

CLEAR Facilitator's Manual

Module 3

Stay Well: Self-care/ Health-care Behaviors

Session #17: Medication Schedules: More Tools to Stay on Track (1.5 hrs.)

OBJECTIVES:

1. Youth will continue developing substance use management skills.
2. Youth will learn how to associate taking medications with daily routines.
3. Youth will learn basic reminder strategies to increase antiretroviral medication adherence.
4. Youth will learn to use self-rewards as a medication adherence strategy.
5. Youth will learn ways to use medication reserves to prevent adherence slips.
6. Youth will gain experience in developing a comprehensive adherence plan.

RATIONALE:

This session continues the work began in Session 4, improving antiretroviral medication adherence. Adherence to antiretroviral cocktail regimens is a complex issue. Rather than relying on a single strategy, a multi-dimensional approach is used, combining several powerful cognitive and behavioral techniques. The assumption is that if youths can select a combination of strategies they are more interested in and comfortable with from a broader menu of strategies, they will be more likely to implement an effective adherence plan. Four new adherence strategies are introduced: routines, reminders, rewards, and reserves.

SUMMARY:

1. Welcome participant, take attendance, review goals, introduce the day's topic, and give thank you gift. (15 minutes)
2. Present associating taking doses with regular daily routines as a powerful adherence strategy. Brainstorm potential routines and discuss applying the principal to youth routines. (20 minutes)
3. Brainstorm simple reminder methods, and explore combining them with daily routines as a powerful adherence strategy. (20 minutes)
4. Explain the power of self-administered rewards and trouble-shoot their implementation. (20 minutes)
5. End with a review and between-sessions goal, including the use of weekly schedules. (15 minutes)

MATERIALS:

Attendance Sheet
Thank You Gift
Goal Summary Sheet
Tape Recorder
90-min Audio Tape
Facilitator's Manual
Participant's Workbook
Participant Data Binder
Pens and Notepads

NOTES TO THE FACILITATORS:

Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read text in small letters verbatim, make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the workshop along. Exercises may be lengthened or shortened as needed as long as all material is covered.

Exercise 1: What Happened Between Sessions?
(15 minutes)

[The purposes of this exercise are to establish a comfortable atmosphere, to reinforce trying to transfer what was learned in the sessions to the real life environment, and to increase self-esteem. Positive introductions, a thank you gift, a progress report, and an introduction to the current session are the approaches used.]

Welcome to our fifth session on staying healthy.

It is good to have you here again, on time and ready to go.

In today's session you will learn a lot of cool strategies for helping you stay on track with your medication schedules.

We will look at the big barriers that throw you off schedule, and how you can use these strategies to keep you well for the long run.

If you're not taking medications, I hope these skills will help you in the future or help one of your friends now.

So share the information.

Let's start with a thank you gift.

GIVE THE PRIZE.

Now we will review your goals.

HAVE YOUTH REPORT ON GOALS:

KEEPING THEIR WEEKLY SCHEDULES FULL;

SHARE BEST REFRAME FOR MEDICATION ADHERENCE.

CONNECT REFRAMING TO INCREASED ADHERENCE:

Did reframing make a difference in how you felt about taking meds?

Did it make a difference in terms of the number of doses you took this week?

You were also going to write down what medications your currently taking.

REVIEW LIST OF PRESCRIBED MEDICATIONS.

REINFORCE YOUTH FOR DOING TASK AND PROCESS HOW YOUTH FELT WHEN RECORDING INFORMATION.

IF APPROPRIATE, REINFORCE HOW COMPLICATED THE REGIMEN IS AND POSITIVELY COMMENT ON THE YOUTH'S ABILITY TO STAY ON MEDICATION SCHEDULE.

Thank you.

That was very good!

Reframing, which we talked about last time, is just one of many powerful strategies for getting and keeping you on track with your medication schedules.

Now we will look at the second of the five R's for increasing medication adherence.

Exercise 2: How Can I Remember To Take My Medication?
(20 minutes)

[The purpose of this exercise is to coach participant in building medication doses into routines of daily living. Lecture, brainstorming, and discussions are the methods used.]

One of the big reasons people give for not following their medication schedule is that they simply forget to take some of their doses.

You may think that it would be very hard to remember your meds if you often forget.

But let me ask you this.

When was the last time you “forgot” to put your socks on before you put your shoes on?

When is the last time you “forgot” to put toothpaste on your toothbrush before you brushed your teeth?

These are things that you have to remember, and it didn’t come automatically.

If you think back to your childhood you could probably imagine a time when such things were literally forgotten.

Why don’t you forget these things now?

By doing specific combinations of behaviors over and over again the same way, the brain links the whole string of behaviors together and remembers each of the parts so you don’t have to think about each one.

Getting dressed in the morning, getting ready for bed at night, and starting a car were all activities that at one point in time you had to talk yourself through step by step:

“Seat belt on”

“key in the ignition”

“right foot on the gas”

“turn the key”

“look in rear view mirror”

“press break before putting car in drive” and so on.

Have you ever forgotten to put on your seatbelt or press the break before shifting into drive?

Maybe at first you did, but now all these steps happen automatically.

Now, you are not likely to forget to put the key in the ignition even though you may be distracted with other thoughts.

One of the ways to help remember medication doses is to connect taking them with other routines you normally do at that time of the day.

No matter what your overall regimen is, almost everyone has a morning dose as part of his or her medication schedule.

Can you think of a set routine they do almost every morning?

MAKE SUGGESTIONS IF THE YOUTH IS SLOW TO RESPOND, E.G. GETTING OUT OF BED, GETTING SHOWERED/DRESSED, FIXING BREAKFAST.

Can you describe your routine step by step?

HAVE PARTICIPANT DESCRIBE THEIR ROUTINE STEP BY STEP.

Great! Now can you think of a convenient place in this routine or chain of behaviors to add in the step, “take my meds?”

Here is a worksheet for you to write your ideas on. We'll add it to your workbook when we're done.

BRAINSTORM IDEAS.

MAKE SUGGESTIONS AS NEEDED, E.G. AFTER I TURN OFF THE ALARM CLOCK, BEFORE I STEP IN THE SHOWER, BETWEEN FINISHING MY CEREAL AND HAVING MY CUP OF COFFEE.

HAVE PARTICIPANT COMMIT TO A SPECIFIC PLACE IN THE BEHAVIORAL CHAIN OR MORNING ROUTINE.

RECORD ROUTINE ON "MEDICATION ROUTINE WORKSHEET"

Thank you very much. Can you think of a normal daily routine you do around a different dose time, like afternoon or evening?

WORK THROUGH TWO ADDITIONAL EXAMPLES, FOLLOWING THE ABOVE PROCEDURE.

DO NOT ENDORSE THE USE OF SUBSTANCES AS "ROUTINES"

RECORD THE ROUTINES ON THE MEDICATION ROUTINES WORKSHEET.

This is great! You can see how taking at least some of your doses can be tied into daily routines, making it more likely that you will remember to stay on schedule.

There is only one step left.

Right now these are ideas about new routines you would like to have.

Like all of the "automatic" routines you now do, these new routines will require your conscious attention and practice in order for them to become automatic.

Doing something over and over and over helps it become automatic.

One way to do this is to kind of simulate repeating it.

Write out your new routine, step by step, and read it over and over again.

Memorize the routine and run it through in your mind, seeing yourself completing each step, including taking your dose at the right place in the behavioral chain.

Then see yourself feeling good about taking this important step toward staying well as you say to yourself, "I am worth it."

If this is a morning routine, you could read or rehearse it every night before you go to bed.

If it is an afternoon routine, you might review it every morning before you leave the house.

What's important in making these doses "automatic" is that you do them the same way, consistently, for several weeks.

Now it's time to learn the next adherence strategy.

Exercise 3: Reminders to Remember
(20 minutes)

[The purposes of this exercise is to get the youth in touch with simple reminder strategies used in everyday life, to apply these reminder strategies to adherence barriers, and to gain experience in combining adherence strategies to increase their overall effectiveness. Brainstorming and problem-solving are the methods used.]

All of the five R strategies build on and work well with each other.

The next R, Reminders, is a great strategy all by itself.

Reminders can also help in turning your new daily dose routines into automatic ones.

To get started with Reminders, let's do a brainstorm.

The goal is to come up with as many ways you can think of that people use to remind themselves to do something.

As we come up with them, I'll write them down.

You come up with one, and then I'll come up with one.

I'll get us started with this one: "Ask someone else to remind you."

Got the idea?

Good! Let it roll!

BRAINSTORM SEVERAL IDEAS.

READ BACK THE LIST AND ADD EACH OF THE FOLLOWING IF THEY WERE NOT MENTIONED:

ALARMS (CLOCKS, WATCHES, PAGERS, TIMERS)

NOTES TO SELF (NOTE CARDS, POST-IT'S, CALENDARS,
SCHEDULES, TO-DO LISTS)

TRIGGER OBJECTS (E.G. MEDICATION CONTAINERS, STICKERS,
SYMBOLS)

Wow! That's a great list to work from.

Let's use that list to plan some simple reminder strategies for taking your antiretroviral medications.

Let's talk further about simple reminder strategies for taking a specific dose.

Here is one for starters: My morning and evening doses are no problem because they fit right into my routines, but sometimes I have trouble with my afternoon dose. I am going to program my pager to go off at the same time every afternoon as a reminder to take my afternoon dose.

Okay, you can't use that one, but let's what your creative genius can do!

PROMPT YOUTH TO USE REMINDERS BY OFFERING SUGGESTIONS
FROM THE GENERATED LIST.

Good work! You are really creative!

Do you think you would be more likely to remember to take your dose on schedule if you used a Routine and a Reminder strategy together?

PAUSE FOR YOUTH'S RESPONSE.

Let's go back to the new daily dose routines we just planned as an example.

PICK ONE OF THE YOUTH'S ROUTINES TO WORK WITH.

REVIEW THE ROUTINE, STEP BY STEP.

Can you think of a way to add a reminder strategy into this dose routine?

IF YOUTH IS SLOW TO RESPOND, GIVE THE FOLLOWING EXAMPLE:

IF A NEW MORNING ROUTINE INCLUDED TAKING MEDS BETWEEN FINISHING THE BREAKFAST CEREAL AND POURING A CUP OF COFFEE, THEY COULD PLACE A POST-IT NOTE ON THE COFFEE MAKER THAT SAID, "DO MY DOSE," OR "TAKE IT NOW."

PLAN SIMPLE REMINDER STRATEGIES FOR EACH OF THE THREE DAILY DOSE ROUTINES ON THE "MEDICATION ROUTINES WORKSHEET".

Now you are beginning to see how combination strategies are more effective than relying on a single technique.

Any more questions about reminder strategies?

BRIEFLY RESPOND TO QUESTIONS.

Okay, let's learn about another R we can add into the mix.

Exercise 4: I Deserve It!
(10 minutes)

[The purpose of this exercise is to encourage the planning and use of reward systems as a motivation for increased medication adherence. A script and discussion are the methods used.]

To introduce the next adherence strategy we'll do a short soap scene.

It's about two friends who bump into each other going into the clinic.

Here is the script.

Which character would you like to play, Marty/Mary or Lamont/Lea?

Thanks.

READ THE SCRIPT:

WIRED FOR SOUND

Marty/ Mary: Hey, dude/girl, every time I see you, you're jammin' to another new sound on your walkman. What's up with that? Somebody hookin' you up?

Lamont/ Lea: My baby treats me right!

M: Oh yeah? You must be tighter than anyone thought.

L: I know that's right! But that's got nothin' to do with this.

M: So what gives?

L: Well you know how my partner is always on my case about staying healthy: "Eat this, don't drink that, get to the gym." And my favorite, "Did you take your meds yet?" Drives me crazy!

M: And?

- L: And I decided that before I was gonna trip on him/her, I'd try one more way to keep him/her off my back.
- M: What did you do? And buy the way, what in the hell does this have to do with all the new CD's you're buyin'?!?!
- L: That's the cool part, I didn't do anything. See, I told him/her that I was really glad s/he was so concerned for me. But if s/he really wanted to help me stay on track with my meds, s/he could do it with music instead of words.
- M: Now I'm really lost.
- L Well, my baby gets paid every Friday. S/he agreed that every week I stay on schedule with each and every dose, from Friday to Friday, s/he will buy me a new CD.
- M: Any one you want?
- L: You got it! On Friday nights s/he takes me to Tower right after we finish at the gym. I always get the freshest! *And*, I do a whole lot better with my meds without all the naggin'."
- M: Sounds like you better hold on to this one!

THE END

Nice job! Thank you!

There are two basic reward systems.

One involves giving yourself a treat or a perk for reaching a specific goal. Those are called "self-rewards."

The other is where you make an agreement with someone else who will reward you for reaching a specific goal.

We will call these "reward agreements."

Which type of reward system did Lamont/ Lea use to improve his/her adherence?

PAUSE FOR RESPONSE.

Right! Reward agreements can be very helpful if you have someone who is concerned enough to be supportive.

Keep in mind that rewards don't have to be expensive.

In fact, they don't have to cost anything at all.

Can you think of something you like that someone could do for you that doesn't cost money?

ASK QUESTIONS OF ABOUT WHAT THE PARTICIPANT LIKES AND BRAINSTORM SUGGESTIONS TOGETHER.

GIVE HINTS LIKE BACKRUBS, DOING THE LAUNDRY OR DISHES FOR YOU, TAKING YOU FOR A DRIVE TO THE MOUNTAINS, ETC., AS NEEDED.

That's right on target!

Now, what things can you do to reward yourself for hitting your goals?

BRAINSTORM SUGGESTIONS.

GIVE HINTS LIKE HAVING YOUR FAVORITE MEAL, TREATING YOURSELF TO A MOVIE, WATCHING TV, ETC., AS NEEDED.

Yes, you can see that just about anything a person enjoys can be used as a reward.

Keep in mind that rewards can be tied to a single dose, like having dessert when you remember to take your dose with your evening meal.

They can be tied to a whole day of adherence, like allowing yourself to watch TV only on days that you made every dose on time the day before.

Or rewards can be used as longer time strategies like getting a new CD every time you have a week of perfect adherence to your medication schedule.

You are going to get some practice with reward strategies, but first we want to introduce the last of the five R's.

Exercise 5: How Can I Back Up My Plan?
(10 minutes)

[The purposes of this exercise is to complete the compliment of medication adherence strategies by encouraging the youth to plan reserves, or back up doses, for unexpected situations; and to model a comprehensive adherence plan. A script and discussion are the methods used.]

Let's do that by doing one more script today.

Here is the script.

GIVE YOUTH THE SCRIPT

This script is a little longer and it's about two people who attend a support group for persons living with HIV.

They are talking in the hallway after a meeting where the topic of medication adherence was discussed.

Would you like to play Tim/Tina or Jim/Jen?

READ THE SCRIPT:

EXPERIENCE COUNTS

Tim/ Tina: You know, you seem like a nice enough person, but sometimes it's tough being in this group with you.

Jim/ Jen: Really? How so?

T: You have an answer for everything. Everytime the leader asks me a question, I sound stupid compared to you.

J: I've been at this a long time, I've made a lot of mistakes, and I've been lucky enough to get a lot of help.

T: Oh, you mean you're not a natural born know-it-all?

J: Easy now! No, I usually screw up just about everything the first time I try it, until somebody sets me straight.

T: That's a little hard to imagine. Like what?

J: Well, like staying on schedule with my meds for example. I knew how important it was not to miss doses of my cocktail, but I just kept screwing up. My doctor was on my ass.

T: What did you do about it?

J: Well, I figured that I needed to start each day on the right foot. I focused on the morning dose first.

T: And?

J: Well, the first thing, a counselor at the clinic helped me realize that my thinking wasn't helping. I was thinking of my pills as reminders that something was wrong with me. I had to reframe my thinking. I started using my pills to remind me that I'm doing the best I can to take great care of myself, no matter what.

T: And that made all the difference?

J: Not really, but it did open the door for the next step.

T: There's more?

J: Plenty.

T: I've got the time. Go for it!

J: Well, the next piece I learned from a guy I was seeing for a while. Sometimes I would stay over at his place. I noticed that he always took his morning dose at the same time, in the same way. As soon as he brushed his teeth, he would go into the kitchen, pour a glass of juice, and take his pills. He said he had routines for all his medication doses. So I started building doses in to my own routines.

T: But don't you still forget sometimes?

J: I told you there was a lot more.

T: Why did I ask?

- J: That's where reminders come in. To make sure I don't forget my morning dose, I put an empty pill bottle on top of my clock radio. When I shut off my alarm in the morning, it's there to remind me to take my dose.
- T: Anything else, oh wizard of health?
- J: Of course, and this part is really fun. Every week I stay on schedule, I give myself a special treat on the weekend. If I get every dose in since the last treat, I look through the week-ender in the Friday paper. A free lecture, an outdoor concert, a festival, a premiere movie, something different every week. If I was off with even one dose, I don't even look in the paper. Not wanting to miss out on the fun stuff helps me stay on schedule.
- T: Oh yeah? Well how about this? I know you sleep through your alarm sometimes, or you forget to set it or something. Then you wake up in a panic and rush out to work, skipping just about everything. That happens to everybody sometime. I guess you're shot then, huh?
- J: I guess we are never going to be friends! That's where my reserves come in. My back-up platoon of soldiers. I keep a back-up dose of my morning meds in my desk at work, and I put a smiley face sticker on my desk phone to remind me that if I take the dose now, I'll be smiling that weekend when I have my treat.
- T: You never miss a dose?
- J: Look closely. I am human! It's like this, when I started, the doses I took on schedule were once in a blue moon. Now that describes the doses I miss. Give yourself a chance. I know you can do it.
- T: Maybe we can be friends!

THE END

Before we talk about Jim/ Jens big adherence plan, lets look at the piece we haven't talked about yet.

Jim/Jen talked about having a reserve of medication, in this case, at his/her desk at work.

Does you get that reserves are doses of medication you keep in key places to back you up when the unexpected happens?

PAUSE FOR RESPONSE

Can you think of other situations where reserves could save the day for you?

ENCOURAGE DISCUSSION AND SHARING OF EXAMPLES, E.G.: SHORT BUSINESS TRIPS – 2 DAY SUPPLY IN SUITCASE; CRASH AT FRIENDS ON WEEK-ENDS – KEEP WEEK-END SUPPLY AT FRIENDS, ETC.

Great thinking!

As you probably noticed, all these strategies are more common sense than technical.

In fact, they are so straight forward that we tend to look right past them.

That's why it's important to think through an adherence plan for the barriers most difficult for you, and to put them in place quickly.

Of course, the more strategies you use in your plan the more successful your plan is likely to be.

So, can you guess what the goals for next week are all about?

Exercise 6: What's next?
(15 minutes)

In order to prepare for setting your between-sessions goals, I would like to give you another page for your workbook.

You'll see that the title of the page is "My Adherence Plan."

GIVE YOUTH "MY ADHERENCE PLAN" WORKSHEET.

On the blank it asks you to right down the last time you missed a dose of your antiretroviral medications.

I'd like you to take a minute to remember when that was and what had happened.

PAUSE FOR REFLECTION.

Okay, good.

Now let's work together in putting together a complete adherence plan for that situation.

IF YOUTH SAYS HE/SHE HAS NOT MISSED A DOSE OR YOUTH IS NOT ON MEDICATION, HAVE YOUTH WORK ON A SITUATION IN WHICH HE/SHE CAME CLOSE TO MISSING A DOSE OR A SITUATION THE YOUTH CAN IDENTIFY MAY BE DIFFICULT.

REINFORCE THE UTILITY OF PLANNING FOR SITUATIONS THAT HAVEN'T HAPPENED YET.

As you can see from the form, we are going to include all 5 R's for the plan, Reframes, Routines, Reminders, Rewards, and Reserves.

You don't have to piece this plan together by making a lot of mistakes and waiting to meet the right messengers like old Jim/ Jen did in the soap scene.

You can have a full set of strategies to try before we end this session.

Okay, let's try this?

QUICKLY REVIEW YOUTH'S SITUATION.

Please briefly describe what happened the last time you missed a dose.

PAUSE FOR YOUTH'S RESPONSE.

I'll walk you through each of the R's and you can select and write down a specific strategy for each R.

If you get stuck along the way, we can brainstorm possible strategies together.

Any questions?

ANSWER QUESTIONS QUICKLY AND BEGIN.

COVER EACH OF THE R's BY QUESTIONING, E.G.:

Did you have any thoughts that interfered with taking this dose (or HIV meds in general)?

HAVE THE YOUTH IDENTIFY THE INTERFERING THOUGHT.

How can you reframe that thought to one that will support taking your meds on schedule?

BRAINSTORM IF THE YOUTH GETS STUCK.

HAVE THE YOUTH RECORD THE REFRAME.

CONTINUE FOR THE REMAINING 4 R's:

What routine can you tie this dose to?

What kind of reminder strategy could you use for this dose?

How can you reward yourself for adhering to this scheduled dose?

Can you build in a reserve dose to back you up?

USE LOTS OF ENCOURAGEMENT AND REINFORCEMENT IN THE BUILDING OF THIS PLAN.

That was fantastic!

Now that you know how to work out a complete medication adherence plan, it's time to set your between-sessions goals.

Exercise 5: What Are My Between-sessions Goals
(15 minutes)

[The purposes of this exercise are to present opportunities for transferring what was learned in the workshop to real life situations, and to increase self-esteem and self-efficacy. Goal setting and benefit awareness are the methods employed.]

Today we learned several new strategies for medication adherence and how to put them all together in a complete plan.

The first goal is for you to work out your own adherence plan.

This time use a different time you missed a dose; different than the one we just did.

Here is another worksheet to write your plan out on.

Then pick one strategy from your plan: a reframe, a routine, a reminder, a reward, a reserve, anyone you want, and try it out.

If you want to try more than one, or maybe all 5, go right ahead.

I would also like to review how your weekly schedules are going next week.

Make sure you fill out a weekly schedule for this week and try to stick with it.

You can include working on your adherence plan as an activity in your schedule.

So, you have 2 goals for the week: one for medication adherence, and one for substance use management.

Any questions?

BRIEFLY RESPOND TO QUESTIONS.

Well, next week is the final CLEAR session.

A really good session planned for you and I hope you will be able to attend.

Now let's end with a quick check-in.

Please share the most important thing you got out of today's session.

HAVE THE YOUTH EXPRESS BENEFIT AWARENESS AND APPRECIATION.

SHOW APPRECIATION TO YOUTH FOR SOMETHING HE OR SHE DID DURING TODAY'S SESSION.

The last CLEAR session is on _____ (day and date) at _____ (time and place).

Have a great week and I'll see you then.

THE END OF SESSION 17