



# PrEP Learning Network:

## Going Virtual for Provider PrEP Training

June 25, 2020



**USAID**  
FROM THE AMERICAN PEOPLE



**PEPFAR**

**OPTI**  **NS**

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**



## 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**

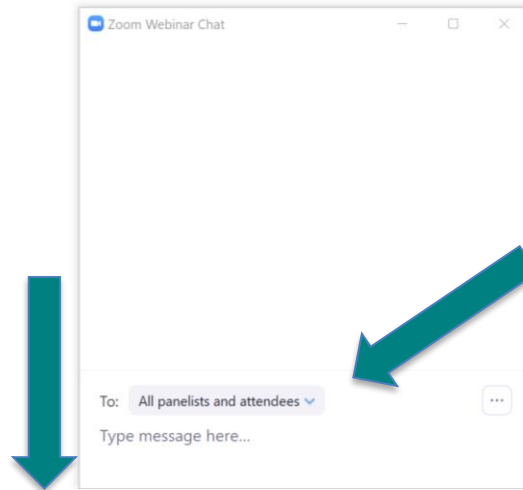
Project Manager, Communications & KM, Wits RHI

*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.**



## OPENING

### VIRTUAL TRAINING APPROACHES: INCREASING YOUR RETURN ON INVESTMENT

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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





# 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'



# 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>



RESEARCH

Open Access

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

Julia Bluestone<sup>1\*</sup>, Peter Johnson<sup>1†</sup>, Judith Fullerton<sup>2</sup>, Catherine Carr<sup>1†</sup>, Jessica Alderman<sup>3</sup> and James BonTempo<sup>1</sup>

### 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



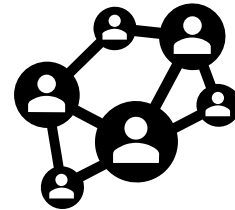
Messaging Platforms



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)

---

## 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

## 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



The screenshot shows the Google Play Store listing for the "HIV Oral PrEP Implementation Tool" app. The app is developed by "Jhpiego - Global Medical" and is rated "Everyone". It has a 5-star rating and 8 reviews. A warning message states "You don't have any devices." Below this, there is a link to "Learn more about Family Library" and an "Add to Wishlist" button. A green "Install" button is located at the bottom right of the app card.

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.

## In Summary....

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



World Health  
Organization



ORAL PrEP

HOME

OUR COURSES

MOBILE APP

WHO TOOL

RESOURCES

CONTACT

## Oral PrEP eLearning Resource Package:

A Collaboration Between WHO and Jhpiego



The Oral PrEP eLearning Resource Package (eLRP) introduces health care providers to Oral Pre-Exposure Prophylaxis (PrEP) for HIV infection. The eLRP includes eLearning

<https://www.hivoralprep.org/>



OPENING

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

**AIDS Free**  
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



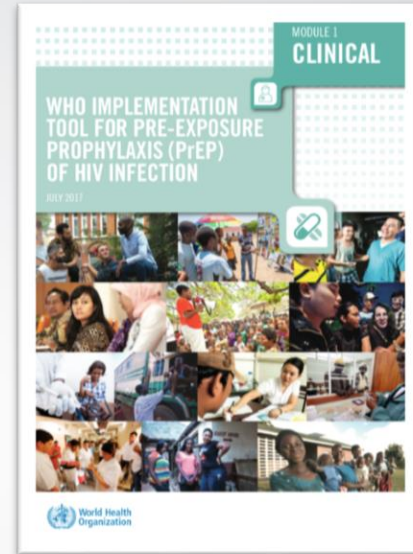
# Considerations for Determining Approach

- 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](http://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

LESSON 1: IDENTIFYING SUITABLE CANDIDATES

## CASE STUDY 1 — PHILIPPE

MENU

### Client: Philippe




photo by Jonas Cernus, Allpage

- An 18-year-old male arrived at the clinic for HIV testing and PrEP.
- He weighs 55 kg and has a serum creatinine level of 0.9mg/dL.
- Philippe meets all other PrEP eligibility criteria.
- Does Philippe's creatinine clearance meet the eligibility criterion for oral PrEP use?

### Oral PrEP Course for Clinicians

Home / My courses / Oral PrEP Course for Clinicians

Overall progress % 31

This eLearning course is for practicing clinicians around the globe who currently have a client population at high-risk for contracting HIV and provide or will provide Oral PrEP or Post-Exposure Prophylaxis (PEP). The course has four interactive lessons and begins with identifying suitable candidates for Oral PrEP use. It then continues with initiating Oral PrEP in a client and special situations you may encounter. It concludes with key counseling strategies including minimization of PrEP stigma.

The course features a series of rich-media, interactive modules that incorporate mini lectures, knowledge checks, and a pre- and post-test. The course will also include resources, a glossary, and narration transcripts. Please use the WHO Oral PrEP Implementation Tool App as a supplementary resource to this course. It contains a Creatinine Clearance Calculator that aids in calculating an individual's creatinine clearance as part of determining their eligibility for PrEP.

Before completing this course, you should be familiar with:

- Using a computer, tablet, and/or cellular phone, an electronic keyboard, and mouse
- Comprehending written and spoken English

After completing the eLearning course, you should be able to:

- Manage Oral PrEP services in accordance with information in the WHO Implementation Tool for Oral PrEP

Announcements

- Course Introduction
- Lesson 1: Identifying Suitable Candidates for Oral PrEP Use
- Lesson 2: Initiating Oral PrEP in a Client
- Lesson 3: PrEP Special Situations
- Lesson 4: Counselling and Messaging Considerations
- Post-Test
- Completion & Evaluation





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**





## INTRODUCTION

MENU

### 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 Juevas Cernius, jhrpepp





## ELIGIBILITY CRITERION 5: Creatinine Clearance $\geq 60$ 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 ( $\mu\text{mol/L}$ )
Weight	kilograms (kg)
Sex	<i>in mg/dL</i> males = 1 females = 0.85 <i>in <math>\mu\text{mol/L}</math></i> males = 1.23 females = 1.04

#### Cockcroft-Gault Equations

Calculating Creatinine Clearance  
based on Serum Creatinine in:

**mg/dL**

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

**$\mu\text{mol/L}$**

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

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!**



## OPENING

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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



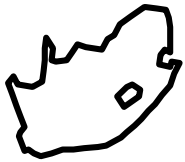


# To really tell the story of the Clinical Management of Oral PrEP online training...

## 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](http://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)

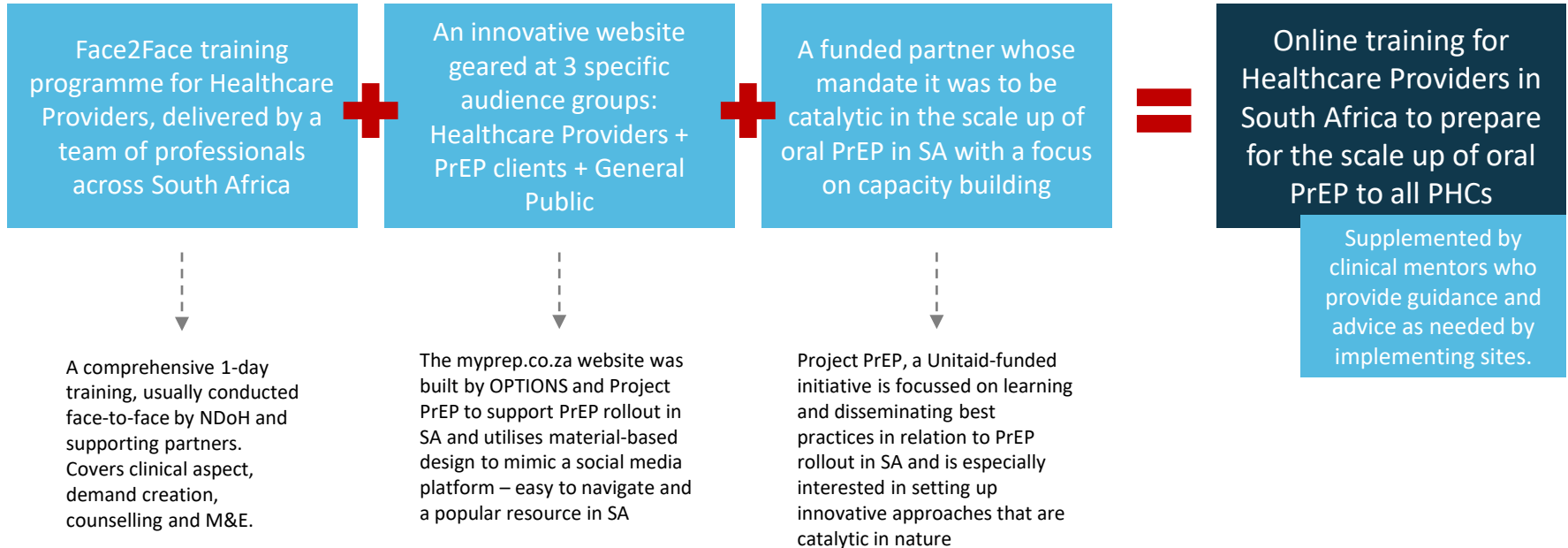
# Rapid scale up

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

# So what exactly did we need?



## WHAT WE ALREADY HAD:



# 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



# 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.

The screenshot shows the myprep.co.za website interface. At the top, there is a navigation bar with the following links: IS PREP FOR ME?, USERS, PROVIDERS, EVERYONE, and DOWNLOAD. Below the navigation bar, there is a main content area. On the left side, there is a vertical navigation panel with a list of topics, each preceded by a purple arrow icon. The topics are: PrEP is the use of anti-HIV medication, Does PrEP provide other protection?, PrEP is another option for HIV prevention, What is the difference between PrEP, PEP, and ART?, Is PrEP for me?, and What is PrEP?. On the right side, there is a grid of content cards. The first card is a large image of a smiling woman. The second card is a smaller image of a man. The third card is a smaller image of a woman. The fourth card is a smaller image of a couple. The fifth card is a smaller image of a woman. The sixth card is a smaller image of a woman. The seventh card is a smaller image of a woman. 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The hundredth card is a smaller image of a woman.

This is one "card".

Developed for PrEP users,  
providers and everyone else.

This is web design based on  
the principles of material  
design... online platforms  
such as Instagram and  
Facebook use similar  
technologies.

This is a navigation  
panel linking the user to  
others cards on this  
page.

Online Course for the  
Clinical Management  
of Oral PrEP



# MYPrEP.CO.ZA

**100.5K**  
Total users

**126K**  
Total  
visits/sessions


**387.2K**  
Page views

1.25  
sessions  
per user


3.2  
pages per  
visit

THE  
GENERATION  
THAT WILL END  
HIV

INFORMATION FOR:  
**PrEP USERS**

BOOKMARK 

INFORMATION FOR:  
**PrEP PROVIDERS**

BOOKMARK 

INFORMATION FOR:  
**EVERYONE**

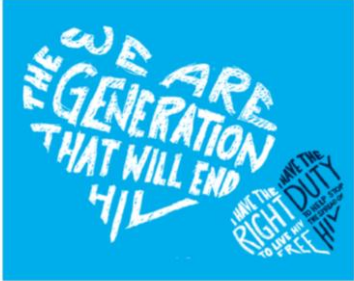
BOOKMARK

Hi there, feel free to chat to  
me at anytime.



# What does registration look like?

Sign In Sign Up



EMAIL ADDRESS

PASSWORD

Login

I can't remember my password

Sign In Sign Up

NAME \* SURNAME \*

EMAIL ADDRESS \*  
email@address.com

CATEGORY \*

ROLE IN PREP \*

PROVINCE \*

DISTRICT \*

SUB-DISTRICT \*

FACILITY \*

SECTOR \*

ARE YOU AN IMPLEMENTING PARTNER?  YES  NO

PASSWORD \* CONFIRM PASSWORD \*

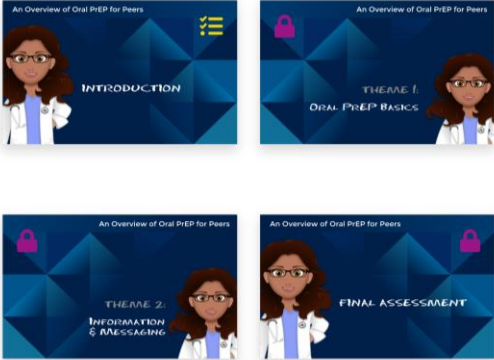
Sign Up

## AN OVERVIEW OF ORAL PREP FOR PEERS

### DASHBOARD

Legend: ✔ Complete 🔄 In Progress 🔒 Locked

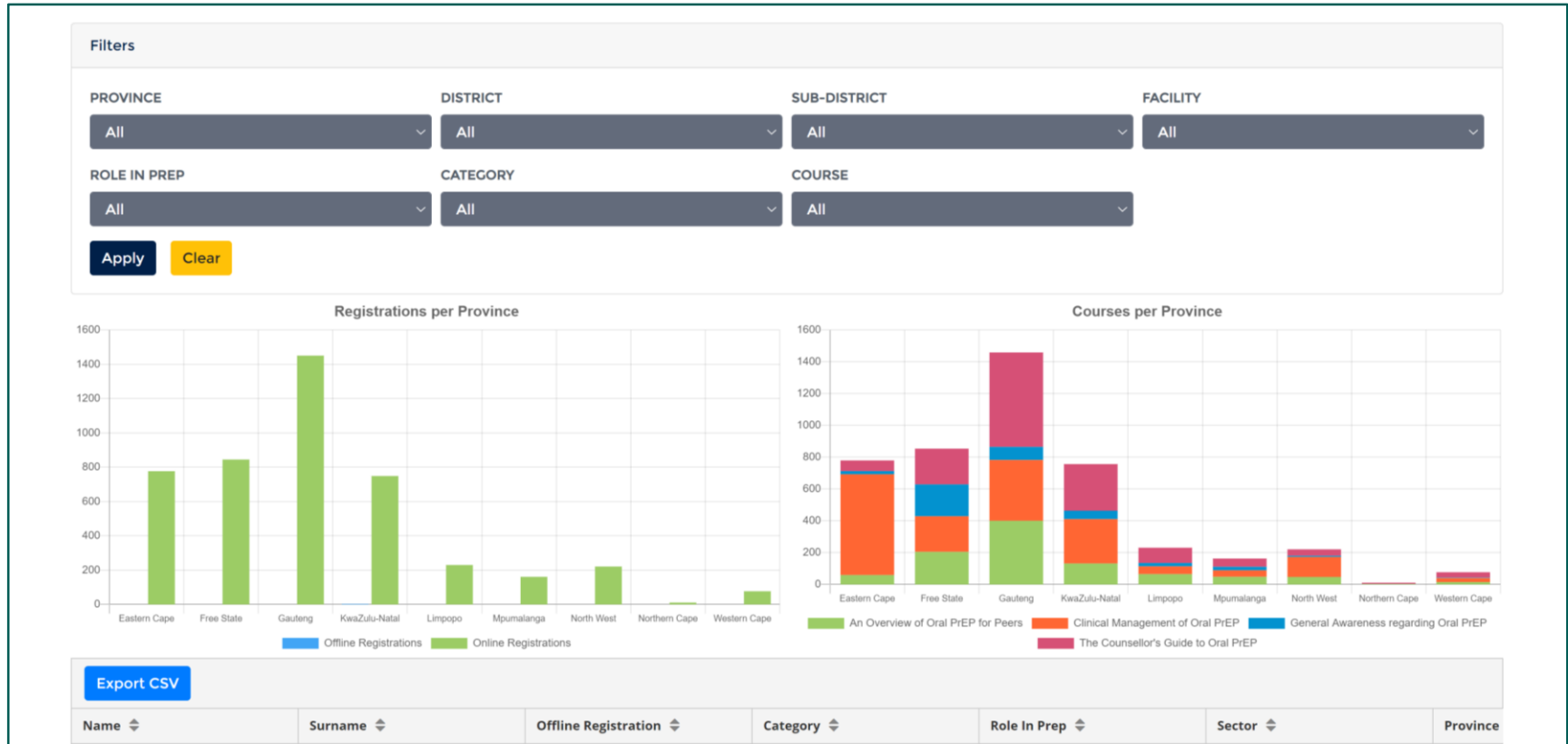
*Should you have been registered for an incorrect course, please contact Admin on the following email address for assistance [info@myprep.co.za](mailto:info@myprep.co.za).*



The dashboard displays four course tiles for 'An Overview of Oral PreP for Peers':

- INTRODUCTION**: Status: Complete (green checkmark icon)
- THEME 1: ORAL PREP BASICS**: Status: Locked (purple padlock icon)
- THEME 2: INFORMATION & MESSAGING**: Status: Locked (purple padlock icon)
- FINAL ASSESSMENT**: Status: Locked (purple padlock icon)

# And the reporting dashboard?



# The online training

What does it look like?

# Steps of developing the online

## Development

### Planning and design

- created a design 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.

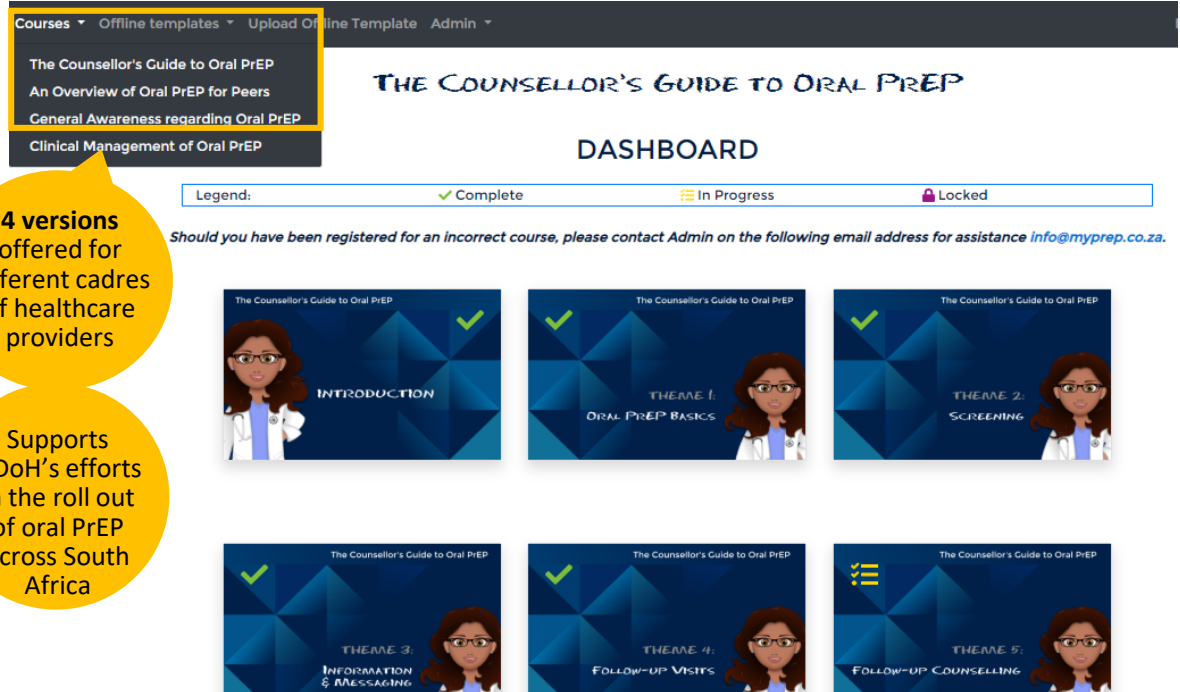
# Clinical Management of Oral PrEP Online Course

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





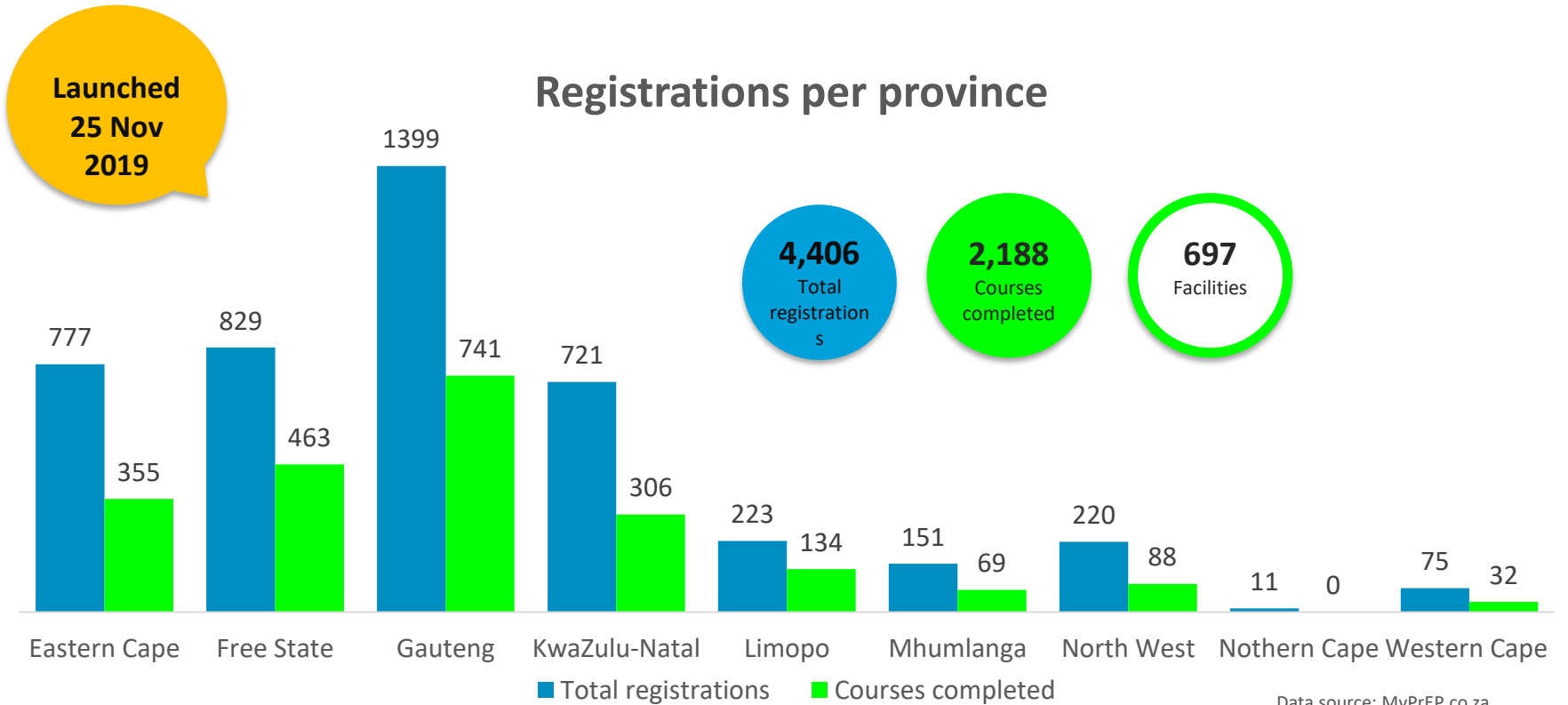
# THE CLINICAL MANAGEMENT OF ORAL PREP



health

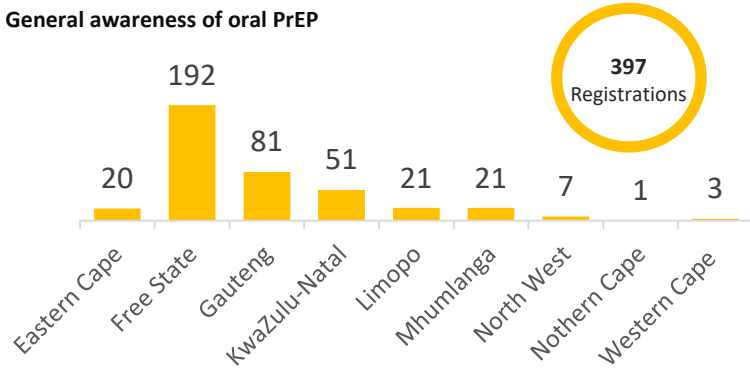
Department:  
Health  
REPUBLIC OF SOUTH AFRICA

# What has been the response?

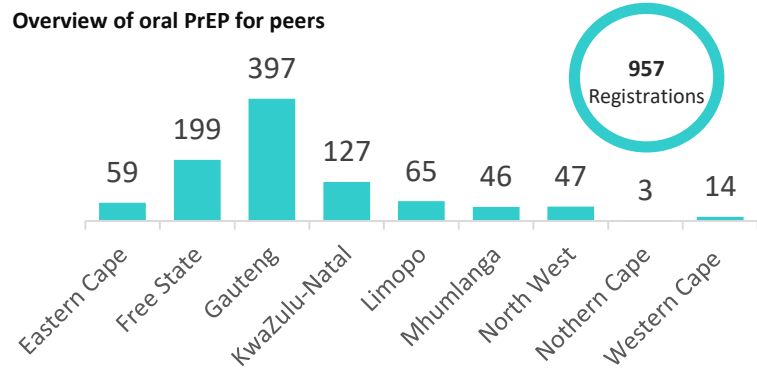


# Online training: Courses taken

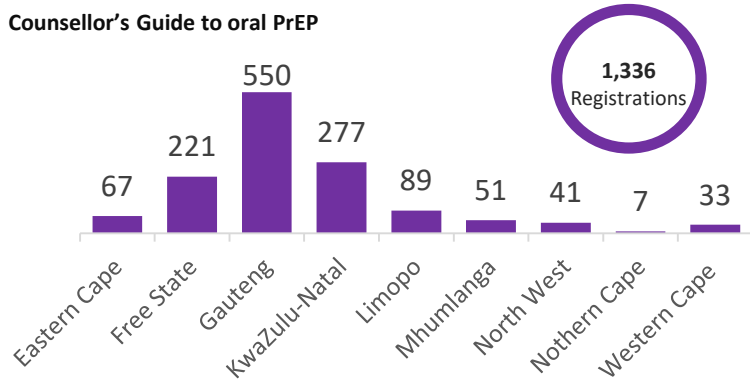
General awareness of oral PrEP



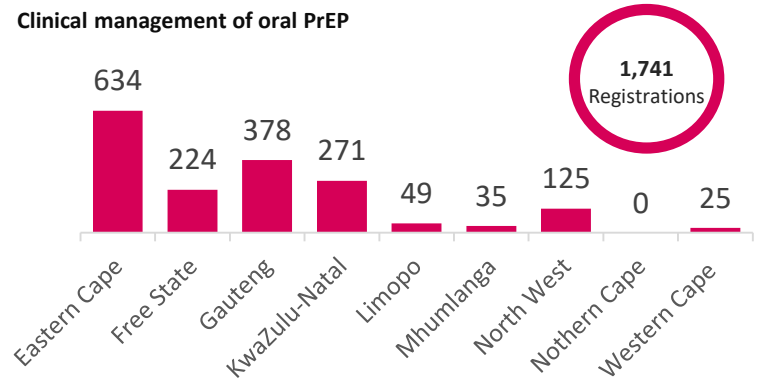
Overview of oral PrEP for peers



Counsellor's Guide to oral PrEP



Clinical management of oral PrEP




# Certification

*"Remember to answer the questions relating to Theme 2!"*

**You did it!**

**You reached the end - only the final Certification Assessment remaining ...**



### CHECKPOINT QUESTIONS

PrEP is a preventative measure that reduces the risk of contracting STIs, being pregnant as well as contracting HIV.

True  
 False

PrEP is not safe for transgender patients to use, because it may interact with sex hormone treatments and other prescription drugs.

True  
 False

If one dose of oral PrEP is missed, the patient cannot continue use until another HIV test has been performed and clearance confirmed.

True  
 False

PrEP can be taken at any time during the day, with or without food, and in combination with other non-prescription drugs, contraception and other STI medication, other recreational drug use and alcohol.

True  
 False

PrEP is not intended to be a long-term medication, and should only be taking during "seasons of risk".

True

### FINAL ASSESSMENT

Oral PrEP is a single, fixed-dose tablet, made up of a combination of which two of the following ARV? (CHOOSE 2)

Stavudine  
 Emtricitabine  
 Efavirenz  
 Tenofovir  
 Lamivudine

Oral PrEP protects against HIV, but does not protect against other STIs nor pregnancy.

True  
 False

Oral PrEP is not intended to be used as a standalone intervention, but should rather be used as part of a combination HIV prevention package in the context of Sile service delivery.

True  
 False

Oral PrEP should be given to an HIV-negative person \_\_\_\_\_ an exposure to possible HIV infection.

before  
 after

### FINAL ASSESSMENT RESULT

**100%**

Congratulations! You have successfully completed the CrHP-EP Online course. Your certificate of completion will be emailed to you shortly.

[Printed Certificate](#)


Certificate

CrHP-EP (no-reply@hwhi.ac.za) to Elmar Briedenhann

Dear Elmar,

Kindly find attached your CrHP-EP certificate.

Kind Regards,  
The CrHP-EP Team.



*This certificate is awarded to*

**Elmar Briedenhann**

*in recognition of the successful completion of the:*

An Overview of Oral PrEP for Peers: Online Training  
[www.myprep.co.za](http://www.myprep.co.za)



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University of the Witwatersrand  
**WITS RH**



**Unitaid**  
Innovation in Global Health

# 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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## OPENING

VIRTUAL TRAINING APPROACHES: INCREASING YOUR RETURN ON INVESTMENT

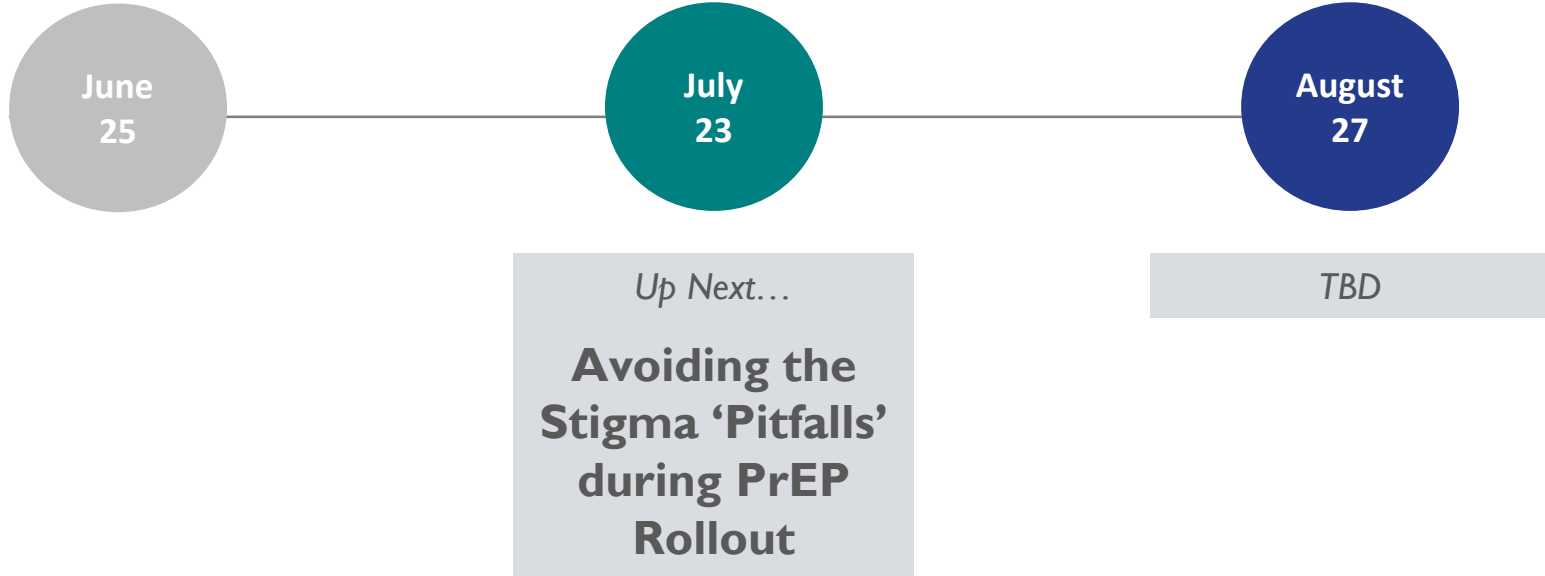
TRAINING FOR PROVIDERS RE-IMAGINED: ROLLING OUT PrEP IN NIGERIA IN THE  
CONTEXT OF COVID-19

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/](http://www.prepwatch.org/virtual-learning-network/)

# Exit Polls





# Thank You!



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