



## Module 2: Assessing HIV Risk



**Allow 45 minutes if presenting this module as part of a full day training**

This module discusses how to help clients assess their HIV risk and make recommendations about HIV testing. It includes technical information about the likelihood of HIV transmission, but primarily focused on the counselling process. Make sure the trainees get the handout for this session and that they know about the <http://www.ohfn.on.ca/hivtesting> web site to find further resources.

### The Training Slides (40 minutes)

Present the slide deck (Reasons\_and\_Risk.pptx) to your trainee group, or have an individual trainee read and review it. If you are presenting, points to consider are available in the notes section of the slides.

### Follow-up Discussion with Trainees

If you are not presenting this material to a group, you should sit down with your trainee(s) to review and follow-up anything they do not understand. Make sure to invite questions, and ensure that they know:

- Each of the three elements of a potentially high risk exposure (partners, practices and protections), and how the balance of the three must be considered to assess the risk of an exposure. Specifically
  - Who are the priority populations in Ontario, and why these are considered priority populations (because the prevalence is high).
  - U=U and how this influences assessment of a partner's HIV status
  - The risks of particular practices they are likely to encounter at your site
  - Effective protections and where gaps in these prevention strategies might occur
- What the intake form looks like at your site and how they are expected to use it (a model intake form is available on the HIV Testing site, if you are considering updating)
- The information that is available at your site about local service providers; how to help clients contact these services (i.e. Can the counsellor call for them? Who should be called?)
- If your site works with police/local sexual assault services, any details they should know
- Testing frequency recommendations (3-6 or 3-6-3, routine annual testing, etc.)
- Explain express testing procedures, if this is happening at your site

### Testing Knowledge

A brief quiz is available for this content.

#### Answers

- |      |                  |                       |
|------|------------------|-----------------------|
| 1 g) | 5 a)             | 9 e) [all]            |
| 2 b) | 6 b)             | 10 f) [a), c) and d)] |
| 3 a) | 7 f) [c) and d)] |                       |
| 4 a) | 8 b)             |                       |



## **Interactive Learning – Shadowing and Role-Playing**

Encourage trainees to think about how information is being discussed in the sessions they are observing. Are they hearing phrases and approaches that would work for them?

Try and plan a role-play session for the trainee(s) to practice counselling as soon as possible, after the next module on delivering results and providing support. The role-play session will be an opportunity for trainees to practice putting all of their learning on counselling together and to get more comfortable with the counsellor's role. The role-playing can happen with you, other staff or with other trainees, if more than one person is being trained. Scenarios for this role-playing (and key points for the trainees to consider in these scenarios), are attached to the facilitator's summary for the next module.