

**Theme:**

HIV patient education and care

Assignment	Corresponding Download Materials
<p><b>Homework (assign ahead of time)</b></p> <p>Watch the <i>Target Zero</i> documentary            Complete full/parts of the <a href="#">Sample Test</a></p>	<p><b>SampleTest.pdf</b></p>
<p><b>Opening Questions</b></p> <ol style="list-style-type: none"> <li>1. General questions about the film</li> <li>2. Issues /sections that were hard to understand or unclear</li> </ol> <p><b>In class discussion in preparation for role-play activity</b>            The instructor introduces the theme: <i>we will talk about the importance of patient education and ways to communicate the science of the disease to the patients.</i>            The instructor presents <a href="#">Slides 2-5</a> as the discussion progresses</p> <ul style="list-style-type: none"> <li>• Give specific examples of how the technical and scientific aspects of HIV treatment were communicated to the patients by the medical personnel in the film</li> <li>• How would you communicate this information?</li> <li>• Do you think patients would benefit from a deeper understanding of how the drugs work? If so how should this information be conveyed?</li> <li>• Give specific examples of how the medical personnel gave compassionate care in the film</li> </ul>	<p><b>Slides.pdf</b></p>
<p><b>Role-play activity + discussion (3 situations)</b></p> <p>Note, this activity can be held in 2 ways:</p> <ol style="list-style-type: none"> <li>1. Students work on each of the 3 scenarios sequentially</li> <li>2. Students are divided into 3 groups: one for each scenario</li> </ol> <p>The instructor divides the students into groups.</p> <p>The instructor describes the activity to the students:</p> <ul style="list-style-type: none"> <li>• Doctor-patient role play: 3 Situations</li> <li>• Practice together, bounce ideas off each other, put yourself in both, doctor’s and patient’s position</li> <li>• Rehearse the dialogue in your subgroup. You might use your cell phones, books, <i>etc</i>, if you need to check facts</li> <li>• Presentations for the whole class will follow</li> <li>• Feedback will be given at the end of presentation</li> <li>• Stick to the ground rules: The instructor presents <a href="#">Slide 6</a> <ol style="list-style-type: none"> <li>a. It’s a safe learning environment that will allow you to look at a disease from the patient’s perspective</li> <li>b. The focus is on exchanging ideas not getting things right and wrong</li> <li>c. Have fun, but laugh <u>with</u> each other, but not <u>at each</u> other</li> <li>d. What happens in this class, stays in this class. Do not use any recording devices.</li> <li>e. Criticize constructively: give feedback to each other during activity and during the post-activity discussion. If you see areas that need improvement, give suggestions</li> </ol> </li> <li>• The instructor hands out the sheets that describe the role play scenario/s to the groups</li> </ul>	<p><b>Roleplayscenarios.pdf</b></p>

### Scenario 1:

#### Participants

**Doctor:** Obstetrician in a private practice.

**Patient:** Linda, 30 years old, working as a secretary, insured

#### Patient information

(this is what the doctor knows at the start of the conversation):

- HIV+ for the last 3 years
- viral load has been undetectable for the last 2 years
- all other lab results are normal
- She is 12 weeks pregnant
- Living with a partner for the last year. He is HIV negative.
- Keeps her HIV status a secret to most of family members and all her friends.
- Medications taken: *Truvada, Atazanavir, Ritonavir*
- This is a second routine prenatal check-up

#### Patient's problem

(this is what the patient brings up during the conversation)

Linda seems is very distressed. She is concerned about the HIV drugs affecting her baby. She understands that the risk of HIV transmission is low, but she is very worried that the medications she is taking might cause the baby to not be normal.

As a physician, what do you think the patient feels?

What can you do/say to help them cope with their emotions?

What does the patient need to know understand the action of the HIV drugs and their targets in order to help her with her worries?

What other concerns need to be addressed/ recommendations given?

### Scenario 2:

#### Participants

**Doctor:** General practitioner at a free clinic.

**Patient:** Amanda, 22 years old, works at a day care, uninsured

#### Patient information

(this is what the doctor knows at the start of the conversation):

- Her HIV+ status was determined 6 months ago
- She was prescribed Complera
- this made her viral load drop steadily for the last few months
- Her latest result shows however that the viral load started climbing again (she is not aware of that yet; the doctor needs to communicate this result)

#### Patient's situation

(this is what the patient brings up during the conversation)

Amanda was in between jobs and apartments lately. She forgot to take the medication quite often. She is sexually active but doesn't have a steady partner.

As a physician, how do you convey to the patient that keeping the viral load under control is extremely important in her situation?

How do you convey aspects such as risks of transmission, drug resistance, etc.?

What do you think the patients feels in this situation?

<p><b>Scenario 3:</b></p> <p><b>Participants</b>  <b>Doctor:</b> General practitioner at a private practice</p> <p><b>Patient:</b> Bob, 35 years old, works as web developer, insured</p> <p><b>Patient information</b>          (this is what the doctor knows at the start of the conversation):</p> <ul style="list-style-type: none"> <li>• The patient was tested for HIV and is awaiting to find out his HIV status (you have the result and it's negative)</li> <li>• Patient is generally healthy</li> </ul> <p><b>Patient's situation</b>          (this is what the patient brings up during the conversation)</p> <p>Patient is homosexual. He is very anxious to find out his HIV status. He is sexually active, and doesn't have a steady partner. He uses protection most of the time. He heard that there is a pill that can prevent HIV, and hopes that he can start it.</p> <p>As a doctor, what do you think a patient feels awaiting to find out his HIV status? Why do you think he thinks he might be HIV positive?          What does he need to know in regards to PrEP?          What instructions he needs to know in regard to practicing safe sex?</p>	
<p><b>Presentations</b></p> <ol style="list-style-type: none"> <li>1. The instructor asks for volunteers or calls on the groups to present for the class</li> <li>2. The students are prompted to pay close attention to factual and clinical aspects of the conversation. The instructor presents <i>Slide 6</i> <ul style="list-style-type: none"> <li>○ How well does the physician explain the medical/factual questions to the patient?                     <ul style="list-style-type: none"> <li>▪ How are the communication skills of the physician?</li> <li>▪ Attitude</li> <li>▪ Compassion</li> </ul> </li> <li>○ How does the physician addresses the emotions of the patient?</li> </ul> </li> <li>3. The instructor facilitates the post-presentation discussion</li> </ol> <p>Note: Depending on the students' participation and enthusiasm, for situation 2 and 3, the instructor might pick doctors and patients from different groups.</p>	
<p><b>Closure/final questions and comments</b></p> <p>Summarize class discussion and main points brought up. Ask whether there are any additional questions/comments.</p>	

References

1. Debra Nestel, Tanya Tierney (2007) Role-play for medical students learning about communication: Guidelines for maximising benefits. BMC Medical Education 2007;3. <https://doi.org/10.1186/1472-6920-7-3>
2. Beres Joyner, Louise Young (2006) Teaching medical students using role play: Twelve tips for successful role plays. Medical Teacher 28(3): 225-9.
3. Walter F. Baile, Adam Blatner (2014) Teaching Communication Skills: Using Action Methods to Enhance Role-play in Problem-based Learning. Simulation in Healthcare 9(4):220-7.