

## Module 20: Care of the Patient After COVID-19 Infection

**Facilitator Instructions:** Complete the 3 activities below using these instructions and the Module 20 Zoom facilitation slides.

**Suggested time:** 45 minutes

**Activity 1: Multidisciplinary care for PCC (IPE)** *(advance on slide 2)*

**Objective: Describe a multidisciplinary approach to the care of a patient who presents with ongoing symptoms after recent COVID-19 infection**

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

In the module focused on post COVID-19 condition, we were introduced to Daniel—a 46-year-old man with ongoing fatigue three months after having COVID-19. His other symptoms, such as fever, cough, and body aches had improved, but the fatigue persisted.

**2. Explain the activity:** *(advance to slide 4)*

You will now have the opportunity to take part in a discussion about multidisciplinary care. You will be move into breakout rooms. In your small groups, use the next 10 minutes to discuss the following questions:

- a) Imagine Daniel presents to your clinic with post COVID-19 condition. What roles would your professional cadre play in his care?
- b) What important roles would other professional cadres play in his care?

**3. Move learners 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 of the activity** *(advance to slide 6)*

Ask each group to summarize key points from their discussion.

## Activity 2: Role play – Patient-centered care for PCC *(advance on slide 7)*

**Objective: Apply a patient-centered approach to the evaluation and treatment of patients who present after COVID-19 infection**

### **1. Remind learners of the topic:** *(advance on slide 8)*

Patients presenting with persistent symptoms after a history of acute COVID-19 greatly benefit from a patient-centered approach to care. Patient-centered care includes building trust by listening, demonstrating empathy, and validating patients' experience of the symptoms they are describing. One framework that is used to describe an approach to patient-centered care is OARS: open questions, affirmations, reflective listening, and summarizing.

### **2. Remind learners of the Case:** *(advance to slide 9)*

Daniel's 17-year-old niece, Grace, had COVID-19 4 months ago and recently has had trouble sleeping and has been unable to concentrate on her school work. She heard from Daniel that you believe his fatigue is a symptom of Post COVID-19 Condition and wonders if she could have it too.

### **3. Explain the activity:** *(advance on slide 10)*

You will now have the opportunity to apply the OARS framework in a conversation with a patient presenting with persistent symptoms after COVID-19. Remind learners of the OARS framework. You will be moved into breakout rooms in pairs. Each person will have the opportunity to practice communicating with a patient using a patient-centered approach. Please select one person to play the role of the provider and one to play the role of Daniels' niece, Grace. You will spend 5 minutes in your selected roles, after which you will switch roles and practice for another 5 minutes. For the final 5 minutes in your breakout rooms, please reflect on your experience with the activity.

### **4. Move students into breakout rooms** *(advance to slide 11)*

**5. After 5 minutes, send a message to the breakout rooms to remind learners to switch roles**

**6. After another 5 minutes, send a message to the breakout rooms to remind students to reflect on the experience in pairs**

**7. After another 5 minutes, close the breakout rooms**

### **8. Guide learner discussion and compare/contrast different service delivery models as a large group:** *(advance to slide 12)*

Ask learners to share their thoughts about the interaction: What went well? What was challenging? How did the patient feel the interaction went? How would the provider change their approach next time?

**Activity 3: Discussion – psychosocial impacts of PCC** *(advance to slide 13)*

**Objective: Discuss the psychosocial impact of post COVID-19 condition on patients, their families, and communities.**

**1. Remind learners of the topic:** *(advance to slide 14)*

In this module, we were introduced to the psychosocial impacts of post COVID-19 condition. The effects of COVID-19 and PCC on an individual, their family, and their communities are wide-ranging.

**2. Explain the activity:** *(advance to slide 15)*

You will now have the opportunity to discuss the psychosocial impacts of PCC. You will be moved into breakout rooms for a small group discussion. In your small groups, please discuss potential psychosocial impacts of PCC at the individual, family and community level.

**3. Move students into breakout rooms for discussion** *(advance to slide 16)*

**4. After 10 minutes, close breakout rooms and return students to a large group.**

**5. Guide learner discussion:** *(advance to slide 17)*

Ask the groups to share their reflections on the psychosocial impacts of PCC.

*(Advance to slide 18)* Psychosocial impacts may include any of the following:

- a) Stigma associated with COVID-19, and someone with persistent symptoms may be shunned or isolated from the community, even if they are no longer contagious.
- b) Persistent symptoms impairing a person's ability to work or go to school, which can in turn lead to wage losses at the individual and family level.
- c) If work absences accumulate in large numbers, there can be consequences to the greater economy and to the availability of critical services.