

Clinical Management of HIV

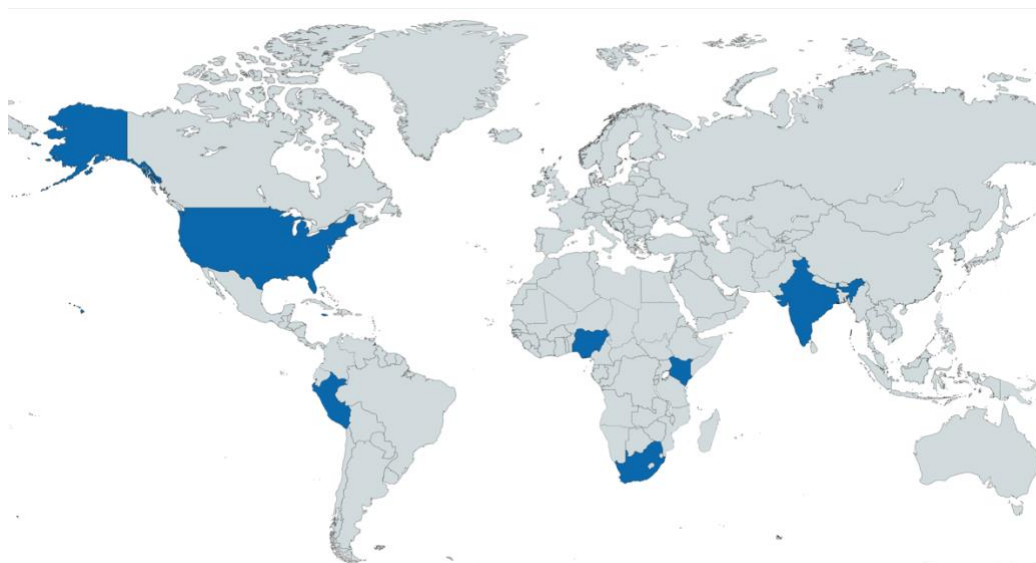
Welcome

Aliza: Welcome to the Clinical Management of HIV course from the University of Washington. My name is Aliza Monroe-Wise, and I'm one of the core instructors for this course. I'm an infectious diseases physician, researcher, and educator with a focus on viral hepatitis and HIV testing in key populations. I have been based in Nairobi, Kenya for the past seven years where I work with a range of different healthcare organizations to improve care delivery and training for HIV, other infectious diseases, and other health issues.

My co-instructor is Alex Lankowski.

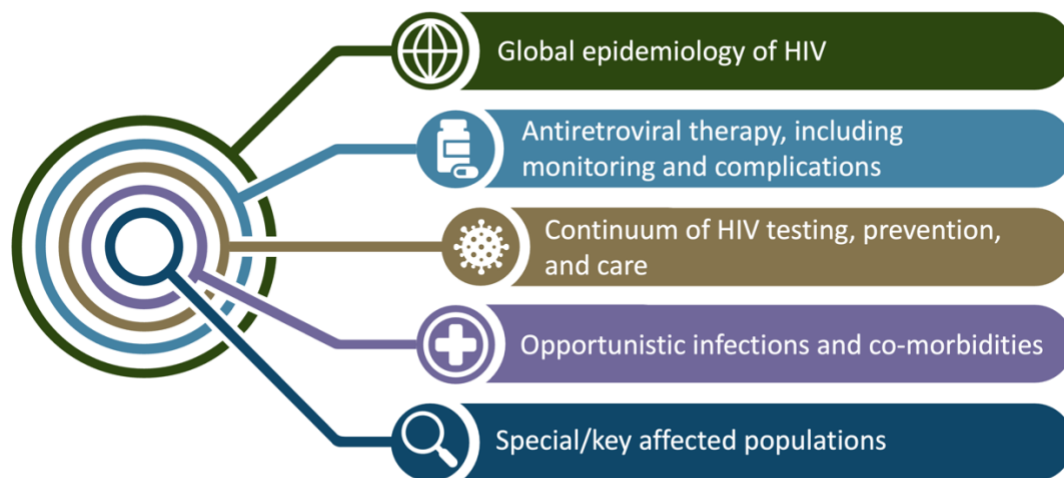
Alex: Hi everyone, and welcome to the course. I'm also an infectious diseases and HIV physician. My experience in clinical HIV includes work in different parts of the US (namely, Seattle, New York, and Boston), as well as Uganda and Peru. I am based primarily in Lima, Peru, where my research involves working with clinical- and community-based organizations to develop strategies to support engagement in HIV testing, prevention, and care among sexual and gender minority populations.

And we are fortunate to have Asa Tapley as our teaching assistant (or "TA"). Asa is an infectious disease physician and educator at the University Washington and a researcher at the Fred Hutchinson Cancer Center. When not seeing patients or teaching in Seattle, Asa is usually based in Cape Town, South Africa, where he conducts clinical trials and other research related to HIV, TB, and COVID-19. He will help moderate the weekly Discussion Board and answer any questions that you may have about the course content as part of that forum.

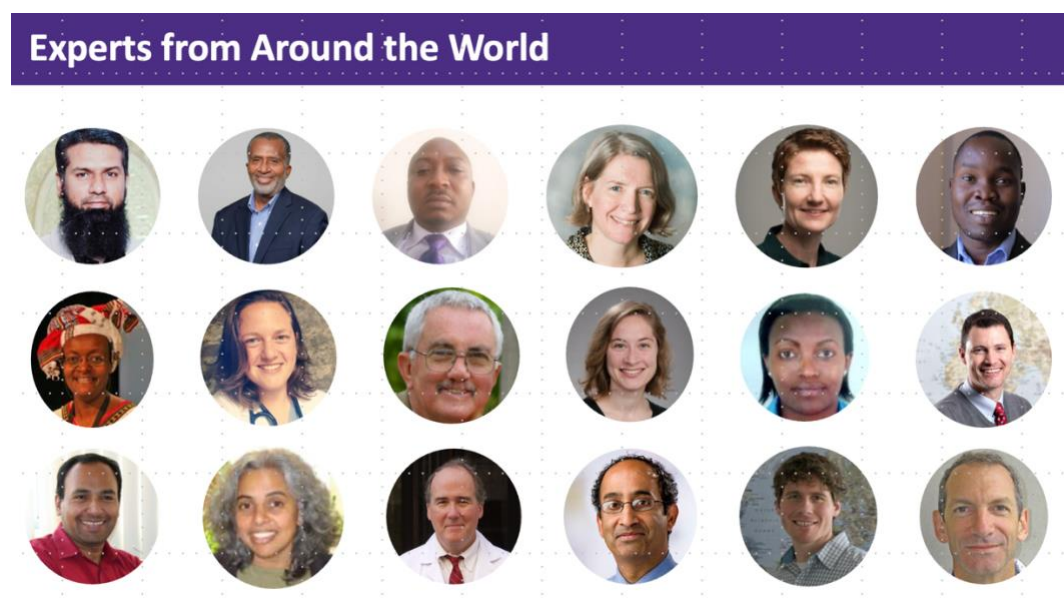


Source: mapchart.net

Throughout the ten weeks of this course, we are fortunate to be joined by many guest lecturers from across the world, all of whom are experienced HIV clinicians and educators. These lecturers were selected not only for their specific expertise in one or more topic areas relevant to clinical HIV, but also for the diversity of experiences and clinical perspectives they are able to provide based on their work in a range of different healthcare settings and regional contexts globally. They represent over eight countries, including India, Jamaica, Kenya, Nigeria, Peru, South Africa, Uganda, and the U.S.



In addition, they represent a diversity of professional backgrounds and training in clinical medicine and public health, including specialists in Adolescent Medicine, Dermatology, Hematology/Oncology, Maternal/Child health, and Pediatrics.



We designed the course with you in mind—healthcare professionals from over 30 countries throughout the world. As you interact with your classmates at your sites, as well as in the weekly discussion forums, you will likely meet colleagues from a wide range of professional backgrounds, including physicians, nurses, pharmacists, students, and other clinical trainees. In addition to what you learn from the lectures and readings, there is also much to be learned from your fellow students! We encourage you to take advantage of this opportunity to share your experiences and connect with colleagues from around the world by participating in the weekly Discussion Boards. It is our hope that, as part of this course, students will gain a broader understanding of how clinicians manage common challenges and situations faced by HIV practitioners in a multitude of countries.

In each of the course's 10 modules you will watch lectures delivered by several of our HIV experts on key topics within that week's area of focus. You will also complete weekly homework assignments; these include readings that are often from the U.S. National HIV Curriculum, which is an open online resource housed at the University of Washington. For most readings, there will also be an associated Homework "Quiz" consisting of 2-4 questions. These Homework quizzes can be taken multiple times if you aren't satisfied with your initial score. Finally, each module has an end-of-module Quiz. These are designed to test key knowledge and concepts covered specifically in the lecture videos and can only be taken twice.

As I mentioned before, there is also an optional (although highly encouraged) weekly Discussion Forum monitored by Dr. Tapley, which you can use to ask questions related to the materials covered during each module. These are organized by module – so for each new module each week, a new Discussion Board will open corresponding to that week's specific topic area. To help keep the discussion focused, we ask that you please do your best to post questions relevant to the topic being covered that week; for example, if you have a question related to a topic that you know will be covered in a later module, it is best to save those questions and post later when that topic is being covered.

Key topics covered in this course include the global epidemiology of HIV; antiretroviral therapy, including monitoring and complications of ART; the continuum of HIV testing, prevention, and care; opportunistic infections and co-morbidities, including tuberculosis and other important sexually transmitted infections and the growing burden of chronic non-communicable diseases among people living with HIV; as well as specific considerations related to special or key affected populations.

Aliza: For this course, each year we undertake an extensive review process to ensure that the lectures, assigned readings, and other course material are updated where necessary, in order to keep things as current as possible.



However, given the continuously evolving nature of the clinical science in the HIV field, the lecture videos you will watch as part of this course will only reflect information or changes that may be made to the clinical guidelines as of the start of the current course (which in our case is April 2023). Should there be any cases over the next 10 weeks in which particularly important or relevant new information has come to light about a certain topic or guideline, we will aim to share this with students in real time via the course platform—either as an Announcement message or by posting in the Discussion Forum.

Likewise, if you notice any information that needs updating, please communicate this to our team via the discussion board or via email. We are always happy to hear from you and we welcome your feedback.

In developing this course, an important goal has been to provide students with a truly global perspective, so that you can learn about the similarities and differences in how HIV may be managed across different parts of the world—including both in highly-resourced settings and in more resource-limited settings. Given the global scope of the HIV pandemic—as well as the diversity of countries and regional settings from which students have come to take this course—we have focused on the World Health Organization (WHO) guidelines as our primary source of clinical recommendations presented in this course. We prioritized the WHO guidelines because these have the broadest applicability for patients and providers worldwide— and in particular for those in low- and middle-income countries where there is the greatest HIV burden.

Nonetheless, there is also great value in learning how HIV is managed in more highly resourced settings, such as the U.S., where there is generally greater access to newer, more expensive interventions, and where the capacity exists for more intensive monitoring of patients. Therefore, we have also aimed to highlight current U.S. guidelines, in order to provide students with this additional exposure.

The screenshot displays the NHIVC (National HIV Curriculum) online course interface. At the top, there is a navigation bar with icons for Antiretroviral Medications, Course Modules, Question Bank, Tools & Calculators, Mini-Lectures, Symptom Guides, and HIV Resources. Below this, the main content area is titled "Self-Study Modules and Sections" and features six numbered modules, each with a brief description:

- 1 Screening and Diagnosis (2nd Edition):** This module is for any health care provider who would like to establish core competence in testing for HIV, recognizing acute HIV infection, and linking persons diagnosed with HIV to medical care.
- 2 Basic HIV Primary Care (2nd Edition):** The Basic HIV Primary Care module is intended for any clinician who may interact with persons who have HIV infection in a clinical setting, with an emphasis on the primary care management issues related HIV.
- 3 Antiretroviral Therapy (2nd Edition):** The Antiretroviral Therapy module is geared toward clinicians who provide antiretroviral therapy to persons with HIV, with an emphasis on initiating antiretroviral therapy and management of virologic failure.
- 4 Co-Occurring Conditions (2nd Edition):** The Co-Occurring Conditions module addresses the prevention and management of infectious and non-infectious complications in persons with HIV infection.
- 5 Prevention of HIV (2nd Edition):** The Prevention of HIV module emphasizes new prevention strategies both for persons with HIV infection and for persons not infected with HIV. This module also addresses occupational and nonoccupational HIV postexposure prophylaxis.
- 6 Key Populations (2nd Edition):** The Key Populations module is intended for any medical provider involved in the care of key populations of persons with HIV.

Below the modules, there is a section titled "Core Competencies for the National HIV Curriculum" with a sub-header: "The following is an outline and list of Core Competency Modules (with sub-competency lessons and learning objective performance indicators)." A large purple banner at the bottom of the screenshot contains the text: "Many of the readings come from the United States National HIV Curriculum".

One way that we do this is with the readings, many of which come from the United States National HIV Curriculum. You may find that some aspects of this US-focused curriculum are not applicable to your setting or are not in line with the WHO guidelines.

In most situations, the WHO and U.S. recommendations are the same or very similar, but in those specific cases where they differ we have made an effort to point this out for students. And just another final caveat related to this topic: in most settings there are also certain regional or country-level guidelines for HIV, and these may not always align 100% with what WHO or other international guidelines have to say. Although there are a few exceptions, in general in this course we do not go into local or country-level guidelines, which can sometimes be a source of discrepancy between the standard practices that students observe in their own local HIV care settings and what is being taught in the course.

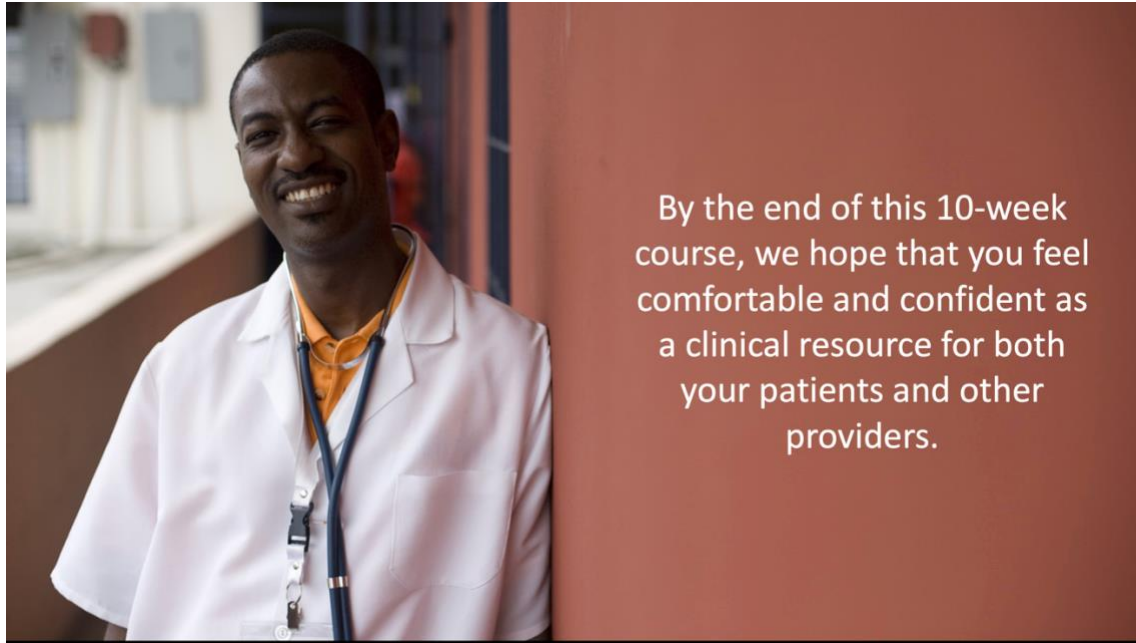


The intention of this class is not to prepare you to diagnose or treat patients.

We want to set clear expectations for students at the onset of this course that the intention of this class is not to prepare you to diagnose or treat patients. We expect that you, as a healthcare professional, have already completed or are currently enrolled in a formal training program for your profession, and this formal training should inform the basis of your clinical activities.



Rather, this course is meant as a broad introduction to the diagnosis, prevention, and management of HIV in different settings globally. We hope that exploring the viewpoints shared by the HIV experts in this course alongside those of your colleagues enrolled in the course will prepare you to provide excellent, patient-centered, and evidence-based care to patients affected by or living with HIV around the world.



By the end of this 10-week course, we hope that you feel comfortable and confident as a clinical resource for both your patients and other providers.

By the end of this 10-week course, we hope that you feel comfortable and confident as a clinical resource for both your patients and other providers. With that said, we welcome you to Clinical Management of HIV and wish you a fulfilling 10 weeks.

