

4.1 Informed consent – role play

Objective:

Refresh and re-enforce the knowledge on informed consent, apply the knowledge and practice explaining and obtaining informed consent.

Time

20 minutes

Prepare:

Read the role-play below, adapt depending on the context and culture, and print out.
Give the print outs to the participants.

Required resources:

Printout of the role play (one for the health care provider and one for the patient)

And/or

Powerpoint with participant instructions

Facilitators instructions

Ask participants to get into groups of three. One person will act as a **health care provider**, one person will act as a **patient** and one person will act as an **observer**. The health care provider and patient will role-play “explaining and obtaining informed consent before a medical history, interview, examination and medical care.” The patient should ask questions and ask for further explanations, especially of the examination and medical treatments. Provide the printouts to help with the role-play.

At the end of the role-play, ask the observer to provide at least one piece of positive feedback to the health care provider and one piece of constructive feedback, something they could improve).

Activity resources

Print out information for the health care provider

Discuss the following points when explaining and obtaining informed consent:

1. Greet Cecile and assess whether there are any immediate concerns including concerns about health, safety, family, etc.
2. Introduce yourself, your role and inform her that she can ask any questions.
3. Provide information about confidentiality and possible uses of the information gathered:
 - a. The clinic’s (and your own) responsibilities regarding confidentiality, the limits of confidentiality
 - b. Information is shared with other others involved strictly on a “need to know” basis

- c. Options regarding disclosure of information (i.e. if she does not want any information shared at all; if she wants to allow information to be shared with certain organizations, etc.)

4. Provide Cecile with the following information:

- The history-taking process:
 - The type of questions that will be asked and why
- The head to toe physical exam:
 - The exam will take place in private area of the clinic
 - The purpose of the physical exam
 - What the exam will be like
 - That she can tell you to stop at anytime
- The genital examination:
 - What will happen during the genital exam
 - The purpose of the examination
 - That she can tell you to stop at anytime
- Medications you will offer her:
 - Because of when she presented after the incident, you can provide her with medicine to prevent pregnancy, HIV, and sexually transmitted infections
 - She will be able to have these medications even if she doesn't want other parts of the exam
- What you can offer if she chooses to pursue legal action

Information for the participant playing Cecile

I was raped by men who came to rob my home 2 nights ago. It started at 1 a.m. We were all sleeping. I heard the noise and was the first to wake up. There were ten of them – I could see them and count them. They came into the compound. I wanted to hide but I couldn't. They said, "give us your money!" Then they said, "get us your father" and told me to wake everyone up. I told them there was no one here. But then my father got up and turned on the flashlight. The combatants who were very well armed were near me. I don't know how, but my father was able to escape by running very fast between the two of them. One said to me "We're going to punish you for letting him get away."

Currently, I feel very dizzy and would prefer to be lying down. I am very worried I may be pregnant and I know I cannot take care of another child.

I have no knowledge at all about any of the diseases mentioned by the health care provider and do not understand much of what is being said to me.

Adapted from MSF OCA 2019 Field training curriculum on sexual violence and intimate partner violence