

Module 9: Facilitator Guide for Zoom session

Facilitator Instructions: Complete the 2 activities below using these instructions and the Module 9 Zoom facilitation slides.

Suggested time: 45-50 minutes

Activity 1: Group Work (*advance on slide 2*)

Objective: Demonstrate how to respectfully assess for adherence and to encourage patient engagement in care.

1. Remind learners of the case:

In Module 9, we met Moses, a 27-year-old man with HIV who was initiated on ART eight months ago. He returned to clinic for a six-month post ART-initiation routine visit, where a blood sample was collected for a viral load check. During the same visit, he was supplied with a one-month supply of ART. His viral load results were lost for one month, but later found and showed 30,000 copies/mL. Unfortunately, he has not returned to clinic for review.

Moses has been reached through a telephone call by a community linkage facilitator and reports that he is on his way to the clinic today.

2. Explain the activity:

I will split you into pairs for a 5-minute role play of a conversation assessing for adherence. Choose one person to play Moses and the other the health professional. Refer to the Part 1 Role Play Scenario in Activity 9.2 on the course site.

3. Move learners into breakout rooms for roleplay activity.

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

5. While in the large group, ask the Moses role players to discuss how they felt in the interaction.

What aspects of the interaction did they feel went well? Was there anything that they did not like or made them feel uncomfortable?

6. While still in the large group and with the slide displayed, review how to ask questions to elicit information about the adherence issues the patient may be facing. (*advance to slide 2*)

These questions on the slide are mostly open-ended questions, thus asking the patient to talk about their experience rather than simply answering “yes” or “no.” Asking open-ended questions may give you more information about the adherence issues the patient is facing and may also help you build your relationship with the patient.

Example questions to AVOID include:

- Are you taking your HIV medications every day?
- Are you adherent to your medications?
- You take your medications every day, right?
- You're not having any issues with your medications, right?

These are mostly closed-ended questions, which can be answered with “yes” or “no” and do not provide you with much information. Since the patient knows what the optimal answer is, they may be more likely to inaccurately report their adherence to avoid upsetting the health provider.

Activity 2: Role Play, continued *(advance on slide 3)*

Objective: Demonstrate how to respectfully assess for adherence and to encourage patient engagement in care.

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

Now that you have explored Moses' reasons for reduced adherence, you would like to explore what strategies he might use to improve his adherence. You can use the GATHER approach to do this.

Advance to slide 3 for the GATHER approach. Refer learners to the Gather Approach reference doc on the course site.

2. Explain the activity:

I will put you back in pairs to complete another 5-minute role-play with one student acting as Moses and the other as the ART counselor. In this role play, the ART counselor should now explore ways to improve Moses's adherence. Reverse the roles from prior.

3. Move students into breakout rooms

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

6. Next, spend 5 minutes to debrief on the activity, asking learners about which communication techniques they found to be the most effective.

Ask the learners to spend a few minutes sharing how it felt to do the role play. Ask: What communication techniques did learners find to be most effective?

What worked well in the role play, or what was difficult in the role play? What would they do differently next time?