

Module 12: Facilitator Guide for Zoom session

Facilitator Instructions: Complete the 3 activities below using these instructions and the Module 12 Zoom facilitation slides.

Suggested time: 45 minutes

Activity 1: Multidisciplinary Discussion (*advance to slide 2*)

Objective: Explain the psychosocial and biomedical impact of perinatally-acquired HIV, and explore interprofessional interventions to address these issues (IPE)

1. Remind learners of the topic: (*advance to slide 3*)

In this module, we were introduced to Ibrahim—a 17-year-old boy with perinatally-acquired HIV on TDF/3TC/DTG. His mother died when he was young. He recently found out that he was HIV-positive when he was hospitalized for 8 days with pneumonia. After sharing the news with his girlfriend, she broke up with him. Since then, his marks in school have been poor. He has not been taking his medications regularly, has self-medicated with substances, and has been depressed. His teacher referred him to the school nurse.

(*advance to slide 4*) We discussed the many psychosocial and biomedical impacts of perinatal HIV infection, as well as interventions to address those impacts. Interventions to address the psychosocial impacts of perinatal HIV infection might include screening and treating depression, counseling caregivers, training teachers about discrimination, and linking adolescents to community-based psychosocial support services. Interventions to address biomedical impacts might include earlier initiation of ART, monitoring for chronic complications, and promotion of retention in care and adherence.

2. Explain the activity:

You will now have the opportunity to discuss the roles of different members of the interprofessional team in carrying out different interventions to address the impacts of perinatally-acquired HIV infection. You will be put into break-out rooms. In your small groups, read through the different interventions and discuss which members of the care team should lead each intervention effort.

3. Move students into breakout rooms. (*advance to slide 5*)

4. After 10 minutes close breakout rooms and return students back to large group.

5. Guide learner reflection on the activity (*advance to slide 6*)

Have each group share highlights from their discussion. Remind learners there are no right or wrong answers. However, it is important to note that interprofessional care is essential to carrying out these multifaceted interventions.

Activity 2: Effective communication role play *(advance to slide 7)*

Objective: Demonstrate effective communication skills with an adolescent patient

1. Remind learners of the topic: *(stay on slide 7)*

Communication with adolescents can be challenging. Effective communication occurs when the health professional and adolescent patient share an understanding of the message. Understanding how to effectively communicate with adolescent patients is essential to their care.

2. Explain the activity: *(advance to slide 8)*

You will now have the opportunity to practice your communication skills with adolescents in pairs. You will be moved into breakout rooms in pairs. Select one person to play the health professional and one to play an adolescent patient. Take a moment to read the description of your role in your Learner Zoom Handout. In your pairs, practice approaches to communicating effectively with adolescent patients.

3. Move students into breakout rooms for role play. *(advance to slide 9)*

4. After 5 minutes, send a message to the breakout rooms to tell learners to switch roles.

5. After another 5 minutes, close the breakout rooms and return students back to large group.

6. Guide learner reflection on the activity. *(advance to slide 10)*

Ask the entire class to identify what barriers to communication they noticed or what worked well or could be improved upon. Ask the learners to think about what attitudes or behaviors will help them communicate with adolescent patients.

Activity 3: SBAR Practice *(advance to slide 11)*

Objective: Demonstrate how to refer a patient to a specialist for drug-resistant HIV (IPE)

1. Review topic: *(advance to slide 12)*

Effective communication is important when referring patients to specialists. The SBAR framework is a standardized communication tool that is useful when describing a clinical situation to another healthcare professional and has also been shown to neutralize hierarchy. *(advance to slide 13)* The SBAR example slide shows a nurse-to-physician report.

2. Explain the activity: *(advance to slide 13)*

You will now have the opportunity to practice using SBAR in pairs. You will be moved into breakout rooms in pairs. Each person should practice how they

would communicate when referring Ibrahim to the specialist. One person should be the referring health professional, and the other should be the specialist. Spend 5 minutes for one person to practice, and discuss how it felt or how you might improve your communication with a specialist. Then switch roles. The next learner should practice their referral and receive feedback for 5 minutes as well.

3. Move learners into breakout rooms. (*advance to slide 15*)

4. After 7-8 minutes, remind learners to switch roles.

5. After another 7-8 minutes, close breakout rooms and return students to large group.

6. Ask the groups to share their thoughts. (*advance to slide 16*)

Ask learners to share what they communicated in different parts of the SBAR. (*advance to slide 17*) Show the learners the example slide for the sample SBAR. How did it feel to use SBAR? Would they do anything different next time?