and cervicitis?	5	10 mins
4.	<u>Lecture:</u> How to use the flowcharts for vaginal discharge?	6-9	15mins
5.	<u>Question and answer:</u> How do you manage the vaginal discharge?	10-15	20mins
6.	<u>Brainstorming:</u> a. What are the most common clinical symptoms and signs of cervicitis and vaginitis?	16-36	30 mins
7.	<u>Question and answer:</u> what is vaginal douching?	37-48	15 mins

METHODOLOGY

Briefing:

4. Present slide No. 02 to the participants
5. Explain about the three objectives of module 3.3 (vaginal discharge)

Brainstorming

- Ask the question to participant: what are the normal and abnormal discharges?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 3-4).

Question and answer

- Ask the question to participant: How to differences between vaginitis and cervicitis?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 5).

Lecture

- Present prepared slides to the participants
 - Slides 6-9: How do you use the flowcharts for vaginal discharge?
- At the end of the lecture, ask the participants whether they have any questions related to the flowcharts for vaginal discharge.

Question and answer

- Ask the question to participant: How do you manage the vaginal discharge?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the

participants (slides 10-15).

Brainstorming

- Ask the question to participant: What are the most common clinical symptoms and signs of cervicitis and vaginitis? What tests are there for vaginitis and cervicitis?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 16-36).
- At the end of the lecture, ask the participants whether they have any questions related to cervicitis and vaginitis.

Question and answer

- Ask the question to participant: What is vaginal douching?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 37-48)
- At the end of the lecture, ask the participants whether they have any questions related to vaginal douching.

Summary:

- Encourage each participant to summary what he/she have gained after the studied of this session.
- The facilitator listens carefully to the participants in order to assess their knowledge on diagnosis and treatment of vaginal discharge.

Module 3.4:

DIAGNOSIS AND TREATMENT OF STI/RTI

Vaginal Discharge in Female Sex Workers

OBJECTIVES

At the end of this module, participants will be able to:

1. Use appropriate the flowchart of vaginal discharge with/without lab
2. Identify how to use the risk assessments for cervicitis
3. Define how to make the diagnosis & treatment of vaginitis
4. Define how to make the diagnosis & treatment of cervicitis
5. Summarize the clinical management of patients with vaginal discharge including diagnosis, and treatment.

Time to complete the module: 90 minutes

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1:	Briefing on objectives of the module	2	5 mins
2.	<u>Lecture</u> : How to use the flowcharts for vaginal discharge with/without laboratory?	3-12	30mins
3.	<u>Case study</u> : Four case studies	13-24	50 mins
4.	<u>Summary</u>		5 mins

METHODOLOGY

Briefing:

- ✚ Present slide No. 2 to the participants
- ✚ Explain about the three objectives of module 3.4 (vaginal discharge in female sex workers)

Lectures:

- Present prepared slides to the participants
 - Slides 3-12: How do you use the flowchart for vaginal discharge?
- At the end of the lecture, ask the participants whether they have any questions

related to the flowcharts for vaginal discharge in female sex workers.

Case study:

- Divide the participants into small groups consist 4-5 peoples in each group. Each group should select a facilitator, a reporter to take notes and give the presentation on output of group discussion.
- Show a case study one by one to participant: “case1, case2, case3, case4)
- Members of each group share their own ideas and experiences and the reporter writes down the main idea on wall-paper for the presentation (10 mn.)
- Group presentation with questions for clarification and comments.
- At the end of the presentation, ask the participants whether they have any questions related to the case study.

Summary:

- Encourage each participant to summary what he/she have gained after the studied of this session.
- The facilitator listens carefully to the participants in order to assess their knowledge on diagnosis and treatment of vaginal discharge in female sex workers.

Module 3.5:

DIAGNOSIS AND TREATMENT OF STI/RTI

Lower Abdominal Pain

OBJECTIVES

At the end of this module, participants will be able to:

1. Use appropriate the flowchart of lower abdominal pain
2. Define how to make examination women with lower abdominal pain
3. List the clinical criteria of PID
4. Define how to refer, treat and follow up the women with PID
5. Identified the efficiency treatment of PID
6. Summarize the clinical management of patients with PID including diagnosis, and treatment.

Time to complete the module: 1 hour

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1:	Briefing on objectives of the module	2	5 mins
2.	<u>Lecture:</u> How to use the flowcharts for lower abdominal pain?	4	10mins
3.	<u>Brainstorming:</u> How to make examination women with lower abdominal pain?	5	10 mins
3.	<u>Question and answer:</u> How many clinical criteria and indication? for treatment of PID?	6	10 mins
4.	<u>Lecture:</u> When to refer for hospitalization for women with PID?	7-8	15mins
5.	<u>Question and answer:</u> How do you manage the PID?	9-11	20mins
6.	Summary		5 mins

METHODOLOGY

Briefing:

- ✚ Present slide No. 2 to the participants
- ✚ Explain about the objectives of module 3.5 (Pelvic inflammatory disease)

Lecture:

- Present prepared slides to the participants
 - Slides 4: How to use the flowcharts for lower abdominal pain?
- At the end of the lecture, ask the participants whether they have any questions related to lower abdominal pain.

Brainstorming:

- Ask the question to participant: How to make examination women with lower abdominal pain?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 5).

Question and answer:

- Ask the question to participant: How many clinical criteria and indication for treatment of PID?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 6).

Lecture:

- Present prepared slides to the participants:
 - Slides 7-8: When to refer for hospitalization for women with PID?
- At the end of the lecture, ask the participants whether they have any questions related to hospitalization for women with PID.

Question and answer

- Ask the question to participant: How do you manage the PID?
- Motivate participant to reply the answer
- Write down all the words on the white board
- Review the answer that participants said and then show the slides.
- At the end of the presentation, ask the participants whether they have any questions related to management of lower abdominal pain.

Summary:

- Encourage each participant to summary what he/she have gained after the studied of this session.
- The facilitator listens carefully to the participants in order to assess their knowledge on diagnosis and treatment of lower abdominal pain.

Module 3.6:

DIAGNOSIS AND TREATMENT OF STI/RTI

Ano-rectal infections

OBJECTIVES

At the end of this module, participants will be able to:

1. Use the flowcharts of ano-rectal infections
2. List the etiologic agents of intestinal or anal-rectal infections
3. Describe the clinical manifestations of proctitis, enteritis and perianal lesion
4. State the clinical and laboratory criteria for the diagnosis of proctitis, enteritis and perianal lesion.
5. Summarize the clinical management of patients with ano-rectal infections including diagnosis, and treatment.

Time to complete the module: 1 hour

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1:	Briefing on objectives of the module	2	5 mins
2:	<u>Lecture:</u> How to use the flowcharts for ano-rectal discharge?	3-8	10mins
3.	<u>Brainstorming:</u> What are the most common clinical symptoms and signs of proctitis, enteritis and perianal lesions ?	9-12	25 mins
4.	<u>Question and answer:</u> How do you manage the ano-rectal discharge?	13-17	10mins

METHODOLOGY

Briefing:

- a. Present slide No. 2 to the participants
- b. Explain about the five objectives of module 3.6 (Ano-rectal discharge)

Lecture

- Present prepared slides to the participants
 - Slides 3-8: How do you use the flowcharts for Ano-rectal discharge?
- At the end of the lecture, ask the participants whether they have any questions related to ano-rectal discharge.

Brainstorming

- Ask the question to participant: What are the most common clinical symptoms and signs of ano-rectal infections? What tests are there for ano-rectal infections?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 9-12).
- At the end of the lecture, ask the participants whether they have any questions related to management of ano-rectal infections in MSM.

Question and answer

- Present prepared slides to the participants:
 - Slides 13 -17: How to you manage the ano-rectal discharge?
- Motivate participant to reply the answer
- Write down all the words on the white board
- Review the answer that participants said and then show the slides.
- At the end of the presentation, ask the participants whether they have any questions related to management of ano-rectal discharge.

Summary:

- Encourage each participant to summary what he/she have gained after studying of this session.
- The facilitator listens carefully to the participants in order to assess their knowledge on diagnosis and treatment of ano-genital in MSM.

Module 3.7:

DIAGNOSIS AND TREATMENT OF STI/RTI

Inguinal Bubo and Scrotal Swelling

OBJECTIVES

At the end of this module, participants will be able to:

1. Use appropriate the flowchart of inguinal bubo
2. List the signs and etiologic agents of inguinal bubo
3. Identified the efficiency treatment of inguinal bubo
4. Use appropriate the flowchart of scrotal swelling
5. Identified the efficiency treatment of scrotal swelling
6. Summarize the clinical management of patients with inguinal bubo and scrotal swelling including diagnosis, and treatment.

Time to complete the module: 2 hours

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	<u>Lecture</u> : How to use the flowcharts for inguinal bubo?	3	5mins
3.	<u>Brainstorming</u> : a. What are the most common clinical symptoms and signs of inguinal bubo?	4	10 mins
4.	<u>Question and answer</u> : How do you manage the inguinal bubo?	5-6	10mins
5.	<u>Lecture</u> : How to use the flowcharts for scrotal swelling?	7	5mins
6.	<u>Question and answer</u> : How do you manage the scrotal swelling?	8	10mins
7.	Summary		5mins

METHODOLOGY

Briefing:

1. Present slide No. 2 to the participants
2. Explain about the three objectives of module 3.7 (inguinal bubo & scrotal swelling)

Lecture

- Present prepared slides to the participants
 - slides 3 : Inguinal bubo
 - Question: How do you use the flowchart for inguinal bubo?
- At the end of the lecture, ask the participants whether they have any questions related to inguinal bubo.

Brainstorming

- Ask the question to participant: What are the most common clinical symptoms and signs of inguinal bubo ?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 4).

Question and answer

- Present prepared slides to the participants:
 - Slides 5-6: How to you manage the inguinal bubo?
- Motivate participant to reply the answer
- Write down all the words on the white board
- Review the answer that participants said and then show the slides.
- At the end of the presentation, ask the participants whether they have any questions related to management of inguinal bubo.

Lecture

- Present prepared slides to the participants
 - Slides 7: How do you use the flowchart for scrotal swelling?
- At the end of the lecture, ask the participants whether they have any questions related to inguinal bubo.

Question and answer

- Present prepared slides to the participants:
 - Slides 8 : How to you manage the scrotal swelling?
- Motivate participant to reply the answer
- Write down all the words on the white board
- Review the answer that participants said and then show the slides.
- At the end of the presentation, ask the participants whether they have any questions related to management of scrotal swelling.

Summary:

- Encourage each participant to summary what he/she have gained after the studied of this session.
- The facilitator listens carefully to the participants in order to assess their knowledge on diagnosis and treatment of inguinal bubo and scrotal swelling.

Module 3.8:

DIAGNOSIS AND TREATMENT OF STI/RTI

Noenatal Conjunctivitis

OBJECTIVES

At the end of this module, participants will be able to:

1. Describe the cause and complication of neonatal conjunctivitis
2. Use appropriate the flowchart for neonatal conjunctivitis
3. Define how to make the diagnosis, treatment & prevention of neonatal conjunctivitis



Time to complete the module: 30 minutes

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1:	Briefing on objectives of the module	2	5 mins
2.	<u>Brainstorming:</u> What causes of neonatal conjunctivitis?	3	5 mins
3.	<u>Lecture:</u> How to use the flowcharts for neonatal conjunctivitis?	4	5mins
4.	<u>Question and answer:</u> How to prevent the ophthalmia neonatorum?	5	5 mins
5.	<u>Question and answer:</u> How do you manage the neonatal conjunctivitis?	6-7	5mins
6.	Summary		5mins

METHODOLOGY

Briefing:

-  Present slide No. 2 to the participants
-  Explain about the objectives of module 3.8 (Neonatal conjunctivitis)

Brainstorming:

- Ask the question to participant: What causes of neonatal conjunctivitis?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 3).

Lecture:

- Present prepared slides to the participants
 - Slides 4 : How to use the flowcharts for Neonatal conjunctivitis?
- At the end of the lecture, ask the participants whether they have any questions related to Neonatal conjunctivitis.

Question and answer:

- Ask the question to participant: How to prevent the ophthalmia neonatorum?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 5).

Brainstorming:

- Ask the question to participant: How do you manage the neonatal conjunctivitis?
- Motivate participant to reply the answer
- Write down all the words on the white board
- Review the answer that participants said and then show the slides (6-7).
- At the end of the presentation, ask the participants whether they have any questions related to management of neonatal conjunctivitis.

Summary:

- Encourage each participant to summary what he/she have gained after the studied of this session.
- The facilitator listens carefully to the participants in order to assess their knowledge on diagnosis and treatment of Neonatal conjunctivitis.

Module 3.9:

DIAGNOSIS AND TREATMENT OF STI/RTI

Genital warts

OBJECTIVES

At the end of this module, participants will be able to:

1. Use appropriate the flowchart of genital warts
2. List the signs and symptoms of genital warts
3. Identified the efficiency treatment of genital warts
4. Summarize the clinical management of patients with genital warts including diagnosis, and treatment.

Time to complete the module: 1 hour

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	<u>Lecture</u> : How to use the flowcharts for genital warts?	3	10mins
3.	<u>Lecture</u> : How genital warts are transmitted?	4	10mins
4.	<u>Brainstorming</u> : a. What are the most common clinical symptoms and signs of genital warts?	5-6	10 mins
5.	<u>Question and answer</u> : How do you manage the genital warts?	7-11	10mins
6.	Summary		5 mins

METHODOLOGY

Briefing:

- ✚ Present slide No. 2 to the participants
- ✚ Explain about the three objectives of module 3.9 (genital warts)

Lecture:

- Present prepared slides to the participants
 - Slides 3 : How to use the flowcharts for genital warts?
- At the end of the lecture, ask the participants whether they have any questions related to flowcharts for genital warts.

Lectures

- Present prepared slides to the participants
 - Slides 4 : How genital warts are transmitted?
- At the end of the lecture, ask the participants whether they have any questions related to genital warts.

Brainstorming

- Ask the question to participant: What are the most common clinical symptoms and signs of genital warts?
- Motivate participant to reply the answer
- Write down all words on the white board
- Review the answer that participants said and then show the slides to the participants (slides 5-6).

Question and answer

- Present prepared slides to the participants:
 - Slides 7-11 : How to you manage the genital warts?
- Motivate participant to reply the answer
- Write down all the words on the white board
- Review the answer that participants said and then show the slides.
- At the end of the presentation, ask the participants whether they have any questions related to management of genital warts.

Summary:

- Encourage each participant to summary what he/she have gained after the studied of this session.
- The facilitator listens carefully to the participants in order to assess their knowledge on diagnosis and treatment of genital warts.

Module 3.10:

DIAGNOSIS AND TREATMENT OF STI/RTI
Rare STIs/RTIs with cutaneous infestation

OBJECTIVES

At the end of this module, participants will be able to:

1. List the etiologic agents of Molluscum Contagiosum, Pediculosis pubis, Scabies
2. Describe the clinical manifestation of Molluscum Contagiosum, Pediculosis pubis, Scabies
3. Define how to make the diagnosis and treatment of Molluscum Contagiosum, Pediculosis pubis, Scabies.

Time to complete the module: 60 minutes

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1:	Briefing on objectives of the module	2	5 mins
2.	<u>Lecture:</u> What are molluscum contagium, and how do you manage molluscum contagium ?	3-5	15 mins
3.	<u>Lecture:</u> What are Pediculosis pubis and how do you manage Pediculosis pubis?	7-10	15 mins
4.	<u>Lecture:</u> What are scabies and how do you manage scabies ?	11-17	15 mins
5.	Summary		5 mins

METHODOLOGY

Briefing:

1. Present prepared slide (slide No. 2) to the participants
2. Explain about the objectives of module 3.10 (Rare STI/RTI with cutaneous infestation)

Lecture:

- Present prepared slides to the participants (Slides 3-4, 7-8, and 11-12):

What are molluscum contagiosum, Pediculosis pubis, and Scabies?

- At the end of the lecture, ask the participants whether they have any questions related to rare STI/RTI with cutaneous infestation .

Question and answer:

Ask the question to participant: How do you manage molluscum contagiosum, Pediculosis pubis, and Scabies?

- Motivate participant to reply the answer
- Write down all the words on the white board
- Review the answer that participants said and then show the slides (5-6, 9-10,13-17).
- At the end of the presentation, ask the participants whether they have any questions related to diagnosis and treatment of rare STI/RTI with cutaneous infestation.

Summary:

- Encourage each participant to summary what he/she have gained after the studied of this session.
- The facilitator listens carefully to the participants in order to assess their knowledge on management of rare STI/RTI with cutaneous infestation.

Module 3.11:

**DIAGNOSIS AND TREATMENT OF STI/RTI
Non-STI/RTI genital lesions**

OBJECTIVES

At the end of this module, participants will be able to:

1. Describe the inflammatory dermatoses that might be occurred in genital area.
2. Describe the benign dermatologic lesions that could be confused with STI.
3. Describe the malignant lesions of the genital area.
4. Describe the dermatologic infections at genital area.

Time to complete the module: 60 minutes

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	Lecture: Inflammatory dermatoses that might be occurred in genital area.	3-27	10 mins
3.	Lecture: Benign dermatologic lesions that might be confused with STI.	28-35	10 mins
4.	Lecture: Malign lesions of genital area	36-39	10 mins
5.	Lecture: Infection of the skin	40-49	10 mins
6.	Summary		5 mins

METHODOLOGY

Briefing:

3. Present slide No. 2 to the participants
4. Explain about the objectives of module 3.11 (Non-STI genital lesions)

Lecture:

- Present prepared slides to the participants (Slides 3-27): What are inflammatory dermatoses that might be occurred in genital area?
- At the end of the lecture, ask the participants whether they have any questions related to non-STIs lesions that might be occurred in genital area.

Lecture:

- Present prepared slides to the participants (Slides 28-35): What are benign dermatologic lesions be confused with STI?
- At the end of the lecture, ask the participants whether they have any questions related to non-STIs lesions that might be occurred in genital area.

Lecture:

- Present prepared slides to the participants (Slides 36-39): What are malign lesions of genital area?
- At the end of the lecture, ask the participants whether they have any questions related to non-STIs lesions that might be occurred in genital area.

Lecture:

- Present prepared slides to the participants (Slides 40-49): What are infection of skin lesions be confused with STI?
- At the end of the lecture, ask the participants whether they have any questions related to non-STIs lesions that might be occurred in genital area.

Summary:

- Encourage each participant to summary what he/she have gained after the studied of this session.
- The facilitator listens carefully to the participants in order to assess their knowledge on management of rare STI/RTI with cutaneous infestation.

Module 4: Education and Counselling the Patient

OBJECTIVES

At the end of this module, participants will be able to:

1. Explain the difference between education and counselling
2. Explain why education and counselling are so vital in STI/RTI case management
3. Recall a range of communication skills for education and counselling
4. Discuss sexual practices and sexual behaviour
5. Educate and counsel for sex workers and men who have sex with men (MSM)
6. Identify the main education topics for patients with STI/RTI
7. List the benefits of using condoms
8. Recall the basic steps for putting on condoms and demonstrate this to a patient.

Time to complete the module: 3 hours and 30 minutes

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	<u>Brainstorming:</u> - What is education and counselling? - Why education and counselling are so vital in STI/RTI case management?	3-4	20 mins
3.	<u>Role play:</u> 4 Case Studies are giving for performance - Role Play instruction: <ul style="list-style-type: none"> • Patient's Role • Provider's Role • Observers' Role • Checklist tool 	n/a	70 mins
4.	<u>Watching Video and group discussion</u> <ul style="list-style-type: none"> • Scenario 1 : sex worker • Scenario 2 : woman (general population) • Scenario 3 : man 		

- The facilitator use 5 minute for giving instruction on how to play the role. Then ask volunteer and give the case to the couple.
- One couple are asked to perform only 10 minute.
- Use 5 minute to rape up and get feedback from the observers.
- At the end of activity, facilitators sum up all finding from all cases.
- Break:
 - Give participants a 10 minute break before the next step.

Case study 1: Pao

Pao is a 19-year-old sex worker who lives in a slum area of town. She has one small child who is often sick. Pao has no partner. She is also using her earnings to help support her family who live in a remote village. Her family disapproves of her job but eagerly accepts the money that she sends home. She is afraid of AIDS but finds that many of her clients refuse to use condoms; she also has a limited knowledge about STI/RTIs. The service provider has diagnosed a vaginal discharge; Pao is afraid it might be an STI.

Case study 2: Sophal

Sophal is a 24-year-old single man with a good job and his own home. He does not want to settle down for a long time, describing himself as 'a good time guy'. He has three sexual partners and sometimes has casual sex too. However, he says he chooses women who are 'clean' or 'married', so he cannot understand why he now has a urethral discharge. During the interview he admits that he often gets drunk or injects drugs with one of his partners before sex. The service provider has confirmed a urethral discharge.

Case study 3: Navy

Navy is 35, married with three teenage children. She relies on her husband's income from factory work to support the family. During the interview, she said that she has sex only with her husband. She has already explained that her husband often works late at the factory and that he goes for a drink with friends occasionally: she can sometimes smell the alcohol on his breath. However she feels quite secure in his faithfulness to her. She came to the centre with no idea of the cause of her abdominal pain – the service provider has diagnosed pelvic inflammatory disease.

Case study 4: Mony

Mony is 35, married with four children and living in a rural area. He attended an urban clinic with a swelling in his groin, which the service provider diagnosed as an inguinal bubo. In answering the service provider's questions, he admitted reluctantly that he has sex with a number of other partners, many of them casual, in the course of his search for work. He regularly travels to the city, working away from home for three months at a time. He says that his wife is six months pregnant: he has not been home for two months though he regularly sends money home. He is currently living with a casual partner in the city.

Watching Video and Group Discussion:

60 minutes

- Welcome participants back from their break.
- The following is the time to watch video on three scenarios of providing education to general woman, man and sex workers from Video tool developed in 2003 by NCHADS/FHI.
- Video will present about 10 minutes each spot then the participants are asked to discuss in group of 6 for feedback from video performance.
- Facilitator ask participants:
 - What does the provider educate?
 - What actions shown counselling on STI/RTI and HIV?
 - How (s)he educate and counsel the patient?
 - How (s) he demonstrate condom? What is deferent from them?
- The facilitator sum up the feedback from discussion.

Facilitator Presentation and group discussion

50 minutes

- Health education – educate on what?
Discussion: Educate on prevention of future infection
- Counseling for STI/RTI and HIV
Discussion: Barriers to changing behaviour
- Educate and Counsel- How?
Discussion: Helping patients and clients achieve a desire to change
- Using Condom to Say Cured
Discussion: True and False Questionnaire

Step 1: Health education – educate on what? (Slides 5-12) 10 minutes

- Facilitator present the slide and ask participants to discuss for educate on prevention of future infection
- Ask participants to sit in group of 6, discuss in 6 minute. Then one person, still sit in the group, will report from group ideas.
- Facilitator compares the answer from each group and sum up through slide presentation.

Step 2: Counselling for STI/RTI and HIV (Slides 13)10 minutes

- Facilitator present the slide and ask participants to discuss the barrier to changing behaviour
- Ask participants to sit in group of 6, discuss in 6 minute. Then one person, still sit in the group, will report from group ideas.
- Facilitator compares the answer from each group and sum up through slide

Step 3: Educate and Counsel-How?(Slides 14-20) 10 minutes

- Facilitator present the slide and ask participants to discuss helping patients and clients achieve a desire to change
- Ask participants to sit in group of 6, discuss in 6 minute. Then one person, still sit in the group, will report from group ideas.
- Facilitator compares the answer from each group and sum up through slide

Step 4: Using Condom to Stay Cured (Slides 21-23) 10 minutes

- Facilitator presents the slide and asks participants to discuss true and false questionnaires.
- Ask participants to sit in group of 6, discuss in 6 minute. Then one person, still sit in the group, will report from group ideas.
- Facilitator compares the answer from each group and sum up through slide.

Summary:

- Encourage each participant to summary what he/she have gained after the studied of this session.
- The facilitator listens carefully to the participants in order to assess their knowledge on education and counselling the patients.

Module 5: Partner referral and care

OBJECTIVES

At the end of this module, participants will be able to:

1. Explain why partner management is such an important part of STI case management
2. Discuss which sexual partner should be notified and treated
3. Describe the possible approaches to contacting partners
4. Review the partner notification's card
5. Treat the patient's partners.

Time to complete the module: 3 hours and 15 minutes

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	<u>Role play:</u> Why partner management is such an important part of STI case management?	3	55 min.
3.	<u>Questions & answers:</u> Discuss which sexual partner should be notified and treated	4	25 min.
4.	Lecture: Describe the possible approaches to contacting partners	5-7	20 min.
5.	<u>Demonstration:</u> the partner notification's card	8	15 min.
6.	<u>Case study:</u> Treat the patient's partners.	9-10	70 min.
7.	Summary		5 min.

METHODOLOGY

Briefing on objectives of the module: **5 minutes**

- Present prepared slide (slide No. 2) to the participants
- Explain about the objectives of module 5.

Role play: *Why partner management is such an important part of STI case management?* **55 minutes**

- Ask two volunteers of participants to play the role as health care provider and client.
- The other participants observe the role play and take note to feedback to the group after performance.
- The scenario should start from the health care provider explain to the clients why partner notification is so important:
 - Client's questions:
 - Why should I need to tell my partner about my disease?
 - How could I explain her/him that he/she have to visit the doctor?
 - If he/she denied, how should I do?
 - How to avoid the violence from my partner?
 - Are there any way to notify her/him without me?
 -
 - Health care provider's answers should be clear and simple.
- After that, the two volunteers should give their own feedback on what they feel as playing the role of health care provider and client in partner notification. Then the other participants give their feedback on what they have observed during this role play.
- Summary the meaningful of the role play and present slide No. 3 to explain why partner management is such an important of STI case management.
- Ask the participants if they have any question. Explain or clarify again if needed.

Questions & answers: *Which sexual partner should be notified and treated?*

25 minutes

- Present the question above.
- Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
- Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
- Discuss on each answer with participants and add more answers if necessary.
- Present slide No. 4 and explain to the participants which sexual partner should be notified and treated.
- Ask the participants if they have any question. Explain or clarify again if needed.

Lectures: *Describe the possible approaches to contacting partners*

20 minutes

- Present prepared slides to the participants:
 - Slides 5 : *How to notify the partner?*
 - Slides 6 : *How to ensure easy access to treatment?*
 - Slides 7 : *How to conduct follow up visit?*
- At the end of the lecture, ask the participants whether they have any questions related to the approaches to contacting partners.

Demonstration: *Partner notification card*

15 minutes

- Present slide No. 8 and explain to the participants how to use the partner notification card.
- Ask the participants if they have any question. Explain or clarify again if needed.

Case study:

70 minutes

- Divide the participants into small groups consist 4-5 peoples in each group. Each group should select a facilitator, a reporter to take notes and give the presentation on output of group discussion.
- Show a case study one by one to participant: “case1, case2, case3, case4)
- Members of each group share their own ideas and experiences and the reporter writes down the main idea on wall-paper for the presentation (10 mn.)
- Group presentation with questions for clarification and comments.
- At the end of the presentation, ask the participants whether they have any questions related to the case study.
- Present slide No. 9 and 10 and explain to the participants how to manage the partner.
- Ask the participants if they have any question. Explain or clarify again if needed.
 - **Case study 1:**
 - A married woman complaint of vaginal discharge and itching. The discharge is not muco-purulent and she does not complaint of lower abdominal pain.
 - STI laboratory is not available at health center.
 - Her husband presents a small genital ulcer on his penis. It is painless.
 - *How to manage this couple?*
 - **Case study 2:**
 - A beer girl comes to Family Health Clinic as her first visit for monthly routine health check up.
 - She is single but she used to have sex with her sweetheart and sometimes with her beer dinking clients.
 - She has no symptoms but the lab examination of her cervical smear shows 25 WBC/HPF.
 - Her sweetheart is asymptomatic.

- *How to manage this couple?*
- **Case study 3:**
 - A taxi driver complaint of burning during urination for 3 days after he had unprotected sex with a beer garden girl.
 - Urethral discharge is not presented even if milking.
 - Lab examination of urethral smear shows 9 WBC/HPF.
 - His wife has also vaginal discharge. Her cervical smear shows 20 WBC/HPF and the wet mount examination of her vaginal smear show yeast and trichomonas. With Gram stain, BV is only 3.
 - *How to manage this couple?*
- **Case study 4:**
 - A man who has sex with man (MSM) comes to Family Health Clinic as health check up. His is receptive and no complain of urethral discharge.
 - His physical examination found genital warts in anal area and anal discharge is presented with rectoscope examination.
 - His partner is asymptomatic.
 - *How to manage this couple?*

Summary of the module:

5 minutes

- Encourage each participant to summary what he/she have gained after the module 5 finished.
- The facilitators listen carefully to the participants in order to assess their knowledge on partner management.



Module 6.1:

**STI/RTI PREVENTION AND CARE FOR
VULNERABLE PEOPLES :**

***STI/RTI Management for pregnant women and
newborns***

OBJECTIVES

At the end of this module, participants will be able to:

1. Describe the STI/RTI assessment in pregnancy, childbirth and the postpartum period
2. List the STI/RTI assessment at the initial antenatal visit
3. List the STI/RTI assessment at the follow-up antenatal visit
4. Describe the STI/RTI assessment at the labour and delivery
5. Perform the Prevention and management of STIs/RTIs
6. List the STI/RTI assessment at postpartum in the newborn.



Time to complete the module: 45 minutes.

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	<u>Question & answer:</u> How to manage STI/RTI in pregnancy, childbirth and the post-partum?	3-7	15 mins
3.	<u>Question & answer:</u> - How to manage common STI/RTIs at the initial antenatal visit, labour and delivery? - How to manage STIs/RTIs in the newborn?	8-14	15 mins
4.	<u>Lecture:</u> STI/RTI management at the postpartum	15	10 mins

METHODOLOGY

Briefing on objectives of the module: **5 minutes**

-  Present slide No. 2 to the participants.
-  Explain about the main objectives of the module 6.1

Questions and answers: *How to manage STI/RTI in pregnancy, childbirth and post-partum?* **15 minutes**

- Present the question above.
- Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
- Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
- Discuss on each answer with participants and add more answers if necessary.
- Present slides 3-7 and explain to the participants how to manage STI/RTI in pregnancy, childbirth and post-partum.
- Ask the participants if they have any question. Explain or clarify again if needed.

Question & answer:

- *How to manage common STI/RTIs at the initial antenatal visit, labour and delivery?*
- *How to manage STIs/RTIs in the newborn?* **15 minutes**

- Present the question above.
- Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
- Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
- Discuss on each answer with participants and add more answers if necessary.
- Present slides 8-14 and explain to the participants how to common STI/RTIs at the initial antenatal visit, labour and delivery for pregnant women and how to manage STI/RTI for newborns.
- Ask the participants if they have any question. Explain or clarify again if needed.

Lectures: *STI/RTI management at the postpartum* **5 minutes**

- Present slides No. 15 to the participants and explain what to do for STI/RTI case management at the postpartum period.
- At the end of the lecture, ask the participants whether they have any questions related to this subject.

Module 6.2:

**STI/RTI PREVENTION AND CARE FOR VULNERABLE PEOPLES :
Management for Asymptomatic STI/RTIs.**

OBJECTIVES

At the end of this module, participants will be able to:

1. Describe the Asymptomatic STI/RTI
2. Define how to make the STI/RTI Screening tests for Women
3. Define how to make the STI/RTI Screening tests-Men
4. Define how to make the STI/RTI Screening tests-MSM

Time to complete the module: 40 minutes.



SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	<u>Lecture</u> : <i>Common asymptomatic STI/RTI in women & men</i>	3	5 mins
4.	<u>Question & answer:</u> - <i>Why we do STI/RTI screening tests for women?</i> - <i>What types of STI/RTI screening tests will be done for women ?</i>	4-9	15 mins
5.	<u>Question & answer:</u> - <i>Why we do the STI/RTI screening tests for men?</i> - <i>What types of STI/RTI screening tests will be done for men ?</i>	10-11	15 mins

METHODOLOGY

Briefing on objectives of the module:

5 minutes

-  Present prepared slide (slide No. 2) to the participants
-  Explain about the main objectives of the module 6.2.

Lecture : Common asymptomatic STI/RTI in women & men

5 minutes

- Present slide No. 3 to the participants and explain what are common asymptomatic STI/RTIs in women and men.
- At the end of the lecture, ask the participants whether they have any questions related to this subject.

Questions and answers:

- *Why we do STI/RTI screening tests for women?*
- *What types of STI/RTI screening tests will be done for women ?* **15 minutes**
 - Present the question above.
 - Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
 - Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
 - Discuss on each answer with participants and add more answers if necessary.
 - Present slides 4-9 and explain to the participants why we do STI/RTI screening tests for women and what types of tests will be done.
 - Ask the participants if they have any question. Explain or clarify again if needed.

Questions and answers:

- *Why we do STI/RTI screening tests for men?*
- *What types of STI/RTI screening tests will be done for men?* **15 minutes**
 - Present the question above.
 - Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
 - Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
 - Discuss on each answer with participants and add more answers if necessary.
 - Present slides 10-11 and explain to the participants why we do STI/RTI screening tests for men and what types of tests will be done.
 - Ask the participants if they have any question. Explain or clarify again if needed.

Module 6.3:

STI/RTI PREVENTION AND CARE FOR VULNERABLE PEOPLES : STIs and Sexual Violence.

OBJECTIVES

At the end of this module, participants will be able to:

1. Describe the statistics of sexual violence in the world
2. List the medical and other care for survivors of sexual assault
3. Describe the Medical management emergency contraception
4. Discuss on Post-exposure prophylaxis of STI.

Time to complete the module: 35 minutes.

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	<u>Lecture:</u> Describe the statistics of sexual violence in the world	3-4	5 mins
3.	<u>Brainstorming:</u> List the medical and other care for survivors of sexual assault	5	10 mins
4.	<u>Lecture:</u> Describe the Medical management emergency contraception	6	5 mins
5.	<u>Brainstorming:</u> Post-exposure prophylaxis of STIs.	7-12	10 mins

METHODOLOGY

Briefing on objectives of the module:

5 minutes

- 📄 Present prepared slide (slide No. 2) to the participants
- 📄 Explain about the main objectives of the module 6.3.

Lecture : *Describe the statistics of sexual violence in the world* **5 minutes**

- Present slide No. 3 and 4 to the participants and describe the statistics of sexual violence in the world.
- At the end of the lecture, ask the participants whether they have any questions related to this subject.

Brainstorming : *What are the medical and other care for survivors of sexual assault?* **10 minutes**

- Present the question above.
- Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
- Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
- Discuss on each answer with participants and add more answers if necessary.
- Present slides No. 5 and explain to the participants about the medical and other care for survivors of sexual assault.
- Ask the participants if they have any question. Explain or clarify again if needed.

Lecture: *Describe the Medical management emergency contraception* **5 minutes**

- Present slide No.6 to the participants and describe the medical management emergency contraception.
- At the end of the lecture, ask the participants whether they have any questions related to this subject.

Brainstorming: *How to manage post-exposure prophylaxis of STIs for survivors of sexual assault?* **10 minutes**

- Present the question above.
- Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
- Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
- Discuss on each answer with participants and add more answers if necessary.
- Present slides No. 7 to 12 and explain to the participants about the management of post-exposure prophylaxis of STIs for survivors of sexual assault.
- Ask the participants if they have any question. Explain or clarify again if needed.

Module 6.4:

**STI/RTI PREVENTION AND CARE FOR
VULNERABLE PEOPLES :**

***STI/RTI Case Management for People Living
with HIV (PLHA)***

OBJECTIVES

At the end of this module, participants will be able to:

1. Identify the procedures to detect STIs/RTIs among people living with HIV.
2. Discuss how to manage some STIs/RTIs among them.

Time to complete the module: 55 minutes.

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	<u>Brainstorming</u> : What are the procedures to detect STIs/RTIs among people living with HIV?	3-4	15 mins
3.	<u>Question & answers</u> : How to manage some STIs/RTIs among PLHAs?	5-19	30mins
4.	Summary		5 mins

METHODOLOGY

Briefing on objectives of the module: **5 minutes**

- Present slide No. 2 to the participants.
- Explain about the main objectives of the module 6.4.

Brainstorming : *What are the procedures to detect STIs/RTIs among people living with HIV?* **15 minutes**

- Present the question above.
- Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.

- Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
- Discuss on each answer with participants and add more answers if necessary.
- Present slides No. 3 and 4 and explain to the participants about the procedures to detect STIs/RTIs among people living with HIV.
- Ask the participants if they have any question. Explain or clarify again if needed.

Questions and answers: *How to manage some STIs/RTIs among PLHAs?*

30 minutes

- Present the question above.
- Encourage the participants to give their answers and ask them to do not interrupt the others even if they think the answer is wrong.
- Write down answers on the whiteboard or wallpaper. Do not rewrite any answer that is overlapped with others or has the same meaning as the previous answers.
- Discuss on each answer with participants and add more answers if necessary.
- Present slides No. 5 to 19 and explain to the participants how to manage some STIs/RTIs among people living with HIV.
- Ask the participants if they have any question. Explain or clarify again if needed.

Summary of the module:

5 minutes

- Encourage each participant to summary what he/she have gained after the module 6 finished.
- The facilitators listen carefully to the participants in order to assess their knowledge on STI/RTI case management for vulnerable peoples.



Module 7:

Monitoring and Supervision on STI/RTI Prevention and Care Activities at STI clinic

OBJECTIVES

At the end of this module, participants will be able to:

1. Describe the main objectives of monitoring and supervision on STI/RTI.
2. Describe the specific objectives of monitoring and supervision on STI/RTI.
9. Define the methodology of monitoring and supervision on STI/RTI.
10. Perform the process of monitoring and supervision on STI/RTI.
11. Use the checklist of monitoring and supervision on STI/RTI
12. Use the quarterly reporting form on STI/RTI cases.



Time to complete the module: 2 hours.

SUMMARY OF ACTIVITIES

Activity:	Title of Activity	Slides	Time
1.	Briefing on objectives of the module	2	5 mins
2.	<u>Lecture:</u> Main objectives and specific objectives of monitoring and supervision on STI/RTI case management.	3-6	15 mins
3.	<u>Lecture:</u> Methodology and process of monitoring and supervision on STI/RTI case management	7-9	15 mins
4.	<u>Lecture:</u> Using checklist for monitoring and supervision on STI/RTI case management.	10-13	40 mins
5.	<u>Lecture:</u> Using quarterly reporting form to monitor the STI/RTI case management.	14-21	40 mins
6.	Summary		5 mins

METHODOLOGY

Briefing on objectives of the module: **5 minutes**

-  Present slide No. 2 to the participants.
-  Explain about the main objectives of the module 7.

Lectures: Main objectives and specific objectives of monitoring and supervision on STI/RTI case management. **15 minutes**

- Present slides No. 3-6 to the participants and explain the main objectives and specific objectives of monitoring and supervision on STI/RTI case management.
- At the end of the lecture, ask the participants whether they have any questions related to this subject.

Lectures: Methodology and process of monitoring and supervision on STI/RTI case management. **15 minutes**

- Present slides No. 7-9 to the participants and explain the methodology and process of monitoring and supervision on STI/RTI case management..
- At the end of the lecture, ask the participants whether they have any questions related to this subject.

Lectures: Using checklist for monitoring and supervision on STI/RTI case management. **40 minutes**

- Present slides No. 10-13 to the participants and explain how to use the checklist for monitoring and supervision on STI/RTI case management.
- At the end of the lecture, ask the participants whether they have any questions related to this subject.

Lectures: Using quarterly reporting form to monitor the STI/RTI case management. **40 minutes**

- Present slides No. 14-21 to the participants and explain how to use the quarterly reporting form to monitor the STI/RTI case management.
- At the end of the lecture, ask the participants whether they have any questions related to this subject.

Summary of the module: **5 minutes**

- Encourage each participant to summary what he/she have gained after the module 7 finished.
- The facilitators listen carefully to the participants in order to assess their knowledge on monitoring and supervision the STI/RTI prevention and care activities at STI clinic.



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