

Session 1: Course Introduction – CCCs in Kenya

Purpose: Participants will introduce each other and will understand the objectives and expected outputs of the course. They will also agree on the purpose of nutrition in comprehensive care and the kind of nutrition services offered in comprehensive care centres (CCCs) in Kenya.

Objectives: By the end of the session, participants should be able to:

1. Understand the workshop, participant expectations, and workshop objectives.
2. Define comprehensive care and the role of CCCs in the Kenya health care system.
3. Describe the kind of nutritional services offered in the CCC and the role of a nutritionist in the CCC.

Advance Preparation

1. Have enough materials (writing materials, pens, flip charts, marker pens, masking tape, Nutrition and HIV/AIDS Tool Kit), name tags (or alternatively a piece of masking tape on which each participant writes the name they want to be called). Make sure that the room has enough space to post the flip charts and that there is a white wall or screen for the projector/LCD. Try the overhead/computer and LCD to make sure that you know how to operate it and that the PowerPoints are projected well on the screen/wall.
2. Make a flip chart (or put it on PowerPoint) with the learning objectives of the module and the anticipated outcomes.
3. Have enough copies of the pre-test questionnaire for all participants.

Proposed Session Time: 90 minutes

Topic 1.0: Introductions and expectations (30 minutes)

- Introduce the workshop: Who it is intended for and what is its purpose?
- Introduce each other:
 - Use an innovative approach for participants to introduce themselves. For example, ask one of the trainers/participants to introduce herself, say the name she would like to be called, where she comes from and what she does, and one thing she likes about nutrition. Then ask her to throw a ball to another participant, who then introduces himself the same way. If the ball is thrown to someone who has already been introduced, the one who threw the ball must introduce the person and then throw the ball to someone else, until everyone is introduced. Alternatively, participants can pair up and introduce each other to

the group, e.g. their names, where they come from, what they do, and something interesting such as a food, song, hobby or game they like.

- Review any logistical and housekeeping issues.
- Agree on norms (start and end times, breaks, mobile/cell phones).
- Use an innovative approach to elicit the groups' "expectations and fears." The facilitator can write the expectations on a flip chart and discuss them, identifying how they fit with the workshop objectives.
- Administer the pre-test (calculate the scores and tabulate results before the end of the day's session).
- Introduce the workshop in detail. Present the objectives and flow of the week and explain the sessions/topics to be covered and some of the methods to be used. Include time for questions and clarifications. The workshop objectives and participants' expectations should remain in view during the week.

Topic 1.1: What is comprehensive care? (15 minutes)

Brainstorm: Discuss these questions (you can write them on a flip chart/PowerPoint):

- What is comprehensive care in HIV/AIDS management? (Tool Kit p. 9)
- What are the advantages of a CCC?
- What services are provided in the CCC? (Tool Kit p. 9)

Topic 1.2: What kind of nutrition services are provided in the CCC and how do clients flow in the CCC? (15 minutes)

- Let 3–5 participants discuss the kind of services provided in the CCC/programs where they work.
- Capture the flow of clients in the CCC where they work, showing the interaction between nutrition and other services provided. (Tool Kit p. 10)
- Allow a short time to discuss the challenges:
 - Focus on the role of nutritionists and nutrition interventions in the flow.
 - Record these on a flip chart so they can be referenced later as needed.

Topic 1.3: What is the role of a nutritionist in a CCC? (30 minutes)

Group work: Groups of 3–4, with 2 groups at opposite sides of the room (Allow 8–10 minutes)

- Walk in turns to a flip chart and write 2–3 roles of a nutritionist in a CCC (add to the ones not already written or improve on the ones already written).
- Then walk to the next flip chart and write 2–3 challenges nutritionists face in providing services/working in a CCC.

Plenary: (Allow 20 minutes)

Ask a participant to read each response. Allow time for discussion (showing how the training will address some of the challenges). (Tool Kit pp. 9-11)

- ❑ Discuss how the participants' work as nutritionists links to other services/providers (i.e., how information/data move and are used from one service provider to another; and referral systems).
- ❑ Let participants discuss what support they would need to perform these tasks effectively in a CCC, for example, to make their working sites "nutrition friendly" with relevant posters, models, demonstration foods/tools, pamphlets, counselling cards, etc.