

ICAP's Pre-exposure Prophylaxis (PrEP) Package for Providers: PrEParing for Choice

Introduction and Guidance

INTRODUCTION

ICAP's Pre-exposure Prophylaxis (PrEP) Package for Providers: PrEParing for Choice was developed by the Clinical and Laboratory Unit of ICAP at Columbia University to promote the introduction and implementation of multiple PrEP products. The material is intended to support healthcare providers by giving them the knowledge and skills they need to counsel clients about PrEP, conduct effective PrEP initiation visits, and provide continued monitoring and follow-up.

The content in this package is in accordance with the World Health Organization (WHO) guidelines through 2023. Recognizing that programs are at differing stages of PrEP implementation and the introduction of new PrEP products, the training includes six modules designed to be mixed and matched according to PrEP product availability and program training needs:

Module 1: PrEP Basics

Module 2: Oral Daily PrEP

Module 3: Oral Event-Driven PrEP (ED-PrEP)

Module 4: Injectable Long-Acting Cabotegravir (CAB-LA)

Module 5: Dapivirine Vaginal Ring (DVR)

Module 6: Person-Centered PrEP Counseling

Module 1 provides an overview of PrEP as an HIV prevention tool, including how PrEP works, basic eligibility criteria, and basic information about all the WHO-approved PrEP options. Modules 2 through 5 review each PrEP option in detail, with information on the evidence behind each product, eligible populations, initiation visit procedures, and monitoring. Module 6 covers person-centered PrEP counseling, with an emphasis on informed choice counseling to support clients to make an informed decision among available PrEP options. Other topics included in Module 6 are counseling to support effective use of PrEP, adherence counseling, and essential counseling techniques.

All modules include interactive content, with facilitator guidance provided in the notes section. To support healthcare providers to apply knowledge from the trainings, each module is accompanied by a collection of potential job aids. These are provided in an editable PowerPoint format and can be adapted, combined, and utilized as programs see fit.

PrEP use and the introduction of new PrEP options are rapidly evolving, and the material in the PrEP Package will require updating over time as new evidence regarding PrEP products is generated and implementation experience accumulates. Recognizing the limitations of available information, the Package includes symbols to indicate where updates may be expected in the near future, as well as dates on each module to indicate when the technical content was last updated.



This symbol indicates that the recommendation is preliminary, based on available evidence at the time, and may change as more evidence is generated.



This symbol indicates that there is insufficient evidence at the time to make a recommendation on a topic, and more information is required.

ADAPTATION GUIDANCE

This package is intended to serve as a foundation for training healthcare providers and must be adapted to local contexts. The first step in adaptation is selecting the modules most appropriate for use, based on local training needs and product availability. Once modules have been selected, additional local information should be added to certain slides. On these slides, red place-holder text indicates what kind of information should be added and where. Slides may need adaption to reflect local guidelines, and users may want to edit the names and photographs used in case studies to be more culturally appropriate in their context. To assist with identifying slides that may need to be edited or adapted, a symbol has been added to these slides.



This symbol indicates that adaptation of the slide is required or suggested based on local guidelines and/or cultural context.

Furthermore, should users wish to shorten the training or combine modules, a symbol has been added to slides that are repeats of slides used in other modules for ease of identification. This is especially relevant for Module 2 and Module 3, which both cover oral PrEP.



This symbol indicates that the content on this slide is repeated in other modules and could be removed if users wish to shorten training that covers multiple modules.

OTHER ADAPTATION CONSIDERATIONS:

- Sections of Module 1 and Module 6 compare and contrast all WHO-recommended PrEP options at the time of publication. If certain options are unavailable or irrelevant, users may opt to edit or remove some of these slides. To assist in identification of these slides, the four PrEP options compared in this package are color coded:



- A large portion of Module 6 focuses on informed choice counseling to support clients choosing among more than one available PrEP option (Section 6.3). If only one PrEP option is locally available, users may opt to omit this content. The content of Section 6.3 should be edited to reflect only PrEP options available in the local context and/or covered in the training.
- On some slides, references are made to content in other modules. Users should remove or edit this text if those modules are not being used. This text is the same color as the symbols, for ease of identification. For example:

See Module 6 for more information about informed decision making

FACILITATOR GUIDANCE

This training is designed to be interactive and engage participants in learning and knowledge sharing. It uses a variety of participatory methodologies, including question and answer, discussion, case scenarios, role-play, and small group activities. These activities elicit and build on participant experience and knowledge, promote discussion and reflection on key issues, provide hands-on practice with new content, and help participants learn from one another. In addition, participatory methodologies promote retention of content and create an open, engaging, and supportive learning environment.

Review the learning activities in advance of training sessions:

1. Question and Answer (Q&A)

Questions and answers are included throughout the module to keep learners engaged and actively participating. Q&A sessions encourage participants to reflect on their existing knowledge before a new topic is introduced. When included after lecture content is delivered, Q&A allows participants to test their knowledge recall.

How To Facilitate Q&A

- Read the question on the slide.
- Ask participants to raise their hands to answer the question.
- Take a few volunteer responses.
- Reveal the answer on the following slide.
- Allow time for follow-up discussion as needed (see below).

2. Discussion

Discussion is a dialogue among participants and the facilitator, with participants responding to discussion questions and to one another's ideas. During discussions, new questions may surface. When the facilitator leads a large group discussion, she or he must manage the discussion by keeping participants focused, actively eliciting responses, and limiting participants with a tendency to dominate the conversation. When participants have small group discussions, facilitators must do likewise.

How To Facilitate Discussion

- Set a time limit and keep track of time.
- Explain that participants who want to speak should raise their hands.
- Keep the discussion on target and moving along.
- Encourage everyone to participate and call on everyone who raises a hand.
- Limit participants who have already contributed to ensure that all have a chance to speak.
- Ask questions to encourage more responses to a question, for example: "What else?" "What other ideas do you have?"
- Wrap up the discussion by repeating and summarizing main points.

3. Case Scenarios

A case scenario is a brief description of a realistic situation that participants discuss and analyze. Case scenarios give participants the opportunity to apply newly acquired knowledge to a particular problem or situation and to generate possible solutions to challenges presented in the scenario.

How to Facilitate Case Scenarios

- If participants will use the scenario in small groups or pairs, give clear instructions.
- If you write your own scenarios, make them simple and brief. Use realistic situations that will be familiar to participants. Give essential information and leave out unnecessary details.
- Provide questions to guide participants in analyzing the scenario and a list of essential points to be covered in discussion for yourself and co-facilitators.

4. Role-Play

A role-play is a brief, informal performance in which participants act out roles, e.g., client and provider. This allows participants to practice handling a particular problem or situation and to experience what it is like to be in those roles. Role-playing is informal; participants do not need to memorize dialogue or perform perfectly — the point is to experience the situation and learn from that experience.

How to Facilitate a Role-Play

- Give clear instructions for the role-play.
- Set a time limit for role-play practice and performance and manage the time well.
- Remind participants that role-playing does not require a perfect performance but rather provides an opportunity to practice handling real-life situations. It is fine to make mistakes during role-play.
- Debrief the role-play with a large group discussion.

5. Small Group Activities

The facilitator divides participants into small groups to do a learning activity. Examples of small group activities include discussions, scenarios, and role-play practice as described above. Small groups allow each person to participate more than they would in the large group. Small group work also helps participants get to know one another and work with new colleagues.

How To Facilitate Small Group Activities

- Before you divide participants into small groups, give clear instructions for the small group task.
- Group participants so that they are not always working with people they know well. To vary groups' composition:
 - Ask participants to count off or draw at random from a deck of playing cards and then group by numbers or suit of cards.
 - Ask participants to draw at random from a container of colored objects or slips of paper and then group by colors.
 - Group participants by birthday (seasons or months), by first letter of first or last name, by last digit of their phone number, or by height. Based on how many fall into each category, regroup these groups so that you have groups of an optimal size.
- Instruct the groups to make sure that all group members participate.
- Have each group choose a timekeeper.
- Keep track of time yourself and announce time remaining at half-time, 5-minute, and 1-minute.
- As the groups are working, move from one to another to make sure that participants have understood the task and are making progress.

TRAINING AGENDA

This training was developed to meet the needs of diverse programs that are at different phases of PrEP implementation and roll-out. It is estimated that each module would require a day of training to complete, and the total length of a training would depend on the number of modules selected. If a program would like to deliver all six modules in a single training, Module 2 and Module 3 could be combined into a single day given their overlapping content and the entire training could be completed within 5 days.

Sample training agendas for each individual module and a combined Module 2 and 3, are included below, but timing may vary based on audience and any adaptations or edits made to the material.

Timing is estimated based on the following assumptions:

- Average of 1 minute per content, Q&A and case scenario slides
- Timing for discussion, role-play, and small group actives as listed in the facilitator’s notes on the slides.

Sample Agenda Module 1: PrEP Basics			
Time	Topic	Learning Objectives	Learning Activities
8:30-9:00	Introduction	<ul style="list-style-type: none"> • Introduce training, module, competencies, learning objectives, and learning activities 	<ul style="list-style-type: none"> • Discussion
9:00-10:00	1.1 Introduction to PrEP	<ul style="list-style-type: none"> • Define PrEP and differentiate PrEP from post-exposure prophylaxis and antiretroviral therapy. • Describe the need for PrEP 	<ul style="list-style-type: none"> • Q&A • Review national guidelines • Discussion
10:00-11:00	1.2 PrEP Eligibility	<ul style="list-style-type: none"> • Name the 5 main eligibility criteria for PrEP. • Identify people at risk for HIV infection. • Explain how to exclude acute HIV infection 	<ul style="list-style-type: none"> • Q&A • Case Scenario • Review national guidelines • Discussion
<i>11:00-11:15 Morning Break</i>			
11:15-12:30	1.3 PrEP Options	<ul style="list-style-type: none"> • Specify PrEP products recommended by the World Health Organization and within the country • Describe the similarities and differences between available PrEP products 	<ul style="list-style-type: none"> • Q&A • Fill in the blank • Case Scenario • Review national guidelines • Discussion
<i>12:30 -13:30 Lunch</i>			
13:30-14:45	1.4 PrEP Service Delivery	<ul style="list-style-type: none"> • Identify key populations and priority populations for PrEP at the local level 	<ul style="list-style-type: none"> • Q&A • Fill in the blank • Case Scenario • Review national guidelines • Discussion
<i>14:45-15:00 Afternoon Break</i>			
15:00-15:30	1.5 Common Questions	<ul style="list-style-type: none"> • Answer common questions regarding PrEP implementation 	<ul style="list-style-type: none"> • Q&A
15:30-16:00	Summary	<ul style="list-style-type: none"> • Review module, share experiences, address remaining questions 	<ul style="list-style-type: none"> • Discussion

Sample Agenda for Module 2: Oral Daily PrEP			
Time	Topic	Learning Objectives	Learning Activities
8:30-9:00	Introduction	<ul style="list-style-type: none"> Introduce module, competencies, learning objectives, and learning activities 	<ul style="list-style-type: none"> Discussion
9:00-10:00	2.1 Introduction to Oral Daily PrEP	<ul style="list-style-type: none"> Describe the efficacy and common side effects of oral daily PrEP Explain the relationship between oral daily PrEP effectiveness and adherence Explain the recommendations for starting and stopping oral daily PrEP 	<ul style="list-style-type: none"> Q&A Review national guidelines Discussion
10:00-10:30	2.2 Oral Daily PrEP Eligibility	<ul style="list-style-type: none"> Name the eligibility criteria for oral daily PrEP 	<ul style="list-style-type: none"> Q&A Case Scenario
<i>10:30-11:00 Morning Break</i>			
11:00-13:00	2.3 Oral Daily PrEP Initiation	<ul style="list-style-type: none"> Specify the procedures for initiating oral daily PrEP Deliver key counseling messages for the initial oral daily PrEP visit Perform adherence counseling for oral daily PrEP 	<ul style="list-style-type: none"> Q&A Case Scenario Review national guidelines Discussion Role-Play
<i>13:00-14:00 Lunch</i>			
14:00-15:00	2.4 Oral Daily PrEP Follow-up Visits	<ul style="list-style-type: none"> Conduct effective monitoring visits for oral daily PrEP Perform adherence evaluations and counseling for oral daily PrEP Explain how to manage creatinine elevation Explain how to manage HIV seroconversion 	<ul style="list-style-type: none"> Q&A Case Scenario Discussion
15:00-15:30	Summary	<ul style="list-style-type: none"> Review module, share experiences, address remaining questions 	<ul style="list-style-type: none"> Discussion

Sample Agenda for Module 3: Oral Event Driven PrEP (ED-PrEP)

Time	Topic	Learning Objectives	Learning Activities
8:30-9:00	Introduction	<ul style="list-style-type: none"> Introduce module, competencies, learning objectives, and learning activities 	<ul style="list-style-type: none"> Discussion
9:00-10:00	3.1 Introduction to Oral ED-PrEP	<ul style="list-style-type: none"> Define oral ED-PrEP Describe advantages and disadvantages of oral ED-PrEP 	<ul style="list-style-type: none"> Q&A Fill in the blank Review national guidelines Discussion
10:00-10:30	3.2 Oral ED-PrEP Eligibility	<ul style="list-style-type: none"> Define the eligible and ineligible populations for oral ED-PrEP Identify good candidates for oral ED-PrEP 	<ul style="list-style-type: none"> Q&A Case Scenario
<i>10:30-11:00 Morning Break</i>			
11:00-13:00	3.3 Oral ED-PrEP Initiation Visit	<ul style="list-style-type: none"> Counsel clients on how to take oral ED-PrEP effectively Describe the process for switching between oral ED-PrEP and oral daily PrEP Specify the procedures for initiating oral ED-PrEP 	<ul style="list-style-type: none"> Q&A Review national guidelines Case Scenario Partner practice Discussion
<i>13:00 -14:00 Lunch</i>			
14:00-15:00	3.4 Oral ED-PrEP Follow up Visits	<ul style="list-style-type: none"> Conduct effective monitoring visits for oral ED-PrEP 	<ul style="list-style-type: none"> Q&A Case Scenario Discussion
15:00-15:30	Summary	<ul style="list-style-type: none"> Review module, share experiences, address remaining questions 	<ul style="list-style-type: none"> Discussion

Sample Agenda for Module 4: Injectable Long-Acting Cabotegravir (CAB-LA)

Time	Topic	Learning Objectives	Learning Activities
8:30-8:45	Introduction	<ul style="list-style-type: none"> Introduce module, competencies, learning objectives, and learning activities 	<ul style="list-style-type: none"> Discussion
8:45-9:45	4.1 Introduction to CAB-LA	<ul style="list-style-type: none"> Define injectable CAB-LA as PrEP Explain the rationale for adding CAB-LA to the array of HIV prevention tools Describe the evidence base for CAB-LA Describe advantages and disadvantages of CAB-LA 	<ul style="list-style-type: none"> Q&A Discussion
9:45-10:15	4.2 CAB-LA Eligibility Screening	<ul style="list-style-type: none"> Define the eligible and ineligible populations for CAB-LA 	<ul style="list-style-type: none"> Q&A Review national guidelines Discussion
<i>10:15-10:30 Morning Break</i>			
10:30-12:30	4.3 CAB-LA Initiation Visit	<ul style="list-style-type: none"> Guide clients to make an informed choice about using CAB-LA as PrEP Counsel clients on how to adhere to requirements for CAB-LA Conduct CAB-LA initiation 	<ul style="list-style-type: none"> Q&A Case Scenario Role-Play Discussion
<i>12:30 -13:30 Lunch</i>			
13:30-15:00	4.4 CAB-LA Follow-up Visits	<ul style="list-style-type: none"> Effectively conduct monitoring visits for CAB-LA 	<ul style="list-style-type: none"> Q&A Case Scenario Role-Play Discussion
<i>15:00-15:15 Afternoon Break</i>			
15:15-15:30	4.5 Missed Visits and Restarting CAB-LA	<ul style="list-style-type: none"> Describe the process for resuming, restarting, and discontinuing CAB-LA 	<ul style="list-style-type: none"> Case Scenario
15:30-16:15	4.6 Discontinuation and Post-Discontinuation Monitoring	<ul style="list-style-type: none"> Describe the process for resuming, restarting, and discontinuing CAB-LA 	<ul style="list-style-type: none"> Role-Play Discussion
16:15-16:30	Summary	<ul style="list-style-type: none"> Review module, share experiences, address remaining questions 	<ul style="list-style-type: none"> Discussion

Sample Agenda for Module 5: Dapivirine Vaginal Ring (DVR)			
Time	Topic	Learning Objectives	Learning Activities
8:30-8:45	Introduction	<ul style="list-style-type: none"> Introduce module, competencies, learning objectives, and learning activities 	<ul style="list-style-type: none"> Discussion
8:45-10:15	5.1 Introduction to the DVR	<ul style="list-style-type: none"> Describe characteristics of the DVR Explain how the DVR can be used by women as an additional option for protection against HIV infection Describe what is known about efficacy, safety and acceptability of the DVR 	<ul style="list-style-type: none"> Q&A Discussion Fill in the blank
10:15-10:45	5.2 DVR Eligibility Screening	<ul style="list-style-type: none"> Define the eligible and ineligible populations for the DVR 	<ul style="list-style-type: none"> Q&A Review national guidelines Discussion
<i>10:45-11:00 Morning Break</i>			
11:00-13:00	5.3 DVR Initiation Visit	<ul style="list-style-type: none"> Guide women to make an informed choice about using the DVR Counsel women on how to use the DVR effectively Conduct effective initiation visits for women using the DVR 	<ul style="list-style-type: none"> Q&A Case Scenario Role-Play Discussion
<i>13:00 -14:00 Lunch</i>			
14:00-15:30	5.4 DVR Follow-up Visits	<ul style="list-style-type: none"> Conduct effective monitoring visits for women using the DVR Identify and manage potential side effects with use of the DVR 	<ul style="list-style-type: none"> Q&A Case Scenario Role-Play Discussion
15:30-15:45	Summary	<ul style="list-style-type: none"> Review module, share experiences, address remaining questions 	<ul style="list-style-type: none"> Discussion

Sample Agenda for Module 6: Person-Centered PrEP Counseling

Time	Topic	Learning Objectives	Learning Activities
8:30-8:45	Introduction	<ul style="list-style-type: none"> Introduce module, competencies, learning objectives, and learning activities 	<ul style="list-style-type: none"> Discussion
8:45-9:15	6.1 Introduction to Person-Centered PrEP Counseling	<ul style="list-style-type: none"> Describe the basic principles of person-centered counseling 	<ul style="list-style-type: none"> Q&A Discussion
9:15-10:15	6.2 Client Engagement in PrEP Initiation	<ul style="list-style-type: none"> Help clients think through the benefits that PrEP offers them 	<ul style="list-style-type: none"> Q&A Fill in the blank Case Scenario Discussion
<i>10:15-10:30 Morning Break</i>			
10:30-12:30	6.3 Informed Choice Counseling for PrEP Options	<ul style="list-style-type: none"> Use informed choice counseling to help clients select among available PrEP options 	<ul style="list-style-type: none"> Q&A True or False Review national guidelines Case Scenario Role-Play Discussion
<i>12:30 -13:30 Lunch</i>			
13:30-14:30	6.3 Informed Choice Counseling for PrEP Options (continued)	<ul style="list-style-type: none"> Use informed choice counseling to help clients select among available PrEP options 	<ul style="list-style-type: none"> Q&A True or False Review national guidelines Case Scenario Role-Play Discussion
14:30-15:00	6.4 Counseling Clients to Support Effective PrEP Use	<ul style="list-style-type: none"> Define the concept of effective PrEP use Use person-centered counseling to support effective PrEP use 	<ul style="list-style-type: none"> Q&A
<i>15:00-15:15 Afternoon Break</i>			
15:15-16:00	6.5 Supporting Continuation on PrEP	<ul style="list-style-type: none"> Use person-centered counseling to support effective PrEP use Identify and respond to common barriers to effective PrEP use 	<ul style="list-style-type: none"> Case Scenario
16:00-16:15	Summary	<ul style="list-style-type: none"> Review module, share experiences, address remaining questions 	<ul style="list-style-type: none"> Discussion

Sample Agenda for Combined Module 2 and Module 3			
Time	Topic	Learning Objectives	Learning Activities
8:30-9:00	Introduction	<ul style="list-style-type: none"> Introduce Module 2 and Module 3, competencies, learning objectives, and learning activities 	<ul style="list-style-type: none"> Discussion
9:00-9:45	2.1 Introduction to Oral Daily PrEP	<ul style="list-style-type: none"> Describe the efficacy and common side effects of oral daily PrEP Explain the relationship between oral daily PrEP effectiveness and adherence Explain the recommendations for starting and stopping oral daily PrEP 	<ul style="list-style-type: none"> Q&A Review national guidelines Discussion
9:45-10:00	2.2 Oral Daily PrEP Eligibility	<ul style="list-style-type: none"> Name the eligibility criteria for oral daily PrEP 	<ul style="list-style-type: none"> Q&A Case Scenario
<i>10:00-10:15 Morning Break</i>			
10:15-12:00	2.3 Oral Daily PrEP Initiation	<ul style="list-style-type: none"> Specify the procedures for initiating oral daily PrEP Deliver key counseling messages for the initial oral daily PrEP visit Perform adherence counseling for oral daily PrEP 	<ul style="list-style-type: none"> Q&A Case Scenario Review national guidelines Discussion Role-Play
12:00-12:45	2.4 Oral Daily PrEP Follow-up Visits	<ul style="list-style-type: none"> Conduct effective monitoring visits for oral daily PrEP Perform adherence evaluations and counseling for oral daily PrEP Explain how to manage creatinine elevation Explain how to manage HIV seroconversion 	<ul style="list-style-type: none"> Q&A Case Scenario Discussion
<i>12:45-13:45 Lunch</i>			
13:45-14:15	3.1 Introduction to Oral ED-PrEP	<ul style="list-style-type: none"> Define oral ED-PrEP Describe advantages and disadvantages of oral ED-PrEP 	<ul style="list-style-type: none"> Q&A Fill in the blank Review national guidelines Discussion
14:00-14:15	3.2 Oral ED-PrEP Eligibility	<ul style="list-style-type: none"> Define the eligible and ineligible populations for oral ED-PrEP Identify good candidates for oral ED-PrEP 	<ul style="list-style-type: none"> Q&A Case Scenario
14:15-15:15	3.3 Oral ED-PrEP Initiation Visit	<ul style="list-style-type: none"> Counsel clients on how to take oral ED-PrEP effectively Describe the process for switching between oral ED-PrEP and oral daily PrEP Specify the procedures for initiating oral ED-PrEP 	<ul style="list-style-type: none"> Q&A Review national guidelines Case Scenario Partner practice Discussion
<i>15:15-15:30 Afternoon Break</i>			
15:30-16:15	3.4 Oral ED-PrEP Follow up Visits	<ul style="list-style-type: none"> Conduct effective monitoring visits for oral ED-PrEP 	<ul style="list-style-type: none"> Q&A Case Scenario Discussion
16:15-16:45	Summary	<ul style="list-style-type: none"> Review Module 2 and Module 3, share experiences, address remaining questions 	<ul style="list-style-type: none"> Discussion