

# Basic Sciences and Translational Research Module Guide

## Objectives:

By the end of the session, trainees will be able to:

- Understand the difference between basic sciences and translational research and their significance relative to HIV cure research
- Explain why current anti-HIV drugs do not eradicate HIV and what needs to be done
- Describe the HIV reservoir over time and what contributes to its size
- Name various possible targeting mechanisms of HIV latency
- Identify one of the first negative regulators

## Method:

PowerPoint slide deck, pre-/post-test assessment and activity

## Estimated time:

PowerPoint presentation: 45 – 60 minutes

Pre-/post-test assessment: 10 minutes

Who Wants to Be a Millionaire? Game: 30 –45 minutes

## Materials:

- PowerPoint deck and note pages
- Pre-/post-test assessment
- “Who Wants to Be a Millionaire?” Game File
- Resources
- Other CUREiculum topics

## Planning for a Workshop

Trainers should plan an agenda for the session or workshop. The format of the module can be used as a guide and structure. When designing an agenda trainers should take into consideration the three factors below.

*Knowledge level of trainees:* Any previous knowledge or experience with HIV cure research or information should be the primary consideration. If the pre-assessment exams are given out prior to the workshop they can provide some insight into a group’s prior understanding level about basic sciences and translational research.

*Sector of trainees:* The entire CUREiculum is geared to community, particularly areas where research is being planned or conducted. Trainers may want to adjust the knowledge or content slightly based on the audience. The module on basic sciences and translational research may be geared towards a slightly more science literate audience. For a broader overview of HIV cure research please see the HIV Basic Module.

*Total length of the workshop:* Approximate times are listed for each component of the module. Trainers should allow for additional time for activities such as: introductions and establishing group norms, coffee/water stretch breaks and workshop wrap up.

### **Planning for the Trainee Group**

When planning a workshop, it is important to consider the level of understanding the trainees will have about HIV cure research prior to the workshop. Trainee level may also determine the length of the overall workshop.

Some questions that may help trainers determine the background level of the trainee group include:

- Have trainees attended a cure research session prior?
- Are trainees involved in HIV research in some capacity?
- Do trainees have prior knowledge about basic sciences and the translational research pathway?

### **PowerPoint Instructions**

Before presenting the PowerPoint read through each slide to get familiar with the content. The notes section will provide presentation tips. It will also describe the content in the slides and provide in depth content that can be introduced during the presentation depending on the knowledge level of trainees. If additional content is needed, please refer to the references and supplementary reading.

### **Pre-/Post-Test Assessment**

Please review the pre-/post- test assessment prior to presenting the module. Questions can be taken from ALL portions of the PowerPoint presentation, including the note pages.

### **PowerPoint Instructions**

Before presenting the PowerPoint read through each slide to get familiar with the notes and the animations. If additional content is needed, please refer to the references and supplementary reading.

### **“Who Wants to Be a Millionaire?” Activity**

This module contains an activity modeled after “Who Wants to Be a Millionaire?” that will review the module contents.