

Facilitator Guide (FG8)

***PLAN AN INTEGRATED DIAGNOSTIC APPROACH***

SUMMARYOF MODULE AT A GLANCE

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| **Purpose of module:** | To provide participants with an overview of key considerations for planning an integrated diagnostic approach | |
| **Total time of module** | 2 hours 15 minutes | |
| **CONTENT OUTLINE** | | |
| **Power point: Plan an integrated diagnostic approach** | Aim: provide an overview of key considerations for planning an integrated diagnostic approach  Learning objectives:   * Define a multi-disease integrated diagnostic approach * List the benefits of adopting a multi-disease integrated diagnostic approach * Provide examples of an integrated diagnostic approach * Understand and be able to apply ten key considerations for planning and implementing an integrated approach | 1 hour |
| **Discussion Questions** | 1. What is an integrated diagnostic approach? 2. Give one example of an integrated diagnostic approach? 3. List three considerations for selecting and placing multi-disease testing devices? 4. List five key competencies for users of multi-disease testing devices? 5. Give two benefits of integrating forecasting and procurement for multi-disease testing devices? | 15 minutes |
| **Exercise: Plan an integrated diagnostic approach** | * Aim: To plan an integrated multi-disease testing device laboratory network | 1 hour |
| **Additional resources or references:** | * WHO Global TB Programme and HIV Department information note: Considerations for adoption and use of multi-disease testing devices in integrated laboratory networks http://www.who.int/publications/guidelines/tuberculosis/en/ |  |

Module notes

Slides 4 Two examples of multi-disease testing devices are given. Ask course participants if there are any other devices that are used in their settings

Slide 5 This training module is based on guidance provided in the *WHO Global TB Programme and HIV Department information note: Considerations for adoption and use of multi-disease testing devices in integrated laboratory networks.* Additional information on planning and implementing multi-disease devices is available from the resource

Slide 7 The remainder of the module provides some detail on ten key considerations for a multi-disease integrated diagnostic approach. Course participants are also referred to other modules that discuss the concepts in more detail (viz. PM4, PM5 & PM6)

EXERCISE: QA ACTIVITIES

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| **Purpose of exercise:** | To plan an integrated multi-disease testing device laboratory network |
| **Preparation:** | * Divide into 4 groups. Discuss and document the following: * What opportunities exist for establishing a multi-disease testing device laboratory network in your country? * What are the key concerns for collaborations between different programmes? How may these be addressed? * What challenges to collaboration exist, and how may these be overcome? * Share your findings with the group |
| **Materials required:** | Full list of materials participant’s need   * Pens * Flipcharts * Worksheets W1:PM8 |
| **Total time of exercise:** | 60 minutes |
| **Feedback expected:** | Groups to share their findings |

CONDUCTING THE EXERCISE

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| Read out instructions (shown above in “preparation”) | 2 minutes |
| Break into groups, give paper/marker to each group, and then groups should allot roles of note taker and presenter for end of exercise | 2 minutes |
| Discussion in small groups | 30 minutes |
| Report back to full group using flip charts | 10 minutes |
| Group discussion | 20 minutes |

MODULE ANSWERS

1. **What is an integrated diagnostic approach?**

An integrated diagnostic approach is the testing for different clinical conditions using disease-specific tests on the same platform

1. **Give one example of an integrated diagnostic approach?**

* The GeneXpert instrument can be used to detect TB and determine rifampicin resistance (Xpert MTB/RIF assay), as well as for early infant diagnosis of HIV, or to quantitatively measure HIV and hepatitis C viral load
* Microscopy is used to detect the presence of acid-fast bacilli in a sputum smear to diagnose TB and to detect parasites in a blood film to diagnose malaria

1. **List three considerations for selecting and placing multi-disease testing devices?**

Any three of the following:

1. The infrastructure needs (space, electricity, temperature, etc.)
2. Specimen referral systems
3. Availability of patient access to treatment for each disease being tested
4. Equipment, cartridge or reagent disposal requirements
5. Biosafety requirements for handling of specimens for all planned test types
6. Maintenance requirements
7. Human resources requirements needed to ensure supplemental equipment and infrastructure are in place
8. **List five key competencies for users of multi-disease testing devices?**

Any five of the following:

1. Preparation of specimens
2. Handling of specimens (including biosafety precautions)
3. Patient management and test counselling (e.g. HIV viral load)
4. Conducting testing
5. Following the national testing algorithm
6. Interpretation and reporting of results
7. Servicing & maintenance of the instrument
8. Waste disposal specific to each assay’s reagents and cartridges
9. **Give two benefits of integrating forecasting and procurement for multi-disease testing devices?**

Any two of the following:

1. Cost savings from increased volumes and price negotiation with manufacturers
2. Savings on shipping, storage and transport of reagents
3. Integrated systems to monitor stocks and expiry dates of reagents
4. Ability to track consumption and wastage