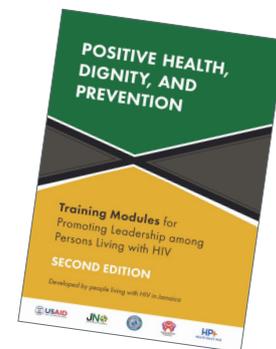


# Updated! Positive Health, Dignity, and Prevention Curriculum



A curriculum by and for people living with HIV and key populations to promote personal health and advocate for high-quality HIV services has been updated and expanded.

With support from the U.S. Agency for International Development (USAID) and U.S. President’s Emergency Plan for AIDS Relief (PEPFAR), Health Policy Plus (HP+) facilitated a 2017 update of the Positive Health, Dignity, and Prevention (PHDP) curriculum. The revised curriculum ensures gender neutrality and considers key populations, and can be used as a tool to support the HIV continuum of care.

Originally developed in 2014 by the Jamaican Network of Seropositives (JN+)—with support from the Jamaican Ministry of Health’s National Family Planning Board (GIPA Capacity Building Project), the National HIV/STI/TB Unit, and HP+’s predecessor Health Policy Project, the revised curriculum was officially handed over to the Government of Jamaica, Ministry of Health in September 2017.

## What is the PHDP Curriculum?

The PHDP curriculum, developed by and for people living with HIV, provides an easy-to-use set of resources. Based on a global policy framework developed by UNAIDS and the Global Network of People Living with HIV (GNP+), the curriculum uses a structured approach to help people living with HIV manage their health, prevent onward HIV transmission, and build synergies for expanded advocacy by people living with HIV, key populations, and others.<sup>1</sup> Three of its key features are:

- Content that allows those using the manual to focus on specific local priorities
- A structured process to build individual capacity and strengthen social capital, including across diverse sexual orientation and gender identities
- An action learning methodology (relevant and usable participatory adult learning)

Already applicable for use with the general population and key populations, the curriculum can be easily adapted for different stakeholders, including adolescents; can be used to train facility- and community-

**Table 1. The PHDP Framework and Curriculum Modules**

Elements of the PHDP Framework	PHDP Training Modules
Health Promotion and Access	<ul style="list-style-type: none"> <li>• Treatment Literacy</li> <li>• Disclosure of HIV Status</li> <li>• Continuum of HIV Care, Treatment, and Prevention</li> <li>• Combination Prevention</li> <li>• Positive Health and Health Prevention</li> <li>• Loss and Grief</li> <li>• Self-Care</li> </ul>
Empowerment of People Living with HIV and Networks of People Living with HIV	<ul style="list-style-type: none"> <li>• HIV and AIDS Basics</li> <li>• The Framework of Positive Health, Dignity, and Prevention</li> <li>• Resilient Leadership</li> </ul>
Human Rights	<ul style="list-style-type: none"> <li>• Stigma and Discrimination</li> <li>• HIV and Human Rights</li> <li>• Advocacy</li> </ul>
Sexual and Reproductive Health and Rights	<ul style="list-style-type: none"> <li>• Sexual and Reproductive Health Rights</li> </ul>
Gender Equality	<ul style="list-style-type: none"> <li>• Gender and Sexual Diversity</li> <li>• Gender Expectations and Norms</li> <li>• Sexual Health</li> </ul>



based healthcare workers and community members; and can be adapted to different country contexts.

## What's New?

The 2017 PHDP curriculum update reflects new evidence, an alignment with the Government of Jamaica's adoption of test and treat, and better addresses the needs of key populations. The manual now includes 17 participatory learning modules covering a range of topics, including three new modules on HIV and human rights, sexual health, and resilient leadership (see Table 1). The modules aim to strengthen the capacity of people living with HIV—including members of key populations living with HIV—as leaders and advocates to improve health services and outcomes for themselves and their peers.

## Curriculum Development

Both the original (2014) and updated (2017) curriculum were developed through a participatory process, involving a diverse group of people living with HIV and key populations. This group included people living with HIV connected to support groups and from rural and urban areas, key populations (including men who have sex with men and sex workers), women living with HIV, representatives of the Government of Jamaica, and members of various faith communities. As part of the 2017 update, the curriculum was further reviewed by and for key populations to ensure that it addresses their needs. Parts of the curriculum were adapted as a separate compendium to compliment health facility in-service training (available upon request).

## Results of Preparing Leaders to Put the Curriculum into Action

Having been used in numerous trainings, the curriculum has helped strengthen trainees' ability to shape their own lives, expand their reach with peers and communities, and represent their constituencies. It has also helped trainees articulate priorities in dialogue with health facility and community providers and policymakers.

## Implications for Regional and Global Efforts

Although the PHDP training manual originated in Jamaica, the curriculum offers a promising, practical tool to help strengthen leadership and advocacy skills of people living with HIV to advance their own health and the health of others. The curriculum can be applied broader in other regions and globally to enhance health systems and outcomes across the HIV continuum of care.

## Reference:

1. GNP+ and UNAIDS. 2011. *Positive Health, Dignity and Prevention: A Policy Framework*. Geneva and Amsterdam: UNAIDS and GNP+; GNP+ and UNAIDS. 2013. *Positive Health, Dignity and Prevention Operational Guidelines*. Geneva and Amsterdam: UNAIDS and GNP+.

Access the PHDP curriculum at: [www.healthpolicyplus.com/phdp.cfm](http://www.healthpolicyplus.com/phdp.cfm)

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