PrEP Learning Network:

Going Virtual for Provider PrEP Training

June 25, 2020

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PEPFAR

OPTIONS
OPTIMIZING PREVENTION TECHNOLOGY INTRODUCTION ON SCHEDULE

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VIRTUAL TRAINING APPROACHES: INCREASING YOUR RETURN ON INVESTMENT

TRAINING FOR PROVIDERS RE-IMAGINED: ROLLING OUT PrEP IN NIGERIA IN THE CONTEXT OF COVID-19

ONLINE TRAINING: THE CLINICAL MANAGEMENT OF ORAL PrEP

WHAT'S NEXT WITH THE LEARNING NETWORK

Today's Speakers

Julia Bluestone

Health Workforce Team Lead, Global Solutions and Innovations, Jhpiego

Julia Bluestone is a certified nurse-midwife with 20 years of global health experience providing technical guidance in education and continued professional development systems.

Olawale Durosinmi-Etti

Public Health Specialist & Chief of Party, John Snow, Inc.

Olawale Durosinmi-Etti is the Chief of Party of JSI implemented Total Market Approach to HIV Prevention Project in Nigeria. Wale offers more than 13 years' experience in public health programs around HIV/AIDS, reproductive Health, TB, and malaria programs at the state and national levels. He currently leads technical and administrative activities for JSI activities in Nigeria.

Today's Speakers

Elmari Briedenhann

Senior Program Manager, Wits RHI

Elmari is a senior program manager at Wits RHI in South Africa and leads the Design4Health team. She works across several implementation science projects focusing on HIV prevention with AGYW, ABYM and their communities, and is active in projects that drive provision of oral PrEP.

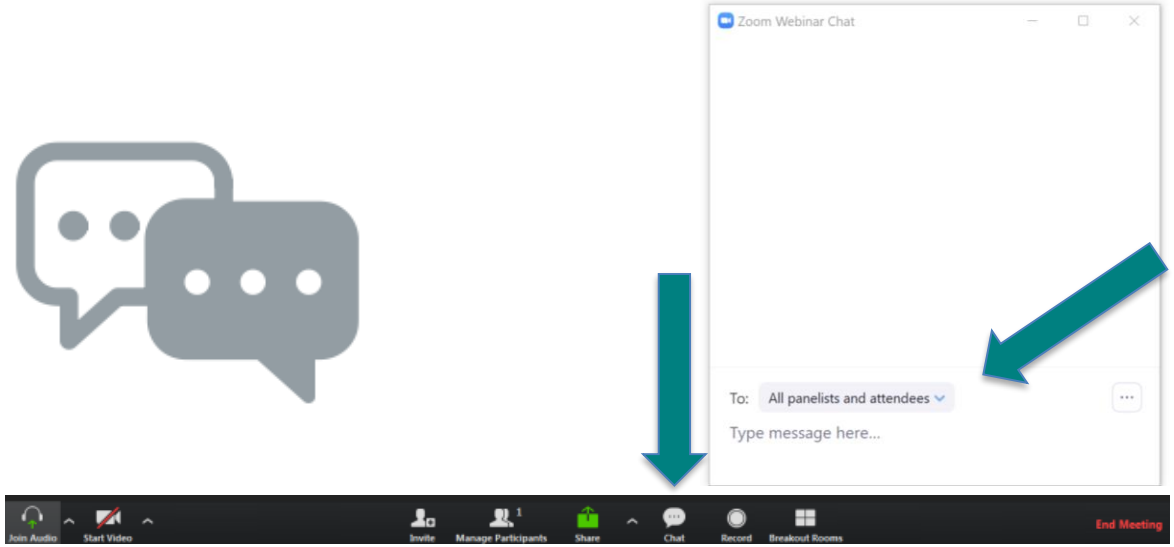
Nkunda Vundamina

Project Manager, Communications & KM, Wits RHI

Nkunda is a Project Manager for Communications and Knowledge Management at Wits RHI. Her experience spans across: biomedical sciences, knowledge translation, communication management, digital strategy, project management and brand management.

Use the "Chat" feature to ask questions!

There will be dedicated time for Q&A after the presentations. Please feel free to type your questions into the chat box at any point during the presentations.



Make sure to share your chat with *all panelists and attendees,* not just the panelists.

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WHAT'S NEXT WITH THE LEARNING NETWORK

Virtual Training Approaches

Increasing your return on investment

Julia Bluestone, CNM, MS
Health Workforce Team Lead

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THE WALL STREET JOURNAL.

SIGN IN

The Results Are In for Remote Learning: It Didn't Work

The pandemic forced schools into a crash course in online education. Problems piled up quickly. 'I find it hectic and stressful'

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In Health Professions CPD: What does the evidence support?

- **Technique:** Practice and simulation, not lecture.
- **Setting:** On-site, workplace based
- **Frequency:** Complex skills= repeated practice, repetition is preferable to one-dose
- **Media:** Select based on increasing effectiveness and efficiency. ***Digital can be equally or more effective than live instruction.***

Bluestone et al. Human Resources for Health 2013, 11:51
http://www.human-resources-health.com/content/11/1/51

HUMAN RESOURCES FOR HEALTH

RESEARCH Open Access

Effective in-service training design and delivery: evidence from an integrative literature review

Julia Bluestone[1*†], Peter Johnson[1†], Judith Fullerton[2], Catherine Carr[1†], Jessica Alderman[3] and James BonTempo[1]

Abstract

Background: In-service training represents a significant financial investment for supporting continued competence of the health care workforce. An integrative review of the education and training literature was conducted to identify effective training approaches for health worker continuing professional education (CPE) and what evidence exists of outcomes derived from CPE.

Methods: A literature review was conducted from multiple databases including PubMed, the Cochrane Library and Cumulative Index to Nursing and Allied Health Literature (CINAHL) between May and June 2011. The initial review of titles and abstracts produced 244 results. Articles selected for analysis after two quality reviews consisted of systematic reviews, randomized controlled trials (RCTs) and programme evaluations published in peer-reviewed journals from 2000 to 2011 in the English language. The articles analysed included 37 systematic reviews and 32 RCTs. The research questions focused on the evidence supporting educational techniques, frequency, setting and media used to deliver instruction for continuing health professional education.

Results: The evidence suggests the use of multiple techniques that allow for interaction and enable learners to process and apply information. Case-based learning, clinical simulations, practice and feedback are identified as effective educational techniques. Didactic techniques that involve passive instruction, such as reading or lecture, have been found to have little or no impact on learning outcomes. Repetitive interventions, rather than single interventions, were shown to be superior for learning outcomes. Settings similar to the workplace improved skill acquisition and performance. Computer-based learning can be equally or more effective than live instruction and more cost efficient if effective techniques are used. Effective techniques can lead to improvements in knowledge and skill outcomes and clinical practice behaviours, but there is less evidence directly linking CPE to improved clinical outcomes. Very limited quality data are available from low- to middle-income countries.

Conclusions: Educational techniques are critical to learning outcomes. Targeted, repetitive interventions can result in better learning outcomes. Setting should be selected to support relevant and realistic practice and increase efficiency. Media should be selected based on the potential to support effective educational techniques and efficiency of instruction. CPE can lead to improved learning outcomes if effective techniques are used. Limited data indicate that there may also be an effect on improving clinical practice behaviours. The research agenda calls for

Access full article here: http://bit.ly/1uQE6zS

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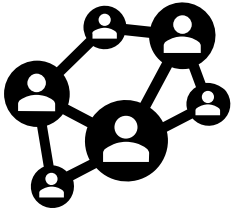
Virtual Training Delivery Options

Video Conferencing

Messaging Platforms

eLearning

On-the-Job Coaching



Social Media

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Design Rule #1: Plan for and mitigate system challenges

- Which local organization will own, host and manage?
- What incentives will be provided?
- What technology and infrastructure challenges exist and how will you mitigate them?
- If digital, what is the plan for regular review and revisions?
- What existing content can be leveraged?

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Design Rule #2: Use effective techniques

Clinical simulations,
case-based learning,
practice and feedback

"Didactic techniques and providing printed materials alone clustered in the range of **no-to-low** effects…the **most commonly used techniques, thus, generally were found to have the least benefit**" (Bloom)

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Design Rule #3: Match dosage and frequency to skill

Keep learning ***lean***,
prioritize ***application***,
increased complexity and criticality=increased practice

New information not applied; ***is 75% gone after six days***

Harvard Business Review: https://hbr.org/2019/10/where-companies-go-wrong-with-learning-and-development

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Design Rule #3: Match dosage and frequency to skill

- Rare and critical tasks = ↑ frequency
- Critical tasks (especially if done rarely) = ↑ duration and ↑ frequency
- New tasks = ↑ duration
- Refreshers = ↓ duration and ↓ frequency

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Design Rule #4: Plan for On-Going Support and Mentorship

- Once is not enough…***one-time training=brief 3-5% improvement***
- Embed within quality efforts…which few metrics will drive support?
- Build into district supervisory and mentoring systems
- Warm-lines, WhatsApp peer groups, decision support tools

Rowe AK, Rowe SY, Peters DH, Holloway KA, Chalker J, Ross-Degnan D. 2018. Effectiveness of strategies to improve health-care provider practices in low-income and middle–income countries: a systematic review. *Lancet* 6(11). doi:10.1016/S2214-109X(18)30398-X.

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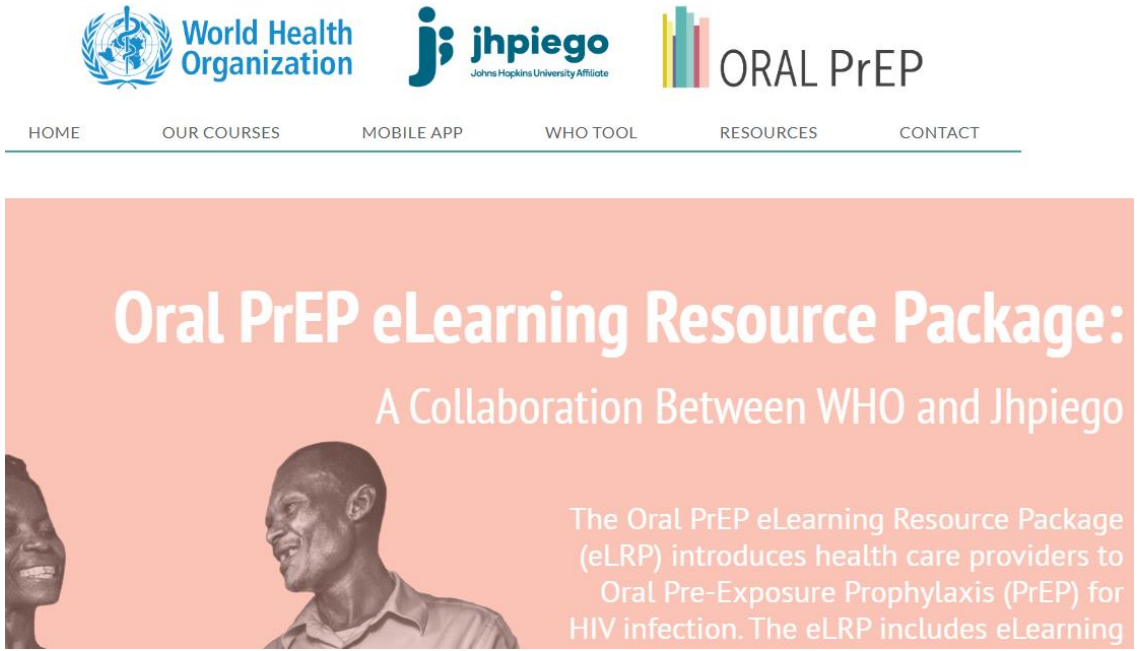
In Summary….

Design for sustainability, effectiveness, and appropriate dosage and frequency, and appropriate follow up



https://www.hivoralprep.org/

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PEPFAR
U.S. President's Emergency Plan for AIDS Relief

AIDSFree
Strengthening High Impact Interventions for an AIDS-free Generation

Training for Providers Re-imagined: Rolling out PrEP in Nigeria in the Context of COVID-19

Presented by Olawale Durosinmi-Etti
Chief of Party, TMA Project
JSI Nigeria

This presentation is made possible by the generous support of the American people through PEPFAR with USAID under the Cooperative Agreement Strengthening High Impact Interventions for an AIDS-free Generation, number AID-OAA-A-14-00046. The information provided does not necessarily reflect the views of USAID, PEPFAR, or the U.S. Government.

Status of PrEP in Nigeria?

- PEPFAR Nigeria supported Interagency discussion in 2017
- Training of trainers on PrEP implementation followed by roll out in 2017
- Key Population groups (KPs) were priority until FY19 when it was expanded to general population (Discordant couples and persons at substantial risks)
- About 5000 KPs and 1550 sero-discordant couples have been enrolled on PrEP*

- * USAID Nigeria 2020

Overall Training Approach

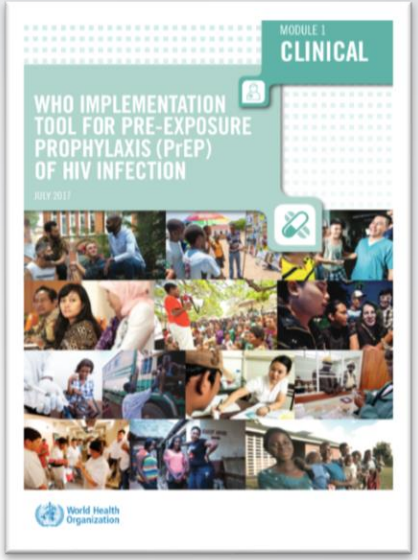
- Worked with USAID's implementing partners to nominate trainees
- Included nurses, case managers, counselors, clinicians, pharmacists
- Self study of online WHO eLearning course
- Follow up phone and email reminders to support learners
- Supplemented with 2 group webinars with expert panelists
- Training resources shared post webinars

Considerations for Determining Approach

- Due to COVID-19, restrictions on travel and classroom training
- Webinars as way to further facilitate discussion in absence of in-person training
- Prior experience with online learning showed need for additional support to learners

PrEP eLearning Tool for Clinicians

- Training tool for clinicians that is self-paced and interactive via the internet; free to everyone
- Aligned specifically with content from the ***WHO Implementation Tool for PrEP of HIV***, Clinical Module
- Divided into 4 lessons, each taking approximately 45-60 minutes
- Includes interactive, engaging visuals and narration accessible from computer and smart phones with internet access and audio



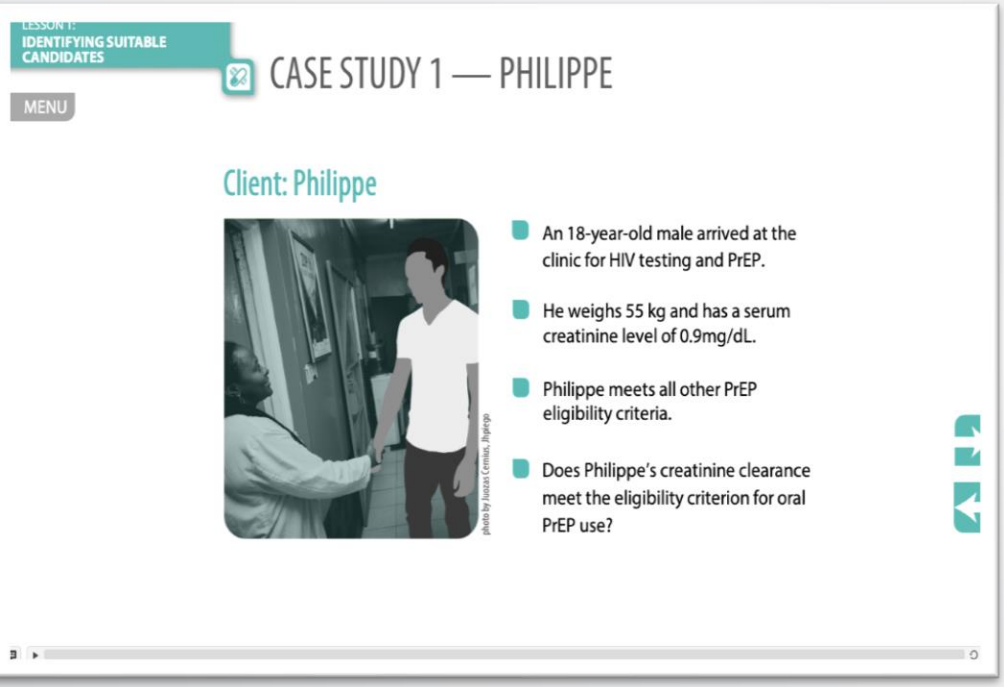
World Health Organization

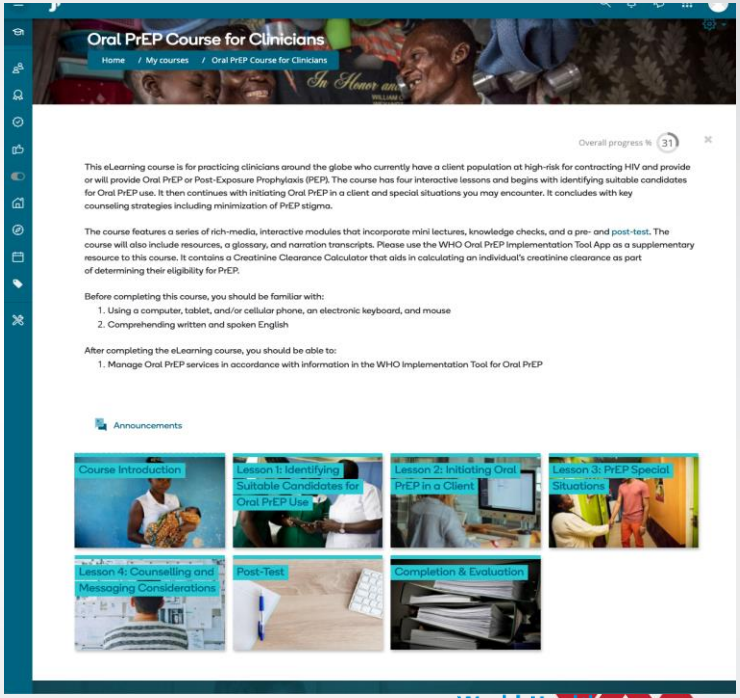
www.hivoralprep.org

Course Structure

- Course Overview
- Pre-test
- **Lesson 1**: Identifying Suitable PrEP Candidates
- **Lesson 2**: Starting and Managing PrEP
- **Lesson 3**: Special Situations Arising in Clients
- **Lesson 4**: Counseling and Effectiveness and Safety, and Avoiding Stigma
- Post-Test
- Certificate of Completion

Platform Content





ORAL PRE-EXPOSURE PROPHYLAXIS (PrEP)

eLearning Tool for Clinicians

LESSON 1:

Identifying Suitable Candidates for Oral PrEP Use

2019

Estimated Duration: 1 hour, 10 minutes

BEGIN LESSON

World Health Organization

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INTRODUCTION

Identifying Suitable Candidates for Oral PrEP Use

Suitable candidates must:

Meet all eligibility criteria for PrEP

\+ Have no contraindications to PrEP

✓ **PrEP for HIV Prevention**

photo by Juozas Cernius, jhpiego

MENU

ELIGIBILITY CRITERION 5: Creatinine Clearance ≥ 60 mL/min

Variables and Units of Measure in the Cockcroft-Gault Equation

Variable	Unit of Measure
Age	years
SerumCreat (serum creatinine)	milligrams/deciliters (mg/dL) *or* micromoles/liters (µmol/L)
Weight	kilograms (kg)
Sex	***in mg/dL*** males = 1 females = 0.85 ***in µmol/L*** males = 1.23 females = 1.04

Cockcroft-Gault Equations

Calculating **Creatinine Clearance** based on Serum Creatinine in:

mg/dL

$$(\text{Sex}) \times \frac{(140 - \text{Age})}{\text{SerumCreat (mg/dL)}} \times \frac{(\text{Weight})}{72}$$

µmol/L

$$\frac{(\text{Sex}) \times (140 - \text{Age}) \times (\text{Weight})}{\text{SerumCreat (µmol/L)}}$$

Click the **Menu** for the **Resource** on this topic.

Two Meet Up Webinar Discussions

- Two webinars conducted with expert panelists
  - Presented summary of modules
  - Put WHO guidance into Nigeria context
  - Provided PrEP implementation experience from other countries
  - Answered questions from participants

Results

- First cohort of 67 providers completed training
  - 91% found inclusion of webinars very helpful
  - 80% believed webinar provided opportunity to ask questions & clarify understanding
  - Over 70% said email and telephone reminders helped to complete the course
  - 69% believed webinar provided additional information to eLearning course
- Two new cohorts planned for Nigeria in July and August 2020

“Well, with the training we just had, my knowledge and the exposure it is far better than what I knew and it has also influenced the way we approach our clients. Yes, with the help of the training I can identify the clients to initiate for PrEP…”

-Nurse participant, Cross Rivers State

Key Challenges

- Internet connectivity issues
- Healthcare providers finding the time to complete the course

Considerations for Scale-up or Application in Other Settings

- Use of offline option to complete e-course
- Identification of locally accessible platform for webinar (Zoom, Webex, Google Meets)
- Work with partners or supervisors to ensure participants have adequate time to complete course
- Expert panelists on webinars knowledgeable of local context
- Local support team on the ground to support learners
- Keep track of learners who have not completed modules

Thank You!

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WHAT'S NEXT WITH THE LEARNING NETWORK

Wits Reproductive Health and HIV Institute

ONLINE TRAINING

The Clinical Management of Oral PrEP

25 June 2020

Elmari Briedenhann
Nkunda Vundamina

University of the Witwatersrand
WITS RHI

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To really tell the story of the Clinical Management of Oral PrEP online training…

We also need to tell the story of:

- South Africa's vision of rapidly scaling up oral PrEP to reach all populations at substantial risk of HIV infection
- Project PrEP's mission to understand and document best practices in providing PrEP to adolescent girls and young women (AGYW) through public healthcare facilities
- The innovative approach of the www.myprep.co.za website
- Developing an online training that is engaging, informative and easy to disseminate
- All our future aspirations and planned next steps

Oral PrEP scale up South Africa: Increase the reach and impact of oral PrEP

Provide PrEP in 52 districts in 9 provinces in all ~3,100 Primary Healthcare (PHC) clinics in 4 phases over 12 months. Facilities for each phase were prioritized according to impact and population reach to ensure equitable access.

PrEP to be integrated into all public primary health clinics where a comprehensive package of primary health care services is already provided.

Key inputs were sourced for the model:

- **DHIS**: Catchment pop. sizes from 3,139 public clinics, disaggregated by age & gender
- **ICL/UCT model**: District-level prevalence & incidence, disaggregated by age and gender
- **Thembisa**: Oral PrEP effectiveness in heterosexual men & women
- **RSA PrEP Program M&E**: Weighted average of uptake & continuation trends from public sites implementing PrEP
- **RSA tender**: TDF/FTC cost per pack (28 pills per pack)

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Rapid scale up

requires a new and innovative approach to train health care providers at scale, and at a rapid pace without compromising on quality.

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So what exactly did we need?

WHAT WE ALREADY HAD:

Face2Face training programme for Healthcare Providers, delivered by a team of professionals across South Africa

+

An innovative website geared at 3 specific audience groups: Healthcare Providers + PrEP clients + General Public

+

A funded partner whose mandate it was to be catalytic in the scale up of oral PrEP in SA with a focus on capacity building

=

Online training for Healthcare Providers in South Africa to prepare for the scale up of oral PrEP to all PHCs

Supplemented by clinical mentors who provide guidance and advice as needed by implementing sites.

A comprehensive 1-day training, usually conducted face-to-face by NDoH and supporting partners. Covers clinical aspect, demand creation, counselling and M&E.

The myprep.co.za website was built by OPTIONS and Project PrEP to support PrEP rollout in SA and utilises material-based design to mimic a social media platform – easy to navigate and a popular resource in SA

Project PrEP, a Unitaid-funded initiative is focussed on learning and disseminating best practices in relation to PrEP rollout in SA and is especially interested in setting up innovative approaches that are catalytic in nature

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How can Project PrEP assist?

Project PrEP

In 2018, Wits RHI launched Project PrEP in close collaboration with the National Department of Health (NDoH)

Provider Training

One of the components of the project is capacity building of Wits RHI and DoH teams at different facilities across South Africa

Massive scale-up

NDoH plans to roll-out oral PrEP to all facilities across South Africa. The task remains to reach and train the different cadres of oral PrEP providers

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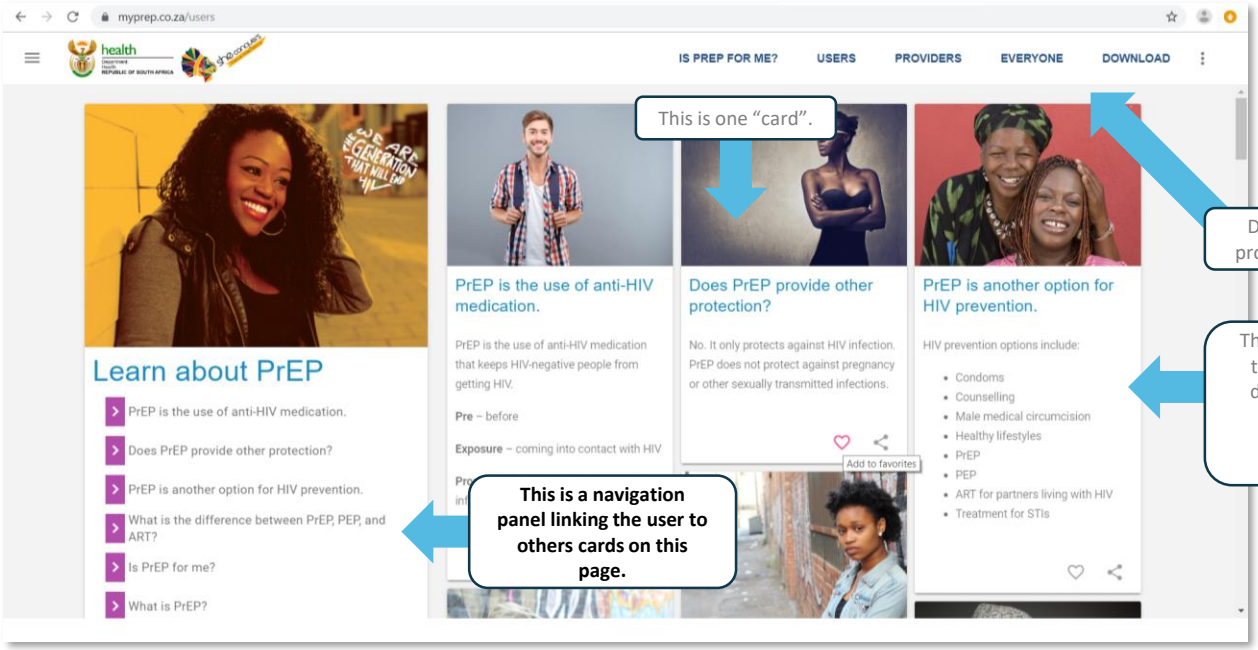
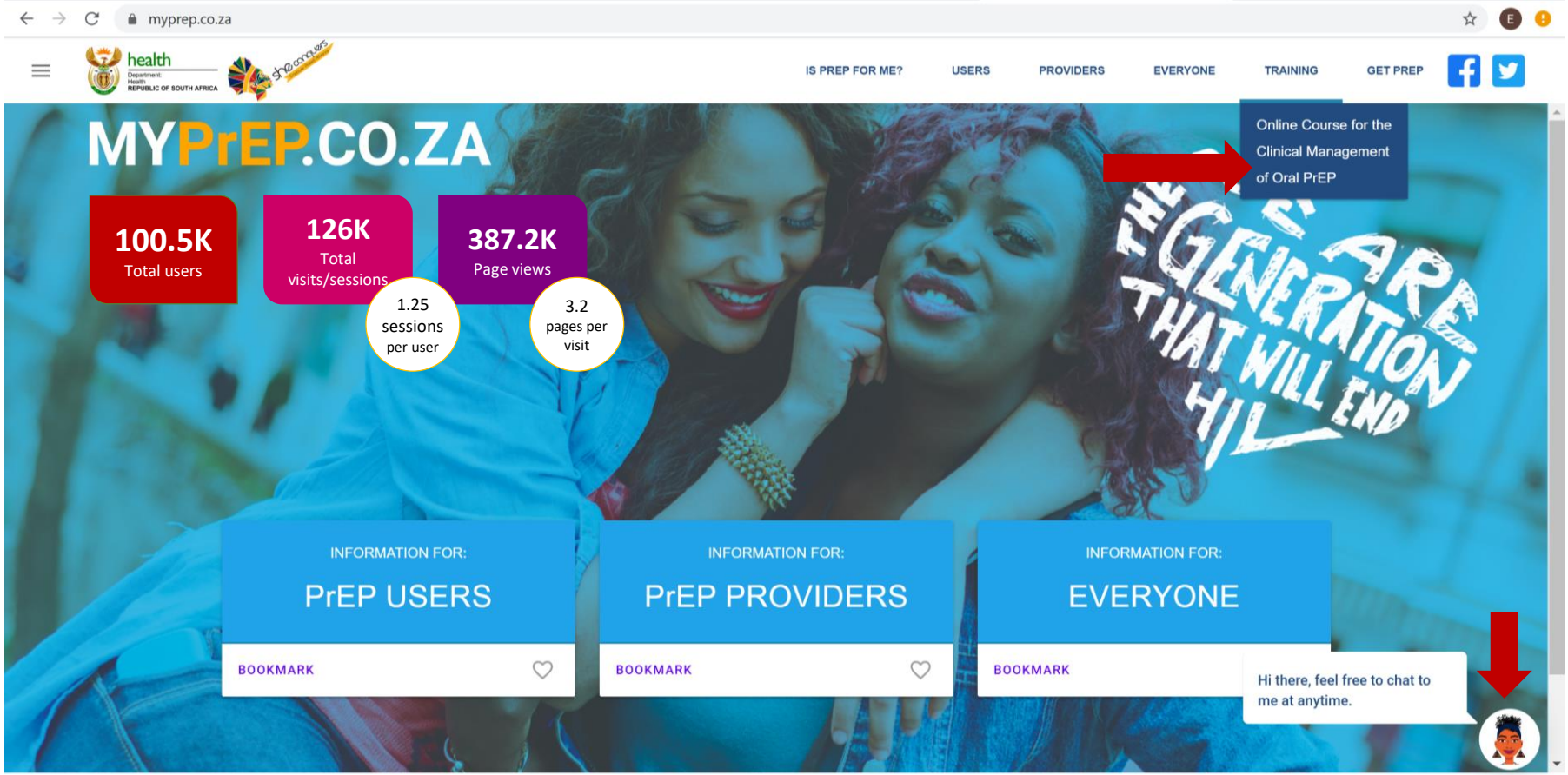
Why myprep.co.za?

And why do you keep saying it's innovative? It's just a website, right?

In response to NDoH, this online platform was created to allow for easy access of IEC materials and other PrEP resources by different populations including current and potential users, peer educators, health care providers and implementers.

It has grown to be so much more – clinic finder function, gamification for risk assessment, resource download portal AND ONLINE TRAINING HOST.





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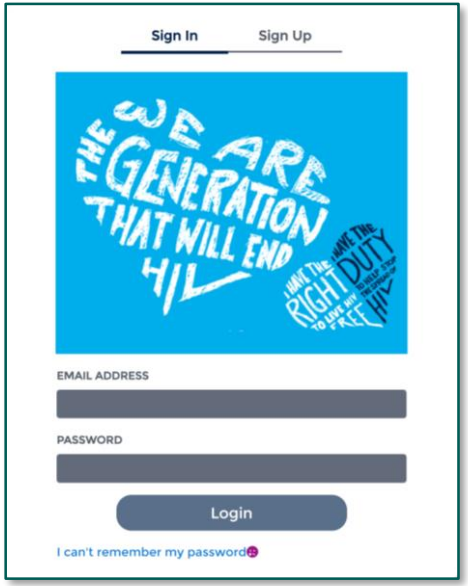
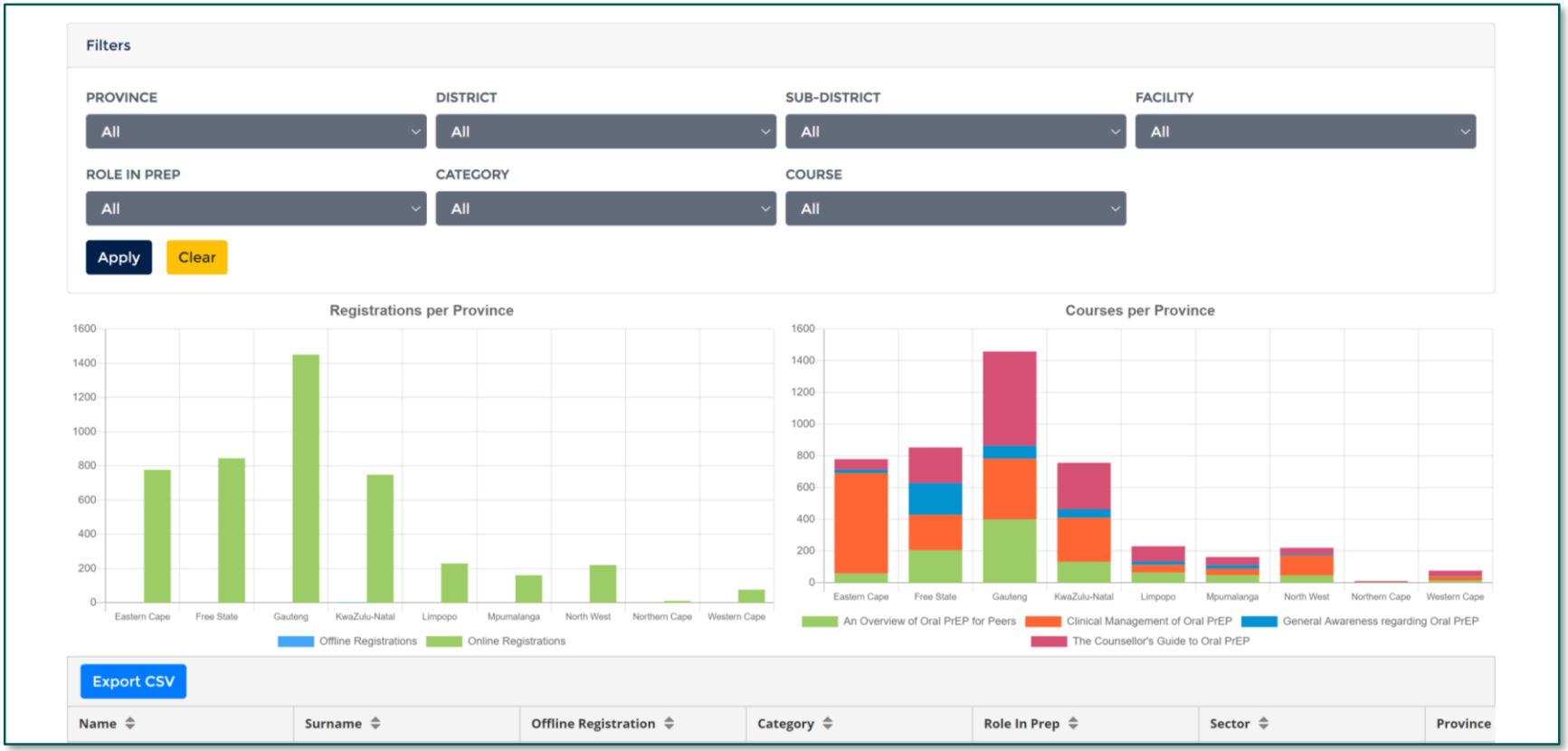
What does registration look like?



And the reporting dashboard?



The online training

What does it look like?

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Steps of developing the online

Development

Planning and design

- created a deign brief that was sent to different service providers for proposals and quotes
- Identified appropriate service provider following procurement process
- selected service provider designed a detailed storyboard of the course layout and refined the script based on previous in-person training content

Development

- the service provider developed the animations, recorded voice overs, recorded in-person videos and developed the online platform on which the course is hosted

Testing, reviews and reverts

- The course development was reviewed throughout the process and reverts were made based on feedback provided by NDoH and other partners

Delivery

Implementation and future improvement

- Launched on 25 November 2019 and is available at https://www.myprep.co.za
- Improvements will be made as required

NDoH was closely involved in the planning and development of the online course. They provided valuable input at every stage of the process which was implemented.

Clinical Management of Oral PrEP Online Course

This is an online/web-based training course developed to build the capacity of Healthcare Providers implementing PrEP across South Africa.

Providers in SA can access the course via myprep.co.za

The course is also available offline

4 versions offered for different cadres of healthcare providers

Supports NDoH's efforts in the roll out of oral PrEP across South Africa

Here’s a sneak peak

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THE CLINICAL MANAGEMENT OF ORAL PREP

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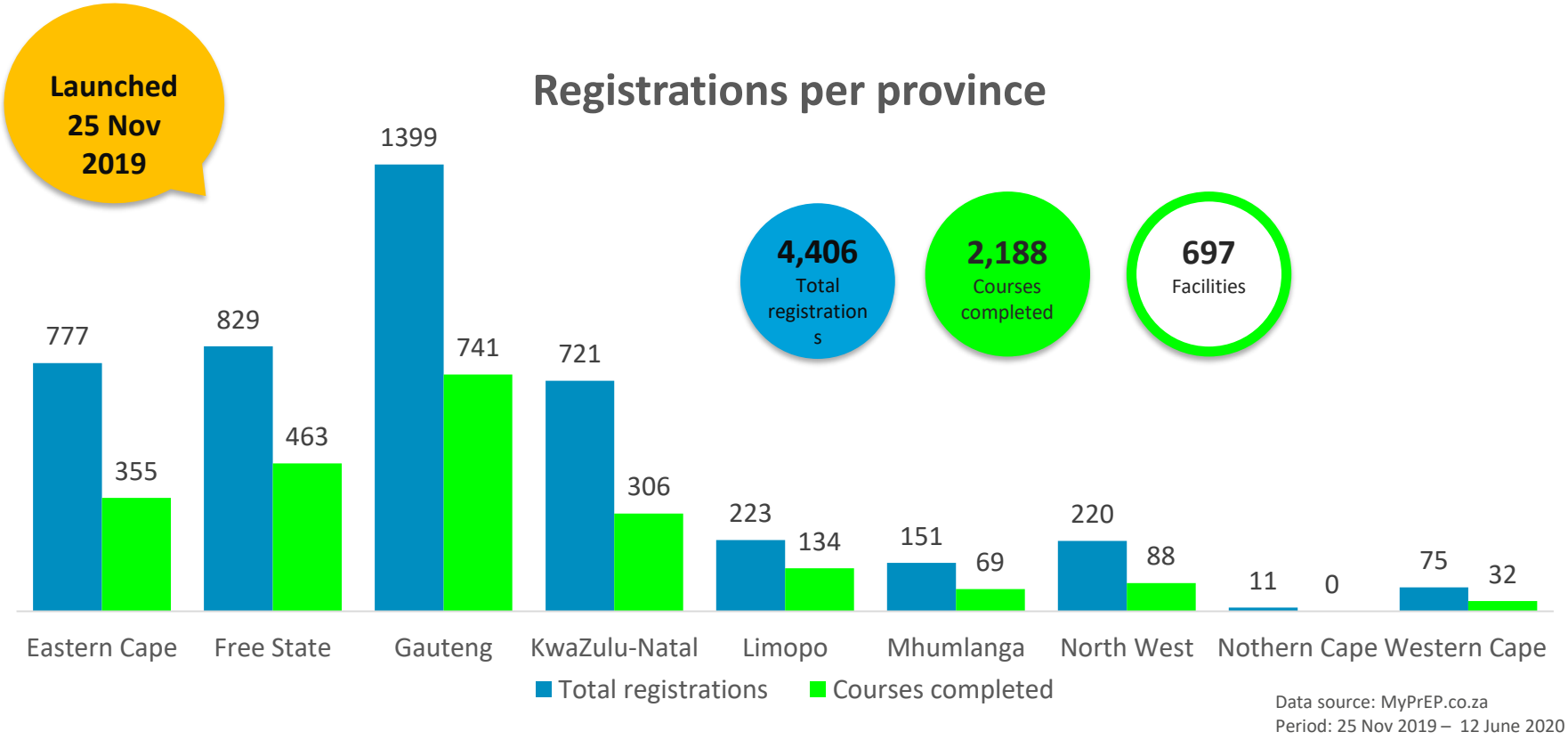
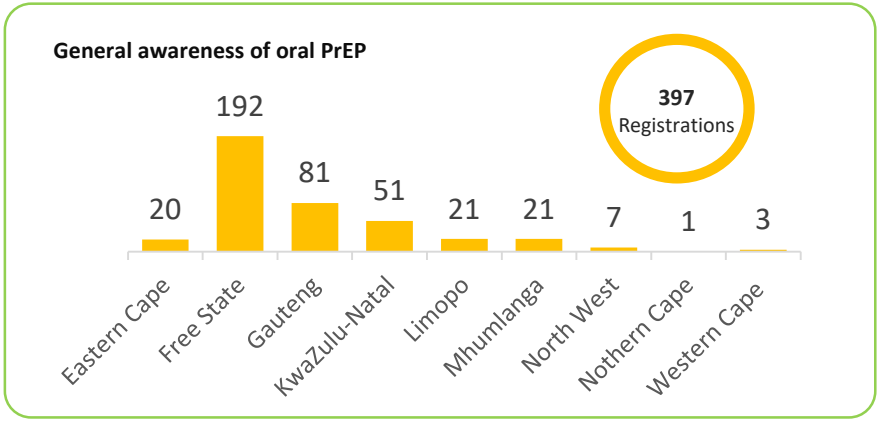
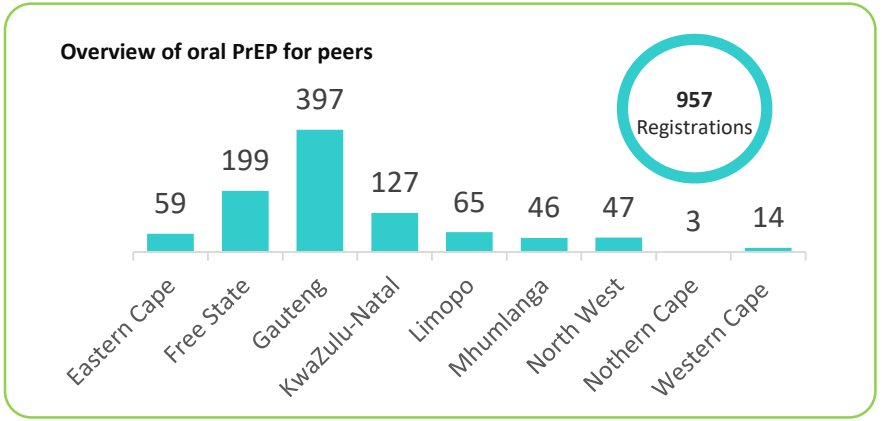
What has been the response?

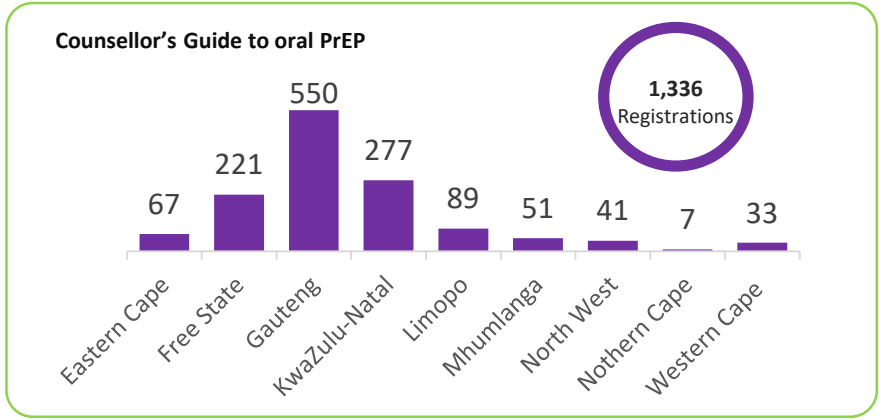


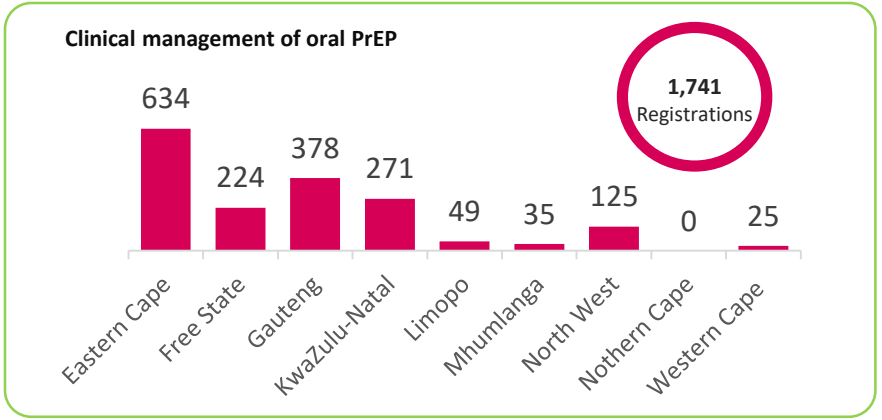
Data source: MyPrEP.co.za
Period: 25 Nov 2019 – 12 June 2020

Online training: Courses taken

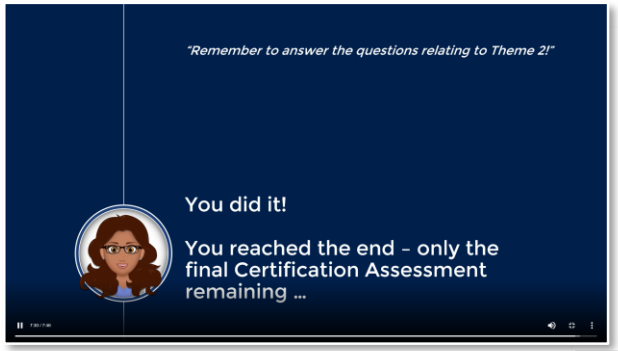


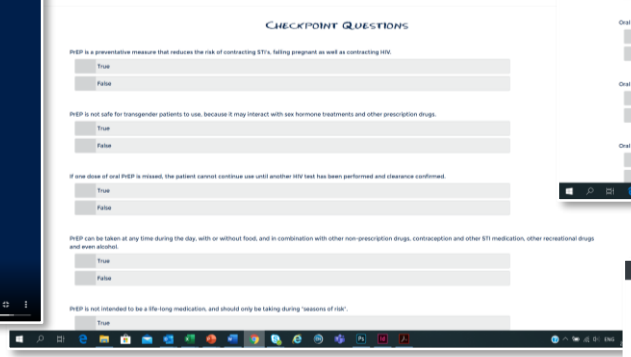


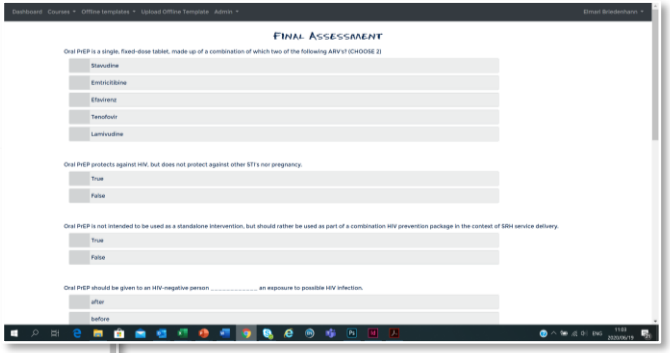




Certification







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Next steps and lessons learnt

- Cater to different cadres of providers e.g. clinicians, counsellors and peer educators
- Present the course content in different ways e.g. we used a mix a of animations, in-person videos, graphics, voice overs and text
- Provide an offline version that can be completed at a later time and uploaded for certification
- Provide post-launch support to participants
- Find a suitable service provider
- Don’t forget about the reporting interface – define the metrics of interest during the planning stage
- Add additional modules to the training as needed – we’re currently working on an HIV prevention ambassador module for youth.
- Adaptations to PrEP programmes have required COVID-19 integration, therefore currently exploring the need for a COVID-19 module to be added to this training.

Q&A

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PEPFAR

OPTIONS
OPTIMIZING PREVENTION TECHNOLOGY INTRODUCTION ON SCHEDULE

OPENING

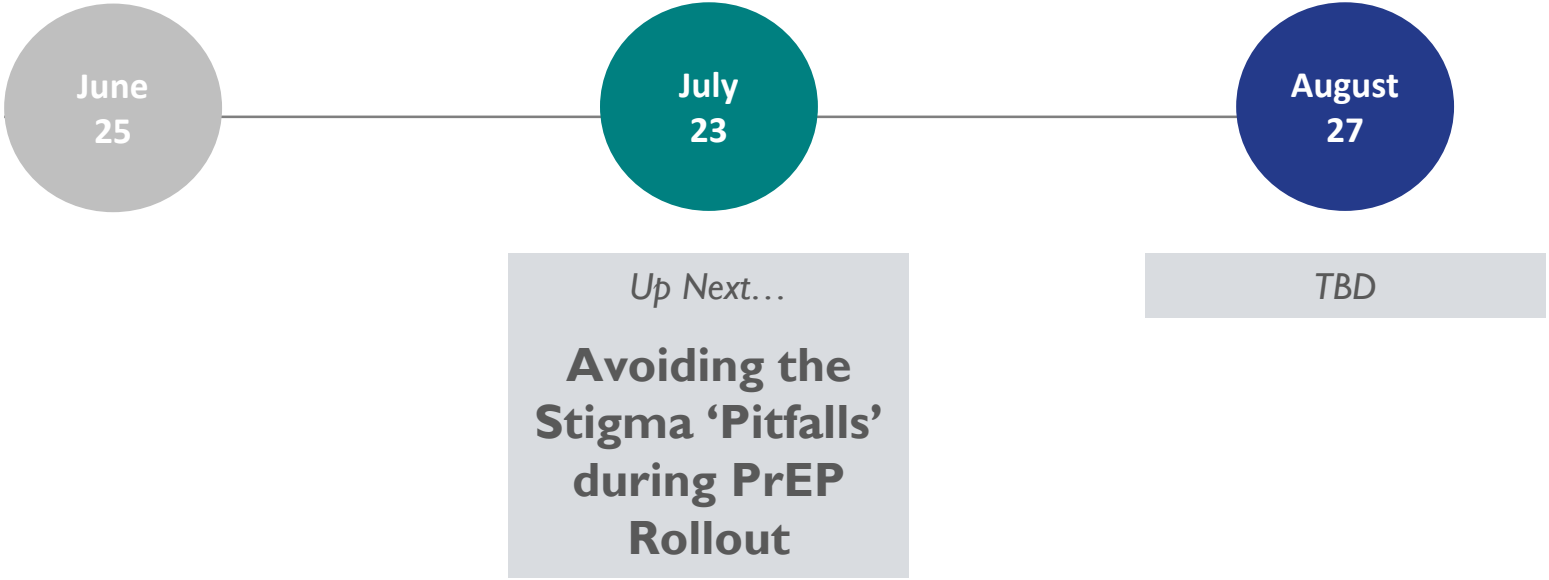
VIRTUAL TRAINING APPROACHES: INCREASING YOUR RETURN ON INVESTMENT

TRAINING FOR PROVIDERS RE-IMAGINED: ROLLING OUT PrEP IN NIGERIA IN THE CONTEXT OF COVID-19

ONLINE TRAINING: THE CLINICAL MANAGEMENT OF ORAL PrEP

WHAT'S NEXT WITH THE LEARNING NETWORK

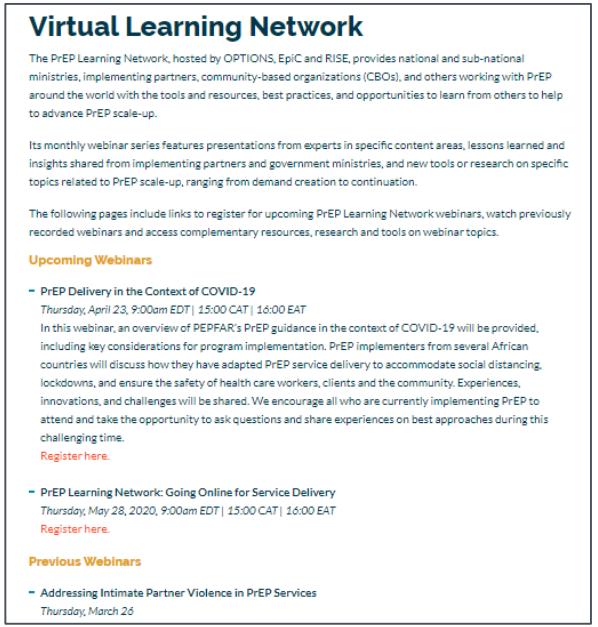
Upcoming Sessions: Register Today!



Visit https://www.prepwatch.org/virtual-learning-network for up-to-date information.

Visit PrEPWatch for additional resources

- Webinars are **recorded** and will be accessible on PrEPWatch within a week post-presentation date
- Additional, complementary **resources** will also be shared on PrEPWatch—including related research articles and tools
- Registration for **upcoming webinars** is also located on PrEPWatch



Virtual Learning Network

The PrEP Learning Network, hosted by OPTIONS, EpiC and RISE, provides national and sub-national ministries, implementing partners, community-based organizations (CBOs), and others working with PrEP around the world with the tools and resources, best practices, and opportunities to learn from others to help to advance PrEP scale-up.

Its monthly webinar series features presentations from experts in specific content areas, lessons learned and insights shared from implementing partners and government ministries, and new tools or research on specific topics related to PrEP scale-up, ranging from demand creation to continuation.

The following pages include links to register for upcoming PrEP Learning Network webinars, watch previously recorded webinars and access complementary resources, research and tools on webinar topics.

Upcoming Webinars

- **PrEP Delivery in the Context of COVID-19**
  Thursday, April 23, 9:00am EDT | 15:00 CAT | 16:00 EAT
  In this webinar, an overview of PEPFAR's PrEP guidance in the context of COVID-19 will be provided, including key considerations for program implementation. PrEP implementers from several African countries will discuss how they have adapted PrEP service delivery to accommodate social distancing, lockdowns, and ensure the safety of health care workers, clients and the community. Experiences, innovations, and challenges will be shared. We encourage all who are currently implementing PrEP to attend and take the opportunity to ask questions and share experiences on best approaches during this challenging time.
  Register here.

- **PrEP Learning Network: Going Online for Service Delivery**
  Thursday, May 28, 2020, 9:00am EDT | 15:00 CAT | 16:00 EAT
  Register here.

Previous Webinars

- **Addressing Intimate Partner Violence in PrEP Services**
  Thursday, March 26

www.prepwatch.org/virtual-learning-network/

Exit Polls

Thank You!

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