

# Module 11: Facilitator Guide for Zoom session

**Facilitator Instructions:** Complete the 3 activities below using these instructions and the Module 11 Zoom facilitation slides.

**Suggested time:** 40-50 minutes

**Activity 1: Multidisciplinary discussion** (advance on slide 2)

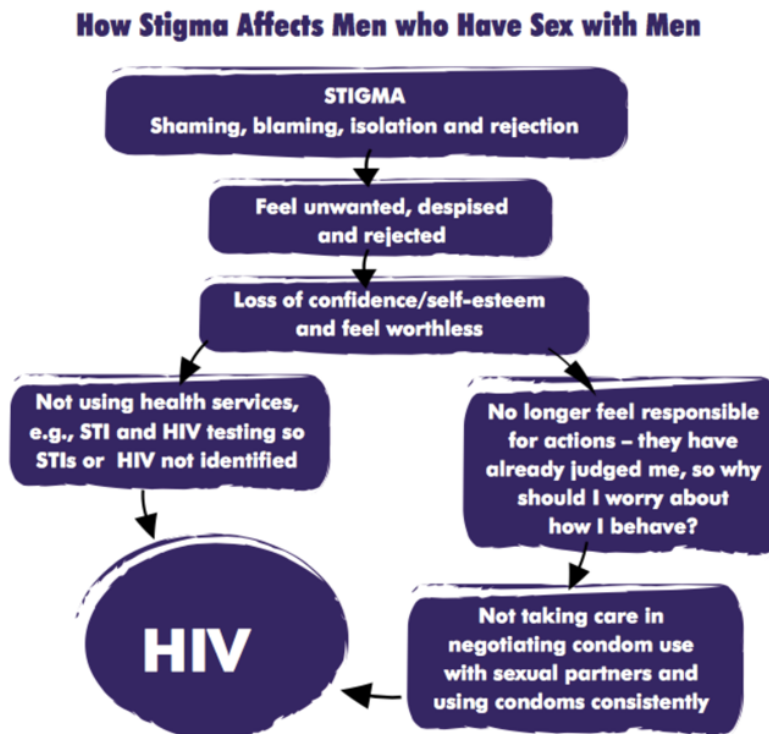
**Objective:** Recognize the underlying prejudice toward key populations, including provider bias.

## 1. Remind learners of the topic:

(advance on slide 3)  
In module 11, we discussed stigma and discrimination experienced by key populations, as well as biases among health professionals. When caring for patients, we all bring our own biases and preconceptions to patient care. These biases, which we may not be aware of, have the potential to adversely affect clinical outcomes.

## 2. Explain the activity:

(Advance to slide 4) You will now have the opportunity to take part in a multidisciplinary discussion of the effects of stigma and discrimination on key populations, and strategies to address them. You will be put into zoom breakout rooms in groups for 10 minutes. Using the flowchart of negative effects from module 11, discuss how we as health professionals can challenge this stigma and discrimination. Think about how we might address each point along the flowchart within your professional roles.



## 3. Move students into breakout rooms for 10-minute discussion

## 4. Close breakout rooms and return students to large group

## 5. Guide learner reflection on the activity:

(advance on slide 6)  
Ask the learners to share their possible solutions.

## Activity 2: Taking a Sexual History role play *(advance to slide 7)*

**Objective: Demonstrate how to take a sexual history using the 5 “P”s framework.**

### **1. Review topic:**

*(advance to slide 8)* In module 11, we learned about Lubanzi—a 25-year-old man who presented to the outpatient department (OPD) with painful defecation and anal discharge, which was concerning for an STI.

### **2. Explain the activity:** *(advance to slide 9)*

You will now have the opportunity to practice taking a sexual history in pairs. You will be put into zoom breakout rooms in pairs. One person will play the role of the provider, and the other the role of Lubanzi. Read more on these roles in the Learner Zoom Handout. You will practice taking a sexual history for 3 minutes. After 3 minutes, switch roles and practice again.

This is a safe space, and it is ok to make mistakes! You can take a “time out” want to ask your fellow learner for help during the case.

### **3. Move students into breakout rooms for 10-minute role play.**

### **4. After 4 minutes, send out message via zoom telling learners to switch roles**

### **5. After 3 more minutes close breakout rooms and return students back to large group**

### **6. Guide learner reflection on the activity.** *(advance to slide 11)*

After each person has played the role of provider, spend a few moments reflecting on the following questions with your partner:

- How did this activity make you feel?
- What went well?
- What would you like to improve the next time you take a sexual history?

### **7. Open the breakout rooms again for the partners to debrief for 5 minutes.**

Close the breakout rooms after 5 minutes and proceed to facilitate activity 3.

### Activity 3: Review Indications for PrEP (advance to slide 13)

#### Objective: Apply WHO guidelines to evaluate for PrEP eligibility

##### 1. Review topic:

(advance to slide 14) We will now circle back to indications for PrEP. As a reminder, the WHO recommends that all people at substantial risk of HIV infection should be offered PrEP as a prevention choice. The WHO cites that those at high risk of acquiring HIV include people who are HIV negative AND:

- Have a sexual partner with HIV who is not virally suppressed OR
- Are sexually active in a high HIV prevalence population or geographical location AND who has had any of the following risk factors in the past 6 months:
  - Vaginal or anal sexual intercourse without a condom with more than one partner OR
  - A recent history of a STI by laboratory testing or self-report or syndromic STI treatment OR
  - Has used PEP for sexual exposure OR
  - Is requesting PrEP

Other populations in whom to consider PrEP include people who inject drugs (PWID) and sex workers.

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

For the next activity, you will evaluate patient cases to determine if the patients are candidates for PrEP. You will be moved into breakout rooms in groups.

Pretend that you are working in a primary care clinic that is administering a PrEP questionnaire to all patients. Each group should review two of the sample patients on the Learner Zoom handout to determine if those patients are candidates for PrEP. Use the WHO PrEP policy brief and Figure 1 from the WHO Implementation Tool for PrEP. After 10 minutes, everyone will be returned to the large group and each group will be asked to share their reasoning with the larger group.

##### 3. Move students into breakout rooms for 10-minute activity.

##### 4. Close breakout rooms and return students to large group.

##### 5. Ask the groups to share their thoughts: (advance to slide 17)

Ask each group to share their decisions and reasoning for each case with the larger group. Facilitate discussion of correct answers. Advance to slide 17 at the conclusion of the discussion.

**Patient A:** A 55-year-old man who has had condomless sex with three female sex workers in the last 6 months (but none in the last month). He has had Gonorrhea twice in the last year and syphilis once. He has hypertension and chronic kidney disease with a creatinine clearance of 25.

**Answer:** This patient is not a candidate for PrEP. He has risk factors for acquiring HIV and he would be a candidate for PrEP but his creatinine clearance is 25 which is below the cutoff of 60 ml/min for PrEP. Other medications may become available for PrEP with chronic kidney disease but none are recommended at present.

**Patient B:** A 20-year-old woman with one partner over the last year. This partner is HIV-positive and she does not know if he is on treatment. She has never had an STI. She is estimated to be 12 weeks pregnant and has not had sex in 6 weeks. She would like to be on PrEP if you think it is indicated.

**Answer:** This patient is a candidate for PrEP. While her risk of acquiring HIV would be negligible if her partner were on treatment with a suppressed viral load, she does not know that and is requesting PrEP. PrEP can be given to women who are pregnant or breastfeeding.

**Patient C:** A 42-year-old woman with one male partner for the last year. She had syphilis in her twenties and no other STIs since. Her partner tested negative for HIV at a community health fair last year. She does not think he has other sexual partners.

**Answer:** This patient is likely not a candidate for PrEP based on WHO guidelines but her HIV risk should be assessed at intervals and if circumstances change she could become a candidate for PrEP.

**Patient D:** A 27-year-old woman with 5 male partners in the last 3 months. She has not used condoms with any of them. She last had sex around 1-2 weeks ago and recently developed fevers, a sore throat, and swelling in the lymph nodes of her neck. She has no medical problems and was treated for Chlamydia last year.

**Answer:** This patient is a candidate for PrEP but she also has symptoms and risk factors that are suggestive of an acute HIV infection. Acute HIV will need to be excluded before starting PrEP.