

Providing Oral PrEP to Pregnant and Breastfeeding People: A Training Manual for Health Care Workers

FACILITATOR GUIDE

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Introduction

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

Course description and format

The course is designed as a series of modules and includes a variety of activities for course delivery. See **Table 1 below** for a summary of the modules and the estimated completion times for each module. For maximum flexibility, this course may be offered in a single two-day training or multiple sessions spread across a series of days. Suggested times are approximate and can be modified as needed.

The teaching/learning methods included in this course include didactic instruction, small group work, discussions, and case studies. Lecture should be used as minimally as possible. If this course is delivered using a hybrid approach¹, 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.

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

Facilitators will need to make sure Learner Guides are available/printed for all participants prior to the beginning of the training. Case studies and learning questions for discussions are included in the Learner Guide.

Table 1. Course Overview & Duration

Day 1:

Module Title	Duration
Module 1: Use of oral PrEP for PBFP	1 hour 15 min.
Module 2: Before prescribing oral PrEP	30 min.
Module 3: Counseling on use of oral PrEP for PBFP	1 hour
Module 4: Laboratory testing, documentation, and scheduling follow-up	1 hour 5 min.

Day 2:

Module Title	Duration
Module 5: Supporting continued use of oral PrEP	1 hour 35 min.
Module 6: Oral PrEP use in special situations	50 min.

¹ Hybrid training refers to combined in-person and virtual or online delivery of the training. Some facilitators may opt for a fully in-person training while others may prefer a hybrid approach. The implementation guide included in the training package expands on delivering the course using a hybrid approach.

Module 7: Additional health services and intimate partner violence (IPV)	1 hour 5 min.
Module 8: Active safety surveillance	30 min.
Module 9: Key messages	55 min.

Learning Objectives

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

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

Module 1: Use of oral PrEP for PBFP

Module Objectives

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

- The rationale for prescribing oral PrEP to PBFP

Content	Time	Methodology	Materials
	Approx. 1.5 hours	Interactive activities	Materials by topic
Course Introduction	5 min.	Introduce the purpose of the course and the modules that will be covered.	PPT Review
World Health Organization’s (WHO) recommends oral PrEP	15 min.	Discuss the WHO recommendation to provide oral PrEP to PBFP who are at continuing substantial risk of HIV infection. Show the WHO recommendations on antenatal care website.	PPT Review WHO website
Background	15 min.	Individual Thought: Ask participants to think about when they think people are at higher risk of HIV acquisition and of transmitting HIV to their infants. Review the Background slide and ask participants how this differs from what they may have initially thought.	Section 1-1 in Learner Guide Individual Thought PPT Review Ask for input
Oral PrEP safety	15 min.	Group Discussion: Ask participants why PBFP might be reluctant to begin oral PrEP. Review the key points in the PPT that oral PrEP appears safe for PBFP.	Group Discussion PPT Review
Oral PrEP medications	25 min.	Review the PPT slides about oral PrEP medications, oral PrEP side effects, and oral PrEP compatibility with other medications. Small Group Activity: Ask participants to work in small groups to identify common medications that PBFP may be taking and brainstorm how to respond to concerns about prescribing oral PrEP in addition to those medications.	PPT Review Section 1-2 in Learner Guide Small Group Activity 1-1. After 10 minutes, call groups back together and have them share their thoughts.

Module 2: Before prescribing oral PrEP

Module Objective

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

- Identify good candidates for oral PrEP

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

Module 3: Counseling on use of oral PrEP for PBFP

Module Objective

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

- Counseling messages and techniques for PBFP

Content	Time	Methodology	Materials
	Approx. 1 hour	Interactive activities	Materials by topic
Importance	5 min.	Review the importance of counseling and communication in maternity care.	PPT Review
Contexts	5 min.	Review the contexts in which oral PrEP with PBFP could be discussed.	PPT Review
Additional counseling messages	25 min.	<p>Review the counseling messages that would be in addition to standard oral PrEP counseling messages for PBFP.</p> <p>Role Play: Ask participants to work in pairs to role play how they would deliver these messages to PBFP. 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: Create breakout rooms with 2-3 people in each one. Participants role play in the breakout rooms and the facilitator drops in during each.</p> <p>Facilitator asks for volunteers to role play in front of the whole group. 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.</p>	<p>PPT Review</p> <p>Section 3-1 in Learner Guide</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 1	25 min.	<p>Case Study 1 - Rose: Read the case study. Divide participants into small groups. Ask each group to discuss the case study questions.</p> <p>Note: This activity can also be done as one large group. The case study is included as a handout in the Learner Guide. The facilitator does not need to reprint the case study.</p>	<p>Section 3-2 in Learner Guide: Case Study 1</p> <p>After 10 minutes, call pairs back to the large group. Ask each group to report back on one of the discussion questions.</p>

Case Study 1: Rose

Rose 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. Rose is concerned about her personal risk and is unsure about her partner's HIV status and ongoing risk. Rose tested negative for HIV and you recommend that she start oral PrEP and continue throughout her pregnancy and while breastfeeding.

Rose 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 oral 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 Rose about taking oral PrEP with other medications?
- What should you tell Rose about the safety of oral 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 Rose 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 oral PrEP

Content	Time	Methodology	Materials
	Approx. 1 hour 5 min.	Interactive activities	Materials by topic
Testing before starting oral PrEP	5 min.	Review the testing that must be performed prior to starting oral PrEP.	PPT Review
Rule out HIV infection	10 min.	Review the requirement to rule out HIV infection before starting treatment. Ask the group how to discuss/approach this with a woman who is reluctant to get tested.	PPT Review Discussion
Documenting clinical care	5 min.	Review the requirements for documenting care in clinical records.	PPT Review
Scheduling follow-up	25 min.	Review the guidance on scheduling follow-up visits, determining the best location for clients and optimizing oral PrEP continuation. Pair Activity: Ask participants to work in pairs to develop a list of questions to ask and techniques to use to optimize chances for oral PrEP continuation based on the suggestions on the PPT slide.	PPT Review Section 4-1 in Learner Guide 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.
Determining the best location for clients	10 min.	Ask: What are some things you currently consider when determining the best location for treatment for clients with any health issue? What additional things might you need to consider for managing oral PrEP in pregnant clients? What additional services might these clients need? Review considerations for determining the best location.	Group Discussion Section 4-2 in Learner Guide PPT Review
Helping clients change oral PrEP delivery settings	10 min.	Review the ways participants can support clients when changing delivery settings. Individual Activity: 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.	Section 4-3 in Learner Guide PPT Review Individual Activity

Module 5: Supporting continued use of oral PrEP

Module Objective

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

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

Content	Time	Methodology	Materials
	Approx. 1 hour 35 min.	Interactive activities	Materials by topic
Integration of oral PrEP care into antenatal and postnatal care	15 min.	Review the ways the provider should provide continuing care. Group Discussion: Ask the group how they provide continuing care and how they work with other providers to provide continuing care.	PPT Review
Managing oral PrEP side effects	30 min.	Review the ways to identify and manage side effects. Small Group Activity: 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 Section 5-1 in Learner Guide Small Group Activity After 10 minutes, call groups back together. Ask them to share one of the signs/symptoms and what they discussed.
Kidney function	10 min.	Review the information about kidney function, the approaches to monitoring kidney function for oral PrEP users who are pregnant, and kidney function during the postnatal period.	PPT Review
Deciding whether to pause or stop oral PrEP use for PBFP	15 min.	Ask: What are some questions you can ask to determine if a sign/symptom is caused by oral PrEP use? What are some reasons you might ask someone to stop oral PrEP use for PBFP? Review the process for evaluating potential side effects.	Section 5-2 and 5-3 in Learner Guide 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
Stopping oral PrEP due to HIV seroconversion	5 min.	Review the actions to take.	PPT Review
Evaluating potential problems in infants	5 min.	Inform participants that oral PrEP use in mothers has not been associated with significant safety concerns among their breastfeeding infants.	PPT Review

		Review what to do if the mother reports suspected issues.	
Case Study 2	15 min.	Case Study 2 - Jamila: Read the case study. Divide participants into small groups. Ask each group to discuss the case study questions. Note: This activity can also be done as one large group. The case study is included as a handout in the Learner Guide. The facilitator does not need to reprint the case study.	Section 5-4 in Learner Guide: Case Study 2 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 2: Jamila

Jamila is breastfeeding her two-month old daughter and comes to your clinic for her postnatal care. She has been taking oral 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 oral PrEP administration while you continue to see her for postnatal care. You'd like to transfer her routine oral 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 oral 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: Oral PrEP use in special situations

Module Objective

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

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

Content	Time	Methodology	Materials
	Approx. 50 min.	Interactive activities	Materials by topic
Oral PrEP use in clients with hypertensive disorders	45 min.	<p>Discuss strategies for avoiding starting oral PrEP in clients with evidence of impaired renal function or conditions that may impair renal function.</p> <p>Show the WHO resource on Managing Complications in Pregnancy and Childbirth as an additional resource.</p> <p>Ask: What types of clinical tests or assessments can you perform to assess hypertensive disorders?</p> <p>Review 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>Review the importance of testing for HBV infection before prescribing oral PrEP.</p> <p>Review the importance of referral to specialist care for clients who test positive for HBV infection.</p>	PPT Review

Module 7: Additional health services and intimate partner violence (IPV)

Module Objective

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

- Important additional services for PBFP taking oral PrEP

Content	Time	Methodology	Materials
	Approx. 1 hour 5 min.	Interactive activities	Materials by topic
Additional HIV prevention and family planning services	5 min.	Review the services that should be advised in addition to oral PrEP.	PPT Review
Treatment of Sexually Transmitted Infections (STIs) in pregnancy	15 min.	Review the importance of testing for and possible problems caused by STIs in pregnancy. Group Discussion: 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 Section 7-1 in Learner Guide Group Discussion
Screening for Intimate Partner Violence (IPV)	5 min.	Review the reasons it is important to screen for IPV.	PPT Review
Clinical and routine enquiry for IPV	30 min.	Review the differences between clinical and routine enquiry for IPV. Review the minimum requirements for conducting routine enquiry. Review the WHO LIVES approach website as an additional resource. Pair Activity: Divide participants into pairs. Ask each pair to discuss the following questions: <ul style="list-style-type: none"> • Does their location provide clinical or routine enquiry for IPV? • What are the benefits of providing one or the other? • What are some common challenges they face in providing clinical and routine enquiry? • How do they overcome them? 	PPT Review Section 7-2 in Learner Guide PPT Review <u>WHO website resource</u> <u>Guidance: Standard Operating Procedures for Addressing Partner Relationships and Gender-Based Violence in Pre-Exposure Prophylaxis (PrEP) Services – PrEPWatch*</u> 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.
First-Line Support	10 min.	Review the first-line support goals. Ask participants for examples of ways their location provides first-line support.	PPT Review Section 7-3 in Learner Guide Group Discussion

* The CHARISMA project has developed guidance that is intended to be utilized by programs providing PrEP so that support staff can identify clients who are experiencing IPV and provide appropriate violence response services. It also provides procedures and counseling messages to help clients decide whether to talk to their partner(s) about their PrEP use and strategies for using PrEP with or without their partner's knowledge. The PrEP Job Aid for Discussing Partner Relationships was developed to support the implementation of this SOP guidance. It can be found at <https://www.prepwatch.org/>.

Module 8: Active safety surveillance

Module Objectives

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

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

Module 9: Key Messages

Module Objectives

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

- The importance of HIV prevention during pregnancy and the postnatal period
- General competencies for providers who work with PBFP clients

Content	Time	Methodology	Materials
	Approx. 55 min.	Interactive activities	Materials by topic
Key messages	10 min.	Review the key messages from the training. Ask participants if they identified additional key messages or takeaways. Ask participants what action items they have taken from the training.	PPT Review Section 9-1 in Learner Guide
Closing ceremony	45 min.	Thank participants and invite ministry of health representatives and facility leadership to offer formal closing remarks.	N/A