

# Providing PrEP to Pregnant and Breastfeeding Women: A Training Manual for Health Care Workers

FACILITATOR GUIDE



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# Providing PrEP to Pregnant and Breastfeeding Women: Training Syllabus

## Introduction

The purpose of this course is to help ministries of health, program managers, and trainers expand access to high-quality pre-exposure prophylaxis (PrEP) for pregnant and breastfeeding women (PBFW) using a facility-based approach for training, capacity building, and mentorship.

## Course Description

The course is designed as series of modules and includes a variety of activities for course delivery.

See **Table 1** for a summary of the modules and the estimated completion times for each module.

**Table 1. Course Overview & Duration**

Module Title	Duration
Module 1: Why Offer PrEP to Pregnant and Breastfeeding Women?	1.5 hours
Module 2: Before Starting PrEP	30 minutes
Module 3: Counseling on Use of PrEP for Pregnant and Breastfeeding Women	1 hour
Module 4: Laboratory Testing, Documentation, and Scheduling Follow-Up	1 hour
Module 5: After Starting PrEP	2 hours
Module 6: PrEP Use in Special Situations	1 hour
Module 7: Additional Health Services	30 minutes
Module 8: Intimate Partner Violence (IPV)	45 minutes
Module 9: Active Safety Surveillance	30 minutes
Module 10: Key Messages	1.5 hours

## Learning Objectives

At the end of this session, learners will be able to state:

- The rationale for offering PrEP to PBFW
- Key actions to take before starting PrEP
- Counseling messages and techniques for PBFW
- How to address common PrEP side effects and monitor continued safety of PrEP
- Important additional services for PBFW taking PrEP

## Teaching and Learning Methods

Teaching/learning methods will include small group work, discussions, and case studies. Lecture will be used minimally; the course aims to support capacity building in the clinical area.

If this course is delivered remotely, the facilitator can use the features in Zoom or other tools to assign small group activities or can change the small group and pair activities to large group discussion.

## Scheduling Guidance

For maximum flexibility, this course may be offered in a single 2-day training or multiple sessions spread across a series of days.

### Day 1:

Module Title	Duration
Module 1: Why Offer PrEP to Pregnant and Breastfeeding Women?	1.5 hours
Module 2: Before Starting PrEP	30 minutes
Module 3: Counseling on Use of PrEP for Pregnant and Breastfeeding Women	1 hour
Module 4: Laboratory Testing, Documentation, and Scheduling Follow-Up	1 hour

### Day 2:

Module Title	Duration
Module 5: After Starting PrEP	2 hours
Module 6: PrEP Use in Special Situations	1 hour
Module 7: Additional Health Services	30 minutes
Module 8: Intimate Partner Violence (IPV)	45 minutes
Module 9: Active Safety Surveillance	30 minutes
Module 10: Key Messages	1.5 hours

## Module 1: Why Offer PrEP to Pregnant and Breastfeeding Women?

### Module Objective

By the end of the module, learners will be able to state:

- The rationale for offering pre-exposure prophylaxis (PrEP) to pregnant and breastfeeding women (PBFW)

### Information for Facilitators

The activities listed are suggested activities only. The context, experience level of participants, and identified needs should be considered in adapting activities to best fit the situation.

Times are approximate.

Content	Time	Methodology	Materials
<b>Instruction</b>	<b>Approx. 1-1.5 hours</b>	<b>Interactive activities</b>	<b>Materials by topic</b>
Course Introduction	5 min.	<b>Introduce the purpose of the course and the modules that will be covered.</b>	PowerPoint (PPT) Review
World Health Organization's (WHO) Recommends PrEP	15 min.	<b>Discuss</b> the WHO recommendation to provide PrEP to PBFW who are at continuing substantial risk of HIV infection.  <b>Show</b> the <a href="#">WHO recommendations on antenatal care</a> website.	PowerPoint (PPT) Review  WHO website
Background	15 min.	<b>Individual Thought:</b> Ask participants to think about when they think women are at higher risk of HIV acquisition and of transmitting HIV to their infants.  <b>Review</b> the Background slide and <b>Ask</b> participants how this differs from what they may have initially thought.	Individual Thought  PPT Review Ask for input
PrEP Safety	15 min.	<b>Group Discussion:</b> Ask participants why women might be reluctant to begin PrEP.  <b>Review</b> the key points in the PPT that PrEP appears safe for PBFW.	Group Discussion  PPT Review
PrEP Medications	25 min.	<b>Review</b> the PPT slides about PrEP medications, PrEP side effects, and PrEP compatibility with other medications.  <b>Small Group Activity:</b> Ask participants to work in small groups to identify common medications that women may be taking and brainstorm how to respond to concerns about starting PrEP in addition to those medications.	PPT Review  Small Group Activity 1-1. After 10 minutes, call groups back together and have them share their thoughts.

## Module 2: Before Starting PrEP

### Module Objective

- By the end of the module, learners will be able to identify good candidates for PrEP.

### Information for Facilitators

The activities listed are suggested activities only. The context, experience level of participants, and identified needs should be considered in adapting activities to best fit the situation.

Times are approximate.

Content	Time	Methodology	Materials
<b>Instruction</b>	<b>Approx. 30 min.</b>	<b>Interactive activities</b>	<b>Materials by topic</b>
Who is a Good Candidate for PrEP?	25 min.	<p><b>Review</b> the recommendation that, in settings of high HIV incidence, all HIV-negative pregnant and breastfeeding woman should be considered candidates for PrEP.</p> <p><b>Ask:</b> How does this differ from what you may have previously believed or from what you hear from others?</p> <p><b>Show</b> the <a href="#">WHO Implementation Tool for Pre-Exposure Prophylaxis (PrEP) of HIV Infection</a> website as an additional resource.</p> <p><b>Group Discussion:</b> Ask participants to work in small groups to list the range of clients for whom they should consider PrEP.</p> <p>Ask groups to share their thoughts. Debrief using the PPT slide that lists the wide range of clients.</p>	<p>PPT Review</p> <p>Group Discussion</p> <p>WHO website</p> <p>Group Discussion</p> <p>PPT Review</p>
Contraindications	5 min.	<p><b>Review</b> the PPT on contraindications.</p> <p><b>Review</b> the signs and symptoms of acute HIV infection.</p>	PPT Review.

## Module 3: Counseling on use of PrEP for Pregnant and Breastfeeding Women

### Module Objective

By the end of the module, learners will be able to state:

- Counseling messages and techniques for PBFW

### Information for Facilitators

The activities listed are suggested activities only. The context, experience level of participants, and identified needs should be considered in adapting activities to best fit the situation.

Times are approximate.

Content	Time	Methodology	Materials
<b>Instruction</b>	<b>Approx. 1 hour</b>	<b>Interactive activities</b>	<b>Materials by topic</b>
Importance	5 min.	<b>Review</b> the importance of counseling and communication in maternity care.	PPT Review
Contexts	5 min.	<b>Review</b> the contexts in which PrEP with PBFW could be discussed.	PPT Review
Additional Counseling Messages	25 min.	<p><b>Review</b> the counseling messages that would be in addition to standard PrEP counseling messages for PBFW.</p> <p><b>Role Play:</b> Ask participants to work in pairs to role play how they would deliver these messages to PBFW. One partner plays the role of the provider and one the woman. The “provider” should provide counseling messages and the “woman” should identify concerns to be addressed through counseling messages. Pairs then switch roles.</p> <p>Note: If the session is delivered via Zoom, the facilitator can use these options:</p> <ul style="list-style-type: none"> <li>- Create breakout rooms with 2-3 people in each one. Participants role play in the breakout rooms and the facilitator drops in during each.</li> <li>- Facilitator asks for volunteers to role play in front of the whole group.</li> <li>- Instead of role play, facilitator plays the role of a pregnant or breastfeeding woman and voices concerns. Facilitator asks the group what counseling message(s) they would use to address each concern.</li> </ul>	<p>PPT Review</p> <p>Role Play</p> <p>After 10 minutes, call pairs back to the large group. Ask them to share the key messages they think will be most impactful with their clients.</p>

Case Study	25 min.	<p><b>Case Study:</b> Read the case study. Divide participants into small groups. Ask each group to discuss the case study questions.</p> <p><b>Note:</b> This activity can also be done as one large group.</p>	Case Study After 10 minutes, call pairs back to the large group. Ask each group to report back on one of the discussion questions.
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## Case Study

Aaliyah is pregnant with her third child and comes to your clinic. During the exam and discussion, she mentions that her sister, who lives close by, has HIV. Aaliyah is concerned about her personal risk and is unsure about her partner's HIV status and ongoing risk. Aaliyah tested negative for HIV and you recommend that she start PrEP and continue throughout her pregnancy and while breastfeeding.

Aaliyah immediately closes up and does not want to discuss it. She says that she is already taking enough medication with her iron and folic acid tablets and she worries about her partner finding PrEP in their home. She doesn't want to put her unborn baby at risk and is afraid the side effects will make it challenging to take care of her other children.

## Discussion Questions

- What are the key messages you should tell Aaliyah about taking PrEP with other medications?
- What should you tell Aaliyah about the safety of PrEP while pregnant?
- How can you address her concerns about putting her unborn baby at risk?
- How would you respond to her concerns about side effects and not being able to care for her other children?
- What concerns might Aaliyah have that she didn't feel comfortable sharing with you (e.g., potential concerns about intimate partner violence [IPV])?
  - What additional questions can you ask to uncover those concerns?
  - How would you address those concerns?

## Module 4: Laboratory Testing, Documentation, and Scheduling Follow-Up

### Module Objective

By the end of the module, learners will be able to state:

- Key actions to take before starting PrEP

### Information for Facilitators

The activities listed are suggested activities only. The context, experience level of participants, and identified needs should be considered in adapting activities to best fit the situation.

Times are approximate.

Content	Time	Methodology	Materials
<b>Instruction</b>	<b>Approx. 45 min–1 hour</b>	<b>Interactive activities</b>	<b>Materials by topic</b>
Rule Out HIV Infection	10 min.	<b>Review</b> the requirement to rule out HIV infection before starting treatment.  <b>Ask</b> the group how to discuss/approach this with a woman who is reluctant to get tested.	PPT Review  Discussion
Testing Before Starting PrEP	5 min.	<b>Review</b> the testing that must be performed prior to starting PrEP.	PPT Review
Documenting Clinical Care	5 min.	<b>Review</b> the requirements for documenting care in clinical records.	PPT Review
Scheduling Follow-Up	25 min.	<b>Review</b> the guidance on scheduling follow-up visits and optimizing PrEP continuation.  <b>Pair Activity:</b> Ask participants to work in pairs to develop a list of questions to ask and techniques to use to optimize chances for PrEP continuation based on the suggestions on the PPT slide.	PPT Review  Pair Activity  After 10 minutes, call pairs back to the large group. Ask them to share two or three of the questions and techniques they discussed.

## Module 5: After Starting PrEP

### Module Objective

By the end of the module, learners will be able to state:

- How to address common PrEP side effects and monitor continued safety of PrEP

### Information for Facilitators

The activities listed are suggested activities only. The context, experience level of participants, and identified needs should be considered in adapting activities to best fit the situation.

Times are approximate.

Content	Time	Methodology	Materials
<b>Instruction</b>	<b>Approx. 2 hours</b>	<b>Interactive activities</b>	<b>Materials by topic</b>
Integration of PrEP Care into Antenatal and Postnatal care	15 min.	<b>Review</b> the ways the provider should provide continuing care.  <b>Group Discussion:</b> Ask the group how they provide continuing care and how they work with other providers to provide continuing care.	PPT Review
Managing PrEP Side Effects	30 min.	<b>Review</b> the ways to identify and manage side effects.  <b>Small Group Activity:</b> Divide participants into small groups. Assign each group two to three signs/symptoms from the PPT. Ask each group to discuss what additional questions they would ask someone exhibiting those signs/symptoms and how they could determine if they are side effects or something else?	PPT Review  Small Group Activity  After 10 minutes, call groups back together. Ask them to share one of the signs/symptoms and what they discussed.
Deciding Whether to Pause or Stop PrEP for PBFW	15 min.	<b>Ask:</b> <ul style="list-style-type: none"> <li>• What are some questions you can ask to determine if a sign/symptom is caused by PrEP use?</li> <li>• What are some reasons you might ask someone to stop PrEP use for PBFW?</li> </ul> <b>Review</b> the process for evaluating potential side effects.	Group Discussion. Make a list of the questions the group provides.  Debrief by reviewing the PPT to identify any questions that were not suggested by participants.  PPT Review
Kidney Function	10 min.	<b>Review</b> the information about kidney function, the approaches to monitoring kidney function for PrEP users who are pregnant, and kidney function during the postnatal period.	PPT Review
Stopping PrEP Due to HIV Seroconversion	5 min.	<b>Review</b> the actions to take.	PPT Review

Evaluating Potential Problems in Breastfeeding Infants	5 min.	<b>Inform</b> participants that PrEP use in mothers has not been associated with significant safety concerns among their breastfeeding infants.  Review what to do if the mother reports suspected issues.	PPT Review
Determining the Best Location for Clients	10 min.	<b>Ask:</b> <ul style="list-style-type: none"> <li>• What are some things you currently consider when determining the best location for treatment for clients with any health issue?</li> <li>• What additional things might you need to consider for managing PrEP in pregnant women?</li> <li>• What additional services might these women need?</li> </ul> <b>Review</b> considerations for determining the best location.	Group Discussion  PPT Review
Helping Clients Change PrEP Delivery Settings	10 min.	<b>Review</b> the ways participants can support clients when changing delivery settings.  <b>Individual Activity:</b> Ask participants to make a list of things they can do specific to their location and partner organizations to help clients transition between clinical contexts.	PPT Review  Individual Activity
Case Study	15 min.	<b>Case Study:</b> Read the case study. Divide participants into small groups. Ask each group to discuss the case study questions.  <b>Note:</b> This activity can also be done as one large group.	Case Study  After 10 minutes, call pairs back to the large group. Ask each group what they think the biggest challenges will be in transferring care.

### Case Study - Jamila

Jamila is breastfeeding her 2-month old daughter and comes to your clinic for her postnatal care. She has been taking PrEP since the beginning of her pregnancy and has continued while breastfeeding. She comes to see you and complains of some back and stomach pain. She has had these symptoms for a couple of weeks, but it is difficult to travel to the clinic given that she has an infant as well as other children at home and unreliable transportation.

You know of a small clinic closer to her home that could help manage her PrEP administration while you continue to see her through her for postnatal care. You'd like to transfer her routine PrEP care to this other clinic and ensure that she receives ongoing family planning counseling and care.

#### Discussion Questions

- During your exam, what questions should you ask Jamila?

- If you decide to transfer her PrEP care to another clinic, what information should you share and capabilities should you confirm before making the transfer?
- How can you ensure communication between both clinics?
- How will you address her family planning needs today and ensure that family planning also remains part of her ongoing care plan?
- What will be the biggest challenges in transferring care? How will you overcome those challenges?

## Module 6: PrEP Use in Special Situations

### Module Objective

By the end of the module, learners will be able to state:

- How to manage PrEP among women with hypertensive disorders of pregnancy or with Hepatitis B infection during pregnancy

### Information for Facilitators

The activities listed are suggested activities only. The context, experience level of participants, and identified needs should be considered in adapting activities to best fit the situation.

Times are approximate.

Content	Time	Methodology	Materials
<b>Instruction</b>	<b>Approx. 1 hour</b>	<b>Interactive activities</b>	<b>Materials by topic</b>
PrEP Use in Women with Hypertensive Disorders	45 min.	<p><b>Discuss</b> strategies for avoiding starting PrEP in clients with evidence of impaired renal function or conditions that may impair renal function.</p> <p><b>Show</b> the WHO resource on <a href="#">Managing Complications in Pregnancy and Childbirth</a> as an additional resource.</p> <p><b>Ask:</b> What types of clinical tests or assessments can you perform to assess hypertensive disorders?</p> <p><b>Review</b> the WHO's Classification Framework for Hypertensive Disorders and the categories, diagnostic criteria, and suggested management.</p>	<p>PPT Review</p> <p>WHO resource</p> <p>Group Discussion</p> <p>PPT Review</p>
Hepatitis B Virus (HBV) Infection During Pregnancy	5 min.	<p><b>Review</b> the importance of testing for HBV infection before prescribing PrEP.</p> <p><b>Review</b> the importance of referral to specialist care for women who test positive for HBV infection.</p>	PPT Review

## Module 7: Additional Health Services

### Module Objective

By the end of the module, learners will be able to state:

- Important additional services for PBFW taking PrEP

### Information for Facilitators

The activities listed are suggested activities only. The context, experience level of participants, and identified needs should be considered in adapting activities to best fit the situation.

Times are approximate.

Content	Time	Methodology	Materials
<b>Instruction</b>	<b>Approx. 30 min.</b>	<b>Interactive activities</b>	<b>Materials by topic</b>
Additional HIV Prevention and Family Planning Services	5 min.	<b>Review</b> the services that should be advised in addition to PrEP.	PPT Review
Treatment of Sexually Transmitted Infections (STIs) in Pregnancy	15 min.	<b>Review</b> the importance of testing for and possible problems caused by STIs in pregnancy.  <b>Group Discussion:</b> Ask the group to identify ways they can provide or refer clients for additional services.  Ask for ways they can overcome resistance to discussing STIs and related testing/services.	PPT Review  Group Discussion

## Module 8: Intimate Partner Violence (IPV)

### Module Objective

By the end of the module, learners will be able to state:

- Important additional services related to IPV for PBFW taking PrEP

### Information for Facilitators

The activities listed are suggested activities only. The context, experience level of participants, and identified needs should be considered in adapting activities to best fit the situation.

Times are approximate.

Content	Time	Methodology	Materials
<b>Instruction</b>	<b>Approx. 45 min.</b>	<b>Interactive activities</b>	<b>Materials by topic</b>
Asking About IVP	5 min.	<b>Review</b> the reasons it is important to ask about IPV.	PPT Review
Clinical and Routine Enquiry for IPV	30 min.	<p><b>Review</b> the differences between clinical and routine enquiry for IPV.</p> <p><b>Review</b> the minimum requirements for conducting routine enquiry.</p> <p><b>Review</b> the <a href="#">WHO LIVES approach</a> website as an additional resource.</p> <p><b>Pair Activity:</b> Divide participants into pairs. Ask each pair to discuss the following questions:</p> <ul style="list-style-type: none"> <li>• Does their location provide clinical or routine enquiry for IPV?</li> <li>• What are the benefits of providing one or the other?</li> <li>• What are some common challenges they face in providing clinical and routine enquiry?</li> <li>• How do they overcome them?</li> </ul>	<p>PPT Review</p> <p>PPT Review</p> <p>WHO website resource</p> <p>Pair Activity After 10 minutes, call pairs back to the large group. Ask for a show of hands of how many locations provide clinical vs. routine enquiry. Ask pairs to volunteer some of the benefits of their approach.</p>
First-Line Support	10 min.	<p><b>Review</b> the first-line support goals.</p> <p><b>Ask</b> participants for examples of ways their location provides first-line support.</p>	<p>PPT Review</p> <p>Group Discussion</p>

## Module 9: Active Safety Surveillance

### Module Objective

By the end of the module, learners will be able to state:

- Importance of active surveillance of maternal, newborn, and child outcomes
- Available tools for tracking health outcomes of women, newborns, and infants and young children exposed to antiretroviral (ARV) drugs

### Information for Facilitators

The activities listed are suggested activities only. The context, experience level of participants, and identified needs should be considered in adapting activities to best fit the situation.

Times are approximate.

Content	Time	Methodology	Materials
<b>Instruction</b>	<b>Approx. 30 min.</b>	<b>Interactive activities</b>	<b>Materials by topic</b>
Surveillance for Adverse Outcomes	5 min.	<b>Review</b> the WHO recommendation for ongoing and active safety surveillance.	PPT Review
Surveillance Tools	25 min.	<b>Introduce and Review</b> the sample data collection/case report form and the sample register page.	Handouts: Case Report Form Sample Register

## Module 10: Key Messages

### Information for Facilitators

The activities listed are suggested activities only. The context, experience level of participants, and identified needs should be considered in adapting activities to best fit the situation.

Times are approximate.

Content	Time	Methodology	Materials
Instruction	Approx. 1.5–2 hours	Interactive activities	Materials by topic
Key Messages	10 min.	<b>Review</b> the key messages from the training. <b>Ask</b> participants if they identified additional key messages or take-aways. <b>Ask</b> participants what action items they have taken from the training.	PPT Review
Closing Ceremony	45 mins	Thank participants and invite ministry of health representatives and facility leadership to offer formal closing remarks.	N/A