

# **PROVIDING THE PREP RING TO PREGNANT AND BREASTFEEDING PEOPLE: A TRAINING MANUAL FOR HEALTH CARE WORKERS FACILITATOR GUIDE**

**JUNE 2023**

This document is made possible by the generous support of the American people through PEPFAR and USAID through the terms of cooperative agreements 7200AA19CA00002 (EpiC), and 7200AA19CA00003 (RISE), and 7200AA21CA00011 (MOSAIC). The contents are the responsibility of the EpiC, RISE, and MOSAIC projects and do not necessarily reflect the views of PEPFAR, USAID, or the U.S. Government.



# Table of Contents

Acknowledgements.....2

Introduction..... 3

Module 1: Use of the PrEP ring for PBFP..... 5

Module 2: Before prescribing the PrEP ring..... 6

Module 3: Counseling on use of the PrEP ring for PBFP.....7

Module 4: Laboratory testing, documentation, and scheduling follow-up.....9

Module 5: Supporting continued use of the PrEP ring.....10

Module 6: Additional health services and intimate partner violence..... 12

Module 7: Active safety surveillance..... 14

Module 8: Key messages..... 15

## Acknowledgements

Contributions to the development and review of *Providing PrEP to Pregnant and Breastfeeding Populations: A Training Manual for Health Care Workers* were provided by subject-matter expert Lisa Noguchi (Jhpiego); the instructional design team of Kelley Conrad (Jhpiego) and Megan Neff (Jhpiego); and key contributors Jason Reed (Jhpiego) and Kate Brickson (Jhpiego). Invaluable review was provided by representatives from the U.S. Agency for International Development (USAID), and USAID Lesotho.

This tool was originally developed through the CHOICE initiative, a 24-month collaboration funded by USAID, in partnership with the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) through the EpiC and RISE projects. The resources were updated and refined by the Maximizing Options to Advance Informed Choice for HIV Prevention (MOSAIC) project to include PrEP choice in anticipation of multi-method PrEP provision. MOSAIC is a global program funded by PEPFAR through USAID, and is led by FHI 360, with core partners Wits Reproductive Health and HIV Institute, Pangaea Zimbabwe AIDS Trust, LVCT Health, Jhpiego, and AVAC. MOSAIC's objective is to ensure that individuals—especially women—can protect themselves from acquiring HIV by accelerating introduction of new biomedical prevention products and expediting their availability, acceptance, uptake, and impact.

This document is made possible by the generous support of the American people through PEPFAR and USAID through the terms of cooperative agreements 7200AA19CA00002 (EpiC), and 7200AA19CA00003 (RISE), and 7200AA21CA00011 (MOSAIC). The contents are the responsibility of the EpiC, RISE, and MOSAIC projects and do not necessarily reflect the views of PEPFAR, USAID, or the U.S. Government.

# Introduction

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

## 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 approach<sup>1</sup>, 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 the PrEP ring for PBFP	1 hour 25 min.
Module 2: Before prescribing the PrEP ring	1 hour
Module 3: Counseling on use of the PrEP ring for PBFP	1 hour 25 min.
Module 4: Laboratory testing, documentation, and scheduling follow-up	1 hour 5 min.

### Day 2:

Module Title	Duration
Module 5: Supporting continued use of the PrEP ring	1 hour 25 min.
Module 6: Additional health services and intimate partner violence (IPV)	1 hour 10 min.
Module 7: Active safety surveillance	30 min.

---

<sup>1</sup> 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.

## Learning Objectives

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

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

# Module 1: Use of the PrEP ring for PBFP

## Module Objective

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

- The rationale for prescribing the dapivirine ring (PrEP ring) 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 the PrEP ring	15 min.	Discuss the WHO recommendation to provide the PrEP ring to PBFP who are at continuing substantial risk of HIV infection.  Show the <a href="#">WHO recommendations on antenatal care</a> website.	PPT Review  WHO website
Background	15 min.	Individual Thought: Ask participants to think about when they think individuals 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
PrEP ring safety	15 min.	Group Discussion: Ask participants why clients might be reluctant to begin using the PrEP ring.  Review the key points in the PPT that the PrEP ring appears safe for PBFP.	Group Discussion  PPT Review
PrEP ring medications	25 min.	Review the PPT slides about the PrEP ring medications, PrEP ring side effects, and PrEP ring 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 starting the PrEP ring 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.
PrEP ring research brief overview	10 min.	Review the information and regulatory status by country.	PPT Review

## Module 2: Before prescribing the PrEP ring

### Module Objective

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

Content	Time	Methodology	Materials
	<b>Approx. 1 hour</b>	<b>Interactive activities</b>	<b>Materials by topic</b>
Who is a good candidate for the PrEP ring?	30 min.	<p>Review the recommendation that, in settings of high HIV incidence, all HIV-negative pregnant and breastfeeding persons should be considered candidates for the PrEP ring.</p> <p>Ask: How does this differ from what you may have previously believed or from what you hear from others?</p> <p>Group Discussion: Ask participants to work in small groups to list the range of clients for whom they should consider the PrEP ring</p> <p>Group Discussion: Ask participants to work in small groups to list the range of clients for whom they should consider the PrEP ring.</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>Group Discussion</p> <p>PPT Review</p>
Contraindications to starting the PrEP ring	30 min.	<p>Review the PPT on contraindications.</p> <p>Review the signs and symptoms of acute HIV infection.</p>	PPT Review

# Module 3: Counseling on use of the PrEP ring 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. 1.5 hours	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 the PrEP ring could be discussed with PBFP.	PPT Review
Additional counseling messages	25 min.	<p>Review the counseling messages that would be in addition to standard PrEP ring 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 client. The “provider” should provide counseling messages and the “client” 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 one.</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 client 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>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>
Counseling on inserting and removing the PrEP ring	5 min.	Review the key considerations and counseling in inserting and removing the PrEP ring.	PPT Review
Checking the PrEP ring placement	5 min.	Review the key considerations and counseling in checking the PrEP ring.	PPT Review
Inserting the PrEP ring	10 min.	Review the key considerations and counseling in inserting the PrEP ring.	PPT Review



Removing the PrEP ring	5 min.	Review the key considerations and counseling in removing the PrEP ring.	PPT Review
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</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 pills with her iron and folic acid tablets and she worries about her partner finding the oral PrEP pills in their home. You suggest the option of PrEP ring, however she is hesitant. She is afraid to insert the ring as 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 using the PrEP ring with other medications?
- What should you tell Rose about the safety of using the PrEP ring 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 prescribing the PrEP ring.

Content	Time	Methodology	Materials
	Approx. 1 hour	Interactive activities	Materials by topic
Rule out HIV infection	10 min.	Review the requirement to rule out HIV infection before prescribing the PrEP ring.  Ask the group how to discuss/approach this with a client who is reluctant to get tested.	PPT Review  Discussion
Testing before starting the PrEP ring	5 min.	Review the testing that must be performed prior to starting the PrEP ring.	PPT Review
Documenting clinical care	5 min.	Review the requirements for documenting care in clinical records.	PPT Review
Determining the best location for clients	10 min.	Ask: <ul style="list-style-type: none"> <li>• What are some things you currently consider when determining the best location for treatment for PBFP with any health issue?</li> <li>• What additional things might you need to consider for managing the PrEP ring in pregnant clients?</li> <li>• What additional services might these clients need?</li> </ul> Review considerations for determining the best location.	Group Discussion  PPT Review
Helping clients change PrEP ring 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.	PPT Review  Individual Activity
Scheduling follow-up	25 min.	Review the guidance on scheduling follow-up visits and optimizing the PrEP ring 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 the PrEP ring 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.

# Module 5: Supporting continued use of the PrEP ring

## Module Objective

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

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

Content	Time	Methodology	Materials
	Approx. 1.5 hours	Interactive activities	Materials by topic
Integration of PrEP ring services into care for PBFP	15 min.	<p>Review the ways the provider should provide continuing care.</p> <p>Group Discussion: Ask the group how they provide continuing care and how they work with other providers to provide continuing care.</p>	PPT Review
Managing PrEP ring side effects	30 min.	<p>Review the ways to identify and manage side effects.</p> <p>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?</p>	<p>PPT Review</p> <p>Section 5-1 in Learner Guide</p> <p>Small Group Activity After 10 minutes, call groups back together. Ask them to share one of the signs/symptoms and what they discussed.</p>
Deciding whether to pause or stop PrEP ring use for PBFP	15 min.	<p>Ask:</p> <ul style="list-style-type: none"> <li>• What are some questions you can ask to determine if a sign/symptom is caused by PrEP ring use?</li> <li>• What are some reasons you might ask someone to stop PrEP ring use for PBFP?</li> </ul> <p>Review the process for evaluating potential side effects.</p>	<p>Section 5-2 in Learner Guide</p> <p>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.</p> <p>PPT Review</p> <p>Section 5-3 in Learner Guide</p>
Stopping PrEP ring use due to HIV seroconversion	5 min.	Review the actions to take.	<p>PPT Review</p> <p>Section 5-4 in Learner Guide</p>
Evaluating potential problems in	5 min.	Inform participants that PrEP ring use in mothers has not been associated with significant safety concerns among their breastfeeding infants.	<p>PPT Review</p> <p>Section 5-5 in Learner Guide</p>

Content	Time	Methodology	Materials
	Approx. 1.5 hours	Interactive activities	Materials by topic
breastfeeding infants		Review what to do if the mother reports suspected issues.	
Case Study 2	15 min.	<p>Case Study 2 – Jamila: 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 5-6 in Learner Guide: Case Study</p> <p>After 10 minutes, call pairs back to the large group. Ask each group what they think the biggest challenges will be in transferring care.</p>

## Case Study 2: Jamila

Jamila is breastfeeding her two-month-old daughter and comes to your clinic for her postnatal care. She has been using the PrEP ring 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 ring administration while you continue to see her for postnatal care. You'd like to transfer her routine PrEP ring 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 ring 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: Additional health services and intimate partner violence

## Module Objective

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

- Important additional services for PBFP using the PrEP ring.

Content	Time	Methodology	Materials
	Approx. 1 hour	Interactive activities	Materials by topic
Additional HIV prevention and family planning services	5 min.	Review the services that should be advised in addition to the PrEP ring.	PPT Review
Treatment of Sexually Transmitted Infections (STIs) in pregnancy	10 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 6-1 in Learner Guide  Group Discussion
Hepatitis B Virus (HBV) infection during pregnancy	10 min.	<b>Review the importance of testing for HBV infection before prescribing the PrEP ring.</b>  Review the importance of referral to specialist care for P/BF clients who test positive for HBV infection.	PPT Review
Screening for Intimate Partner Violence (IPV)	5 min.	Review the reasons it is important to ask about 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 <a href="#">WHO LIVES approach</a> 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"> <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>	PPT Review  PPT Review  <a href="#">WHO website resource</a>  <a href="#">Guidance: Standard Operating Procedures for Addressing Partner Relationships and Gender-Based Violence in Pre-Exposure Prophylaxis (PrEP) Services – PrEPWatch*</a>  Section 6-2 in Learner Guide  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 6-3 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 7: 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 PBFP, newborns, and infants and young children exposed to antiretroviral (ARV) drugs

Content	Time	Methodology	Materials
	Approx. 30 min.	Interactive activities	Materials by topic
Active safety surveillance	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 8: 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 post-natal period
- General competencies for providers who work with PBFP clients

Content	Time	Methodology	Materials
	Approx. 1 hour	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 take-aways.  Ask participants what action items they have taken from the training.	PPT Review  Section 8-1 in Learner Guide
Closing ceremony	45 mins	Thank participants and invite ministry of health representatives and facility leadership to offer formal closing remarks.	N/A