

Module 8: Blood Collection – Finger Prick

Purpose	To provide the participants with necessary knowledge and skills to perform finger prick.
Pre-requisite Modules	<ul style="list-style-type: none"> ▪ Module 6: Safety at the HIV Rapid Testing Site ▪ Module 7: Preparation for Testing – Supplies & Kits
Module Time	2-2 ½ hours
Learning Objectives	<p>At the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> • Explain the preparation tasks required for rapid tests • Put a client at ease while collecting blood • Collect blood from a finger prick accurately and confidently




Module Overview



Step	Time	Activity/ Method	Content	Resources Needed
1	5 min	Presentation	Module introduction	Slides 1-3
2	20 min	Presentation; Discussion	Overview of initial steps & finger prick procedures	Slides 4-10; video sections Initial Steps and Finger Prick
3	10 min	Demonstration	Finger prick procedures	Slide 11
4	15 min	Role play	Rehearsing finger-pricking a client	Slide 12
5	10 min	Practice	Transfer pipette	Slide 13
6	60-85 min	Practice	Finger prick	Slide 14
7	5 min	Q&A	Summary	Slide 15

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
- One-page job aid for finger prick
- Assemble several packets of the materials and supplies required for finger prick. These packets will be used during for demonstration, role play, and hands-on practices.
- Small containers of water to practice use of transfer pipette

Teaching Guide


Slide Number	Teaching Points						
1	<p><u>Module 8: Blood Collection - Finger Prick</u></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><u>Learning Objectives</u></p> <p>STATE the objectives on the slide.</p>						
3	<p><u>Content Overview</u></p> <p>EXPLAIN the topics that will be covered in this module.</p>						
 <p>Flipchart</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>						
 <p><i>TIPS</i></p>	<p>If the participants are <u>lab and health workers</u>, they may already be familiar with finger prick. In that case, acknowledge their skills, but emphasize that it is important for them to learn and follow the accurate procedures for HIV rapid testing. Adapt the module according to their skill level while making sure to teach the right procedure. Ask them to comment on the new things they have learned at the end of the module.</p>						
 <p><i>TIPS</i></p>	<p>CUE the videotape to the right place using the counter readings below.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Videotape Section</th> <th style="text-align: center;">Counter Reading</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Initial Steps</td> <td style="text-align: center;">05:50</td> </tr> <tr> <td style="text-align: center;">Finger Prick</td> <td style="text-align: center;">11:35</td> </tr> </tbody> </table> <p>If using the DVD format, select the desired section from the menu.</p> <p>DISPLAY relevant slide both before and after the video. It serves the following purposes.</p> <ul style="list-style-type: none"> • Before the video, it directs participants' attention to the key messages in the video. • After the video, you can use the questions on the slide to review key learning points. 	Videotape Section	Counter Reading	Initial Steps	05:50	Finger Prick	11:35
Videotape Section	Counter Reading						
Initial Steps	05:50						
Finger Prick	11:35						

Slide Number	Teaching Points
<p>4</p>  <p><i>Video</i></p>	<p><u>Video: Initial Steps (Duration 5:45)</u></p> <p>FOLLOW the procedure below:</p> <p>INFORM participants that they are going to watch a video about initial steps prior to performing any HIV rapid tests.</p> <p>READ 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>
<p>5</p>  <p><i>Video</i></p>	<p><u>Video: Finger Prick (Duration 3:00)</u></p> <p>FOLLOW the procedure below:</p> <p>INFORM participants that they are going to watch a video about the finger prick procedure.</p> <p>READ 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>
<p>6</p>	<p><u>Pre-collection Safety Precautions</u></p> <p>REMIND the participants to always follow universal safety precautions to protect the client and the tester, even though this step is not mentioned in the video or the one-page job aid.</p> <ul style="list-style-type: none"> • Wash hands before and after testing each client • Put on gloves before collecting blood • If blood is spilled, mop it up and disinfect the area immediately.
<p>Transition</p>	<p>REFER participants to the one-page finger prick job aid in their manual.</p> <p>INFORM participants that you are going to review the finger prick procedure step by step before demonstration.</p>

Slide Number	Teaching Points
7	<p><u>Finger Prick – Getting Started</u></p> <p>ARRANGE all supplies for finger prick on a front table.</p> <p>SHOW each item one by one.</p> <p>ASK participants to:</p> <ul style="list-style-type: none"> • Identify each item • Explain what it is used for
8	<p><u>Finger Prick – Finger Preparation</u></p> <p>PROVIDE additional tips: before finger prick, the tester should...</p> <ul style="list-style-type: none"> • Explain to the client what you are going to do. Tell them it will hurt slightly, just like a pin-prick. • Ask the client to rub his/her hands together to improve blood circulation. • Ask client to rest the hand on the table. • The pricker should hold the clients finger firmly to prevent client from pulling away during the prick <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p>
9	<p><u>Finger Prick – Collecting Blood</u></p> <p>EXPLAIN the steps on the slide as you build the slide one step at a time.</p> <p>EMPHASIZE the importance of getting the first finger prick right.</p> <ul style="list-style-type: none"> • It is important to perform this procedure correctly to get sufficient blood; otherwise a failed prick will result in additional finger pricks. <ul style="list-style-type: none"> ○ Applying pressure to the finger before the prick will result in better blood flow. ○ The tester must not be afraid of hurting the client. • The more you have to repeat the finger prick, the more disturbing it is for the client. • PRICK WITH CONFIDENCE!!
10	<p><u>Finger Prick - Proper Disposal</u></p> <p>REMIND participants of the importance of using proper containers to dispose of used lancets and materials.</p>
11 Demonstration 10 Minutes	<p><u>Instructor-led Demonstration</u></p> <p>DEMONSTRATE the finger prick procedure step by step.</p>

Slide Number	Teaching Points
 <p>TIPS</p>	<p>Depending on the number of participants you have and the number of instructors available, you may want to break the participants into smaller groups for the demonstration.</p> <p>When demonstrating,</p> <ul style="list-style-type: none"> • Show each step slowly and methodically. • Talk out loud as you perform, but keep your statements brief. • Repeat the procedure a few times, making sure each time you do exactly the same thing so you don't confuse participants. • Share tips from your experience.
<p>12</p> <p>Role Play</p> <p>15 Minutes</p>	<p><u>Role Play: Rehearsing Finger-Pricking a Client</u></p> <p>FOLLOW the procedure below when conducting the role play:</p> <p>INFORM participants that they are going to have a role play to practice performing a finger prick on a client.</p> <p>POINT OUT the instructions on the slide.</p> <p>PASS OUT the supplies (except the lancets).</p> <p>EMPHASIZE that no actual finger prick is to happen.</p> <p>SIGNAL when it is time to switch roles.</p> <p>DEBRIEF the role play by asking:</p> <ul style="list-style-type: none"> • What went well? What did not? • What was difficult for you? What was easy? • What did you learn from this experience?
 <p>TIPS</p>	<p>WARNING – No actual finger pricking is done at this role play. It only involves “acting out” the procedure without using the lancets. If you choose to pass out the lancets, make sure participants understand that they are not to stick their partner's fingers.</p>

Slide Number	Teaching Points
<p>13</p> <p>Practice</p> <p>10 Minutes</p>	<p><u>Hands-on Practice: Transfer Pipette</u></p> <p>DEMONSTRATE the right way to use the pipette.</p> <ul style="list-style-type: none"> • Grasp the transfer pipette by the bulb and depress the bulb completely. • Insert the tip of the pipette into the blood or liquid requiring pipetting with the tip close to the bottom of the vial or close to the finger and release the bulb pressure. • The liquid in the vial will be aspirated into the long part of the pipette. • Gently squeeze the bulb to dispense the required number of drops. <p>CONDUCT the practice session:</p> <p>DISTRIBUTE materials to each participant.</p> <p>POINT OUT the instructions on the slide.</p> <p>REMIND participants of the time limits.</p> <p>DEBRIEF by:</p> <ul style="list-style-type: none"> • Pointing out the commonly-made mistakes you have observed during the practice session. • Asking participants to share their experience and key learning from the practice.
<p>14</p> <p>Practice</p> <p>60 Minutes</p>	<p><u>Hands-On Practice: Finger Prick</u></p> <p>CONDUCT the practice session.</p> <p>INFORM participants what they are going to do.</p> <p>DISTRIBUTE to all participants the supplies required to perform a finger prick.</p> <p>POINT OUT the instructions on the slide.</p> <p>REFER participants to the one-pager job aid in their manual.</p> <p>SIGNAL when it is time to switch roles (every 15 minutes).</p> <p>DEBRIEF by:</p> <ul style="list-style-type: none"> • Pointing out the commonly-made mistakes you have observed during the practice session. • Asking participants to share their experience and key learning from the practice. • Reassuring participants that they will improve as they gain more experience.

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 <i>TIPS</i>	<p>Be prepared to provide plenty of personal attention and one-on-one assistance to participants during hands-on practice. This is particularly important when teaching people without health or lab background.</p> <p>Set up the groups in such a way that you are able to monitor 3 or 4 groups at a time.</p>
15	<p><u>Summary</u></p> <p>ASK participants to answer the questions on the slide.</p> <p>ANSWER any questions participants may have.</p>