

T.L.C. FACILITATOR'S MANUAL

Staying Healthy Module Session #11: Taking Prescribed Medications (2 hrs)

OBJECTIVES:

1. Participants will examine their values about taking medication.
2. Participants will be able to talk to their doctors about taking medication.
3. Participants will be able to keep and take medication correctly.
4. Participants will increase their abilities to identify and problem solve barriers to taking medication.
5. Participants will increase their motivation to take medication as prescribed.

RATIONALE:

Research data shows that over 50% of patients do not follow their medication regimens. There are a multitude of reasons for this lack of follow-through. Some of the reasons are as follows: lack of positive beliefs about taking medication; lack of skill in dealing with a doctor about medication issues; ignorance regarding keeping and taking medication; and an inability to understand the issues involved. This session addresses these issues.

PROCEDURES:

1. Welcome the participants. Review between-session goals. Do a lottery. (20 minutes)
2. Introduce the topic and link it to feelings. (15 minutes)
3. Explore values around the meaning of taking medication. (15 minutes)
4. Practice talking to a doctor. (20 minutes)
5. Identify the do's and don'ts of keeping and taking medication. (15 minutes)
6. Identify and brainstorm solving a problem. (15 minutes)
7. End with between-session tasks and appreciation. (20 minutes)

MATERIALS:

Module 1 Attendance Sheet
Lottery tickets
Lottery envelope
Lottery prize
"Thanks"
Script: Sometimes
Goal Summary Sheet
Goal Setting Chart
Goal Cards
Problem Solving Chart
Feeling Thermometer Chart
Feeling Thermometer on Taking Medications
Cards on the Values Related to Taking Medications
Four Basic Actions when Discussing Medication
Guidelines on Discussing Medication with your Physician
AZT Fact Sheet
The Do's of Taking Medication
Cards on Taking Medication
Newsprint and Markers

Note to the Facilitator: **Bold** letters tell you what each exercise is to accomplish. CAPITAL letters tell you what to do. Small case letters give you an example of what to say. Feel free to put what you say into your own words.

NOTES TO MYSELF (REMINDERS, POINTS TO MAKE)

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

[The purposes of this exercise are to build self-esteem, to increase self-efficacy, to enhance group cohesion, and to create a positive expectancy. Positive introductions, "Thanks," reviewing steps taken and efforts to make life better, and a lottery are used to achieve the desired ends.]

■THE FACILITATOR SAYS

I am glad to see you here today.

■GIVE OUT 20 "THANKS" TO EACH YOUTH.

Between the sessions you were going to take certain steps.

Remember?

You each had a goal or target to achieve.

How did you make out?

■ENCOURAGE SHARING OF TARGETS. BRAINSTORM
OVERCOMING ONE OR TWO OBSTACLES TO ACHIEVEMENT
IF THEY COME UP. GIVE OUT "THANKS."

As I said before, we are pleased that you are here today.

To show our appreciation of your attending today's session we will do a lottery.

When you get a lottery ticket, write your name on it and hand it in.

■PASS OUT LOTTERY TICKETS AND HAVE THE YOUTH
WRITE THEIR NAMES ON THEM. COLLECT THEM, MIX THEM

UP, HAVE SOMEONE DRAW A WINNER, AND GIVE THE LOTTERY PRIZE.

Exercise 2: What Is Today's Session About?
(15 minutes)

[The purposes of this exercise are to introduce the topic and to link the topic to feelings in order to make the issues more real. A script and the Feeling Thermometer are used.]

To get into today's topic, I need two volunteers to act out a soap scene.

Who will play Bonnie and who will play Martha? (IN THE BOYS' GROUP THE NAMES ARE BRUCE AND MARK.)

■SELECT THE VOLUNTEERS. DECIDE WHO WILL READ EACH PART. GIVE THE PLAYERS THEIR SCRIPTS AND HAVE THEM READ ALOUD TO THE GROUP.

SOMETIMES
(GIRLS'/BOYS' GROUP)

BONNIE/BILL: Look at all the pills. What are they for?

MARTHA/MARK: Some for this. Some for that.

B: Do you take them all at the same time? What a mouthful!

M: No. They are all for different symptoms or diseases.

B: How do you keep them straight?

M: I don't really.

B: Do you want to sell some?

M: They won't do you any good, and you can't get high on them anyway.

B: I like the colors of some of them. What do they do for you?

M: Well, a bunch of them counteract the effects of the other ones.

B: I'd be too confused. Makes no sense to me. I don't know how you

do it.

- M: Well, I don't take them as I'm supposed to.
- B: Why not?
- M: I just don't feel like it.
- B: Won't you get sick?
- M: Maybe. I wonder if the medicine isn't worse than the illness.
- B: I hope they find a cure before I start showing any signs.

THE END

Thank you. That was great!

■GIVE "THANKS" TO THE PLAYERS.

As you can guess from the scene, today we are working on taking medication.

Our goal is to have the desire, skills, and attitudes we need to take medication as prescribed.

How you feel about taking medication can make a big difference in whether or not you will end up doing it.

We will begin by finding out how you feel in situations which involve taking medication.

Remember the Feeling Thermometer?

■POST FEELING THERMOMETER CHART

A temperature reading of 100 means you are very uncomfortable.

A temperature reading of 0 means you are completely comfortable.

I am going to pass out a Feeling Thermometer with some situations on it to get us started.

Then I will ask you to think of your own situations and tell us what your temperature readings are in those situations.

■PASS OUT THE FEELING THERMOMETER ON TAKING MEDICATION. READ THE SITUATIONS ALOUD. THEN OBTAIN SOME READINGS. THE SITUATIONS ARE AS FOLLOWS:

You took AZT and began to have headaches and nausea.

Your pills got mixed and you couldn't remember which ones were for what.

You stopped taking your medication for three months and are now due for an examination to check on your t-cell count.

You read that the medication you are on can make you feel tired all the time.

What would your temperature readings be in these situations?

■ENCOURAGE SHARING OF TEMPERATURE READINGS.

Now, what are some of your experiences with taking medication and how did you feel in them?

■ENCOURAGE SHARING OF SITUATIONS AND COMFORT LEVELS. WRITE SITUATIONS AND LEVELS ON NEWSPRINT AS THEY ARE GIVEN. DISCUSS WHAT IMPACT THESE FEELINGS HAVE ON THEIR TAKING MEDICATION.

Thank you for sharing your situations and temperature readings.

What effect do these feelings have on your taking medication?

■EXPLORE THE IMPACT OF FEELINGS ON TAKING
MEDICATION AS PRESCRIBED.

You can see that knowing how you feel is important, if it is necessary to take medication.

Your feelings can tell you that you need to work on a problem in order to be able to follow what the doctor has recommended.

Exercise 3: What Are My Values Related to Taking Medication?
(15 minutes)

[The purpose of this exercise is to increase motivation by reducing attitudes that discourage taking medication. Value cards are used to explore attitudes toward taking medication. Personal strivings are also considered.]

Many people with all different kinds of conditions, either don't take the medicine doctors have given to them or they don't take them as prescribed.

This is not unusual.

Many factors will influence whether you take medication.

The most important factors have nothing to do with medication.

These factors are related to what is important to you, how you see yourself, and what you are striving for in your daily life.

It will help to explore some of these issues.

I'm going to hand out "value cards" about medications to each of you.

The person who gets the card passes it as instructed on the card, and the one who receives it reads the statement.

The person who passed it must answer.

Let me show you what I mean.

■USE THE EXAMPLE CARD.

This card tells me to pass it to the person with white on.

■LOCATE A PERSON WITH WHITE ON AND PASS IT TO THAT PERSON.

Now you read the statement on the card.

(THE PERSON READS THE STATEMENT): "I know that having self-control is very important to you. How would taking medication make you feel about being in control?"

I might answer, "If I could take medication, I would feel I had a little bit of control over my situation."

It is important to recognize that someone else might answer just the opposite.

Here we go with the cards.

■PASS OUT THE CARDS ONE AT A TIME. AFTER THE PERSON WHO PASSED THE CARD RESPONDS, PASS OUT THE NEXT CARD. CONTINUE UNTIL ALL THE CARDS HAVE BEEN READ. PROMPT AS NECESSARY. THE STATEMENTS ON THE CARDS ARE AS FOLLOWS:

1. "I know that feeling equal to other people is very important to you. Would taking medication make a difference in your feeling equal to others?"
2. "I know that freedom is very important to you. Would taking medication make a difference in your feeling free?"
3. "I know that leading an exciting life is very important to you. Would taking medication make a difference in your leading an exciting life?"
4. "I know that having a life full of pleasure is very important to you. Would taking medication make a difference in leading a life full of pleasure?"
5. "I know that having solid friendships is very important to you. Would taking medication make a difference in having good friendships?"
6. "I know that feeling strong is very important to you. Would taking medication make a difference in your feeling strong?"

7. "I know that being intelligent is very important to you. Would taking medication make a difference in your being intelligent?"
8. "I know that being affectionate is very important to you. Would taking medication make a difference in your being affectionate?"

Thank you for responding.

Most people are trying to do lots of things in their lives.

These things may seem small, but they are important to us, and keep us going in certain directions.

Here are some examples of what I mean:

I'm trying to spend more time with my friend who's sick.

I'm trying to stop arguing with my lover or boyfriend.

I'd like to have some new friends.

I want to only drink on the weekends.

I want to keep doing the same things I did before I found out about being HIV positive.

Have you got the idea?

Take a moment and think of things you are striving for in your life right now.

■ALLOW A FEW MINUTES FOR REFLECTION.

Can you see what difference taking or not taking medication would have on what you are trying to do?

If you see that taking medication has negative consequences on what you want to do, you will be less likely to take the medication.

If taking medication has a positive impact on what you are trying to do, you will be more likely to take it.

If it is important to take medication in order to stay healthy, then maybe you need to "unhook" taking medication from where it seems to have a negative impact on other things you want to do.

The first step is to be aware of what is important and how taking medication fits in.

It is also possible to make taking medication one of the things you want to do, if it has important consequences for you.

Exercise 4: How Should I Talk to My Doctor?
(20 minutes)

[The purpose of this exercise is to develop competence in dealing with a physician around medication issues. Guidelines and role playing are used.]

Now that we have explored how taking medication fits in with your values and what you want to do, let's talk about how to deal with your physician when he or she is prescribing medication to you.

There are four basic actions when discussing medication.

■WRITE THE FOUR ACTIONS ON NEWSPRINT AND READ THEM ALOUD:

1. GIVE INFORMATION
2. LISTEN CAREFULLY
3. ASK QUESTIONS
4. DOUBLE CHECK BY STATING YOUR UNDERSTANDING OF WHAT THE PHYSICIAN SAID

The four basic actions are 1) give information; 2) listen carefully; 3) ask questions; and 4) double check by stating your understanding of what the physician said.

Here are some guidelines on what to tell your physician and what he or she should tell you.

Remember, it is a two-way street.

■HAND OUT THE GUIDELINES AND GO OVER THEM.

GUIDELINES ON DISCUSSING MEDICATION WITH YOUR PHYSICIAN

What should you tell your doctor when you are being prescribed a medication?

1. Tell your doctor any concerns or reservations you have about taking the medication.
2. Tell your doctor all the medications you are taking, including over-the-counter drugs.
3. Tell your doctor if you have had any bad reactions to medications in the past.
4. Tell your doctor if you have had any significant allergies or illnesses.
5. Tell your doctor if you are pregnant, plan to become pregnant, or are breast feeding.

What should your doctor tell you when you are being prescribed a medication?

1. Your doctor should tell you the name of the medication.
2. Your doctor should tell you why he or she is prescribing the medication--you should know what benefits you may receive and when.
3. Your doctor should tell you how to take the medication, that is, how much, how often, with what, and for how long.
4. Your doctor should tell you about possible side effects to your medication and how to recognize and deal with them.
5. Your doctor should tell you if there are any precautions you should follow (that is, if there are any food, beverages, activities or other medications to avoid while on medication).

Are there any questions?

■ ANSWER QUESTIONS AND CLARIFY ANY ISSUES.

Now I want us to practice talking with a physician about taking medication.

We will practice in two small groups.

■DIVIDE THE GROUP IN HALF. A FACILITATOR GOES WITH EACH SMALL GROUP. IN THE SMALL GROUPS EXPLAIN THE PROCESS, AND GIVE INSTRUCTIONS TO THE PLAYERS AND OBSERVERS.

I need a volunteer to play the doctor and to play the patient.

■SELECT THE VOLUNTEERS AND DECIDE WHO WILL PLAY EACH ROLE. GIVE INSTRUCTIONS.

(TO THE PATIENT) - Your goals are to find out why the doctor wants to give you the medicine and what it will do to you and to give the doctor the information desired.

(TO THE PHYSICIAN) - Your goal is to prescribe AZT to the patient.

Here is a fact sheet on AZT for you to look at while I instruct the observers.

■GIVE THE "DOCTOR" THE AZT FACT SHEET. (THE FACT SHEET WILL BE DIFFICULT FOR SOME PARTICIPANTS TO READ; THE FACILITATOR SHOULD REVIEW IT).

AZT FACT SHEET

Description: AZT suppresses the growth of HIV. It does not cure HIV, so at some time the patient may have symptoms and opportunistic infections. AZT has not been studied for very long and much is still unknown.

Benefits: Prolongs life and delays the onset of symptoms.

Side Effects: Anemia, muscle fatigue, muscle wasting, nausea, headache, diarrhea.

Precautions: Some people may be allergic.

Dosage: Given orally. A typical pattern is two 100 mg. capsules every four hours, but no more than 600 mg. in total.

Note: Some patients may develop toxicity and no longer be able to tolerate AZT. Also, AZT may be taken with other drugs to counteract its toxicity.

(TO THE OBSERVERS) - Each of you will pay attention to a different thing.

You pay attention to:

- eye contact
- facial expressions
- posture
- gestures
- breathing
- voice
- words

After the role play, we will give the patient feedback.

■PLACE TWO CHAIRS IN THE MIDDLE OF THE GROUP. HAVE THE ROLE PLAYERS SIT THERE.

OK, start the role play.

■ROLE PLAY FOR A FEW MINUTES. THEN OBTAIN FEEDBACK.

That was very good.

■GIVE "THANKS" TO THE PLAYERS.

Now, let's give feedback.

We will start with the patient.

Please tell us how you felt. What one thing did you do that you liked and what one thing would you have done differently?

■OBTAIN FEEDBACK FROM THE PATIENT.

Doctor, what one thing that the patient did impressed you? What one thing would you have done differently, if you had been the patient?

■OBTAIN FEEDBACK FROM THE DOCTOR.

Now, for the observers.

What one thing did the patient do that you liked? What one thing would you have done differently, if you had been the patient?

■OBTAIN FEEDBACK FROM THE OBSERVERS. THEN BRING THE ENTIRE GROUP BACK TOGETHER AGAIN.

I'd like the group to respond to a question.

Did you see a new way you might want to deal with your doctor?

■ENCOURAGE DISCUSSION OF WAYS TO DEAL WITH THE PHYSICIAN AROUND MEDICATION.

Exercise 5: What Are the Do's and Don'ts of Taking Medication?
(15 minutes)

[The purpose of this exercise is to improve the youth's abilities to store, take, and manage their medications. Guidelines and question cards are used.]

On the one hand, taking medication need not be complicated.

On the other hand, there are some do's and don't's to learn in order to protect your health.

For example, here are a list of do's and the reasons for doing them.

■HAND OUT THE LIST OF DO'S FOR TAKING MEDICATION
AND GO OVER THEM. MAKE ANY ADDITIONAL COMMENTS
THAT YOU THINK WOULD BE HELPFUL AND ANSWER
QUESTIONS AS YOU GO ALONG.

THE DO'S OF TAKING MEDICATION

DO'S	RATIONALE
Take your medication as prescribed.	Will help you take the right amount at the right time.
Read the label before you take your medication.	Will help you double-check that you are taking the right medication.
Take your medication the same time every day as part of a regular activity.	Will help you remember to take it.
Take your medication with water, milk, juice or food.	Will help you swallow medication, reduce stomach distress, and improve taste.
Keep your medications in the same place.	Will help you locate them when you need them.

Keep your medications in a dry place and out of the sun.

Will prevent spoilage.

Close the container after you take out your medication.

Will prevent spoilage and will be less of a temptation to others to take it.

Keep your medication out of the reach of children.

Will prevent children from taking it.

Keep your medication in the labelled container in which it came.

Will prevent mistakes.

Never borrow or lend medication.

Will help you and your friends avoid taking the wrong medication.

Keep the name and phone number of your doctor with you.

Will help you contact your doctor about renewals or problems.

Keep a list of your medications with you.

Will help you identify medication in case you have a problem or see a new doctor.

Before you leave your doctor, make sure you have enough medication to last until your next appointment.

Will prevent your running out of medication.

When you go on a trip, always make sure you will have enough medication to last you.

Will prevent your running out of medication.

Throw away medications that you are no longer using or have expired.

Will prevent taking medication that may not be effective and help you avoid taking the wrong medication.

Use a system to remind yourself to take your medication.

Will help you take your medication correctly.

Consult your doctor before you raise, lower, or stop your medication.

Will help you benefit from your medication and prevent adverse

reactions.

Are there any other questions?

■ANSWER QUESTIONS. THEN MOVE ON TO APPLYING THE KNOWLEDGE LEARNED.

Let's assume that you are medication management experts.

Each person will receive a card with a question on it.

The questions often reflect problems or mistaken ideas about taking medication.

Here's how it works.

You will receive a card and pass it as instructed.

The person who gets it will ask you a question that you will try to answer.

Then the person will turn the card over and read a suggested answer.

Let me show you.

■TAKE THE EXAMPLE CARD AND WORK OFF THAT.

The card says to pass it to the person who likes hot sauce.

Who likes hot sauce?

■GIVE THE CARD TO THE PERSON WHO LIKES HOT SAUCE AND HAVE THEM READ WHAT THE CARD SAYS. THEN PROVIDE AN ANSWER.

(THE PERSON READS THE CARD): "I never take my medication with water, juice, or food--that's for weaklings! Tell me, drug expert, why is that a bad idea?"

I might say "It will go down better with liquid. Otherwise, you might choke."

Now turn the card over and read what it says.

(THE PERSON READS THE BACK):

"Take your medication with liquid or food. This will help you swallow your medication and may reduce stomach distress. Your medication may also taste better, too."

Have you got the idea?

■ANSWER QUESTIONS AND CLARIFY THE PROCESS.

OK, let's begin.

■PASS OUT THE CARDS ONE AT A TIME. THE TEXT OF THE QUESTIONS AND ANSWERS ARE AS FOLLOWS:

1. Q: "I like to borrow and lend medication. My motto is share and share alike. Tell me, drug expert, why is that a bad idea?"

A: Different medications may look the same. Don't borrow or lend medication. If you do, you and your friends will run a serious risk of taking the wrong medication.

2. Q: "I don't keep a list of my medications or the name and telephone number of my doctor with me. I figure my doctor has all that information! Tell me, drug expert, why is that a bad idea?"

A: Keep a list of your medication with you. It will help you identify them in case you have a problem or see a new physician. Also, keep the name and phone number of your doctor with you. It will help you contact your doctor in case you have a problem or need a refill.

3. Q: "I leave my medication where children can find it. Kids can have a lot of fun with it! Tell me, drug expert, why is that a bad idea?"

A: Play it safe. Keep your medication out of the reach of children. Children may think your medication is candy and eat it.

4. Q: "I never keep my medicine in the same place. It's a lot of fun looking for it! Tell me, drug expert, why is that a bad idea?"

A: Keep your medication in the same place. If you do not, you may not find it when you need it. Also, keep your medicine in a dry place and out of the sunlight. You don't want your medication to spoil.

5. Q: "I like to mix all my medications in the same bottle. They look so pretty! Tell me, drug expert, why is that a bad idea?"

A: Keep each medication in its original, labeled bottle. If you mix your medications, you may wind up taking the wrong medication.

6. Q: "I like to keep every medication every doctor has ever given me. Who knows, some day I may open up a pharmacy. Tell me, drug expert, why is that a bad idea?"

A: Throw away medications you are no longer using and medications that have expired. If you keep your old medications, you run the risk of taking the wrong medication or one that is no longer effective.

That was very good!

Do you have any questions about handling medication?

■ANSWER QUESTIONS. IF YOU DO NOT KNOW THE ANSWER, SAY SO AND INDICATE THAT YOU WILL FIND THE ANSWER AND GET BACK TO THEM NEXT TIME.

Exercise 6: How Can I Handle Barriers to Taking Medication?
(15 minutes)

[The purpose of this exercise is to improve problem solving skills around taking medication. Applying problem solving to difficulties around taking medication is used.]

There are often barriers to taking medication that come up.

In a few minutes, I will ask you identify some examples.

After we have listed a few, we will try to problem solve them.

As a warm-up, what would you do with this barrier?

Franco (BOYS' GROUP)/Maria (GIRLS' GROUP) tried taking medication, but it made him/her very tired and sick to the stomach.

He/she didn't know what to do.

■ **COACH THE GROUP THROUGH PROBLEM SOLVING FRANCO/MARIA'S SITUATION. POST THE PROBLEM SOLVING CHART. FOR EXAMPLE:**

DEFINE THE PROBLEM: NOT KNOWING HOW TO DEAL WITH SIDE EFFECTS.

FIGURE OUT THE GOAL: TO FEEL OK AND STILL TAKE MEDICATION.

LIST ACTIONS YOU MIGHT TAKE: 1) STOP THE MEDICATION. 2) GO TO BED EARLIER. 3) TAKE ANTI-NAUSEA MEDICATION. 3) GO BACK TO THE PHYSICIAN AND SEE WHAT CAN BE DONE. 4) READ ABOUT THE MEDICATION IN A BOOK TO SEE WHAT SIDE EFFECTS IT HAS.

DECIDE ON A COURSE OF ACTION: EXPLORE THE PROS AND CONS AND CONSEQUENCES OF EACH ALTERNATIVE.

DO IT!

REVIEW IT.

OK, now that we practiced on that one, what are some of your own examples?

■MAKE A LIST OF BARRIERS AND SELECT ONE TO WORK ON. IF NO BARRIERS ARE BROUGHT UP, SUGGEST A FEW AND SEE WHICH ONE THEY WANT TO PROBLEM-SOLVE.

■SOME POSSIBLE PROBLEMS ARE AS FOLLOWS:

1. WANTS TO STILL USE SPEED AND TAKE AZT, BUT IS EMBARRASSED TO ASK DOCTOR HOW AZT MIXES WITH SPEED.
2. HAS HEARD THAT AZT IS GOOD TO TAKE IF HIV POSITIVE BECAUSE IT WILL DELAY SYMPTOMS, BUT HAS ALSO HEARD THAT NEW RESEARCH SHOWS IT DOESN'T HELP. SHOULD HE/SHE TAKE IT?
3. HAS NO MONEY. WHERE WOULD THE MONEY COME FROM FOR MEDICATION?

Now that you have chosen a problem to work on, we will get into small groups and see how the problem could be solved.

■DIVIDE THE GROUP IN HALF. A FACILITATOR GOES WITH EACH SMALL GROUP. COACH THE GROUP THROUGH TRYING TO SOLVE THE PROBLEM. FOLLOW THE PROBLEM SOLVING STEPS. AFTER 5 MINUTES RETURN TO THE LARGE GROUP.

Let's hear what you came up with as the best alternative.

■HAVE THE GROUPS REPORT BACK ON THE BEST ALTERNATIVE AND WHY IT WAS BETTER THAN THE OTHERS.

Those are some good recommendations.

Do you believe you could use problem solving on your own barriers?

■ENCOURAGE SHARING OF ASSESSMENTS OF BELIEFS THAT THEY CAN DO IT. REINFORCE POSITIVE SELF-EFFICACY PERCEPTIONS.

Exercise 7: What Is Next?
(20 minutes)

[The purposes of this exercise are to encourage applications of skills learned in the workshop to outside settings, to create an interest in the future and to build group cohesion. Setting between-session goals, introducing the next topic, and giving appreciation to each other is the format.]

We are at the end of today's session.

We tried to increase motivation for taking prescribed medications, to overcome barriers to taking medication, and to build skills that make taking medication easier.

I would like you to agree to take a step between sessions.

The step should be related to taking medication.

Here are some examples of what your goal might be:

1. Make a schedule of when and where you will take your medications.
2. Pick a barrier that you have in taking medications and use problem solving to develop some strategies for overcoming it.
3. Go to an AIDS advocacy organization and get some literature to read on taking medication.
4. Make a list of your pros and cons for taking medication.
5. Make a list of questions about medication that you have for your doctor and ask him or her.

■POST GOAL SETTING CHART

It works best when your goal is realistic, clear, not too much or too little and easy to tell if you accomplished it.

■GIVE OUT GOAL CARDS.

What will you agree to do between sessions?

■GO AROUND THE ROOM AND ASK EACH YOUTH WHAT HIS OR HER GOAL WILL BE. WHAT STEP WILL HE OR SHE TRY TO TAKE? (FACILITATORS COMPLETE GOAL SUMMARY SHEET).

At the beginning of the next session, we will check on how you made out.

The next session will cover working with your doctors to plan out your medical care.

Being actively involved in your own care is a good way to stay healthy.

We will meet on _____ (day and date) at _____ (time and place).

To end the session, let's show our appreciation to each other.

Let people know that you liked what they said and did today, their presence here, and their style.

■ENCOURAGE GIVING APPRECIATION. GIVE "THANKS" TO THOSE YOUTH WHO REWARD OTHERS. MAKE SURE EVERYONE IS INCLUDED.

END OF SESSION ON TAKING MEDICATION

SOMETIMES
(GIRLS'/BOYS' GROUP)

BONNIE/BILL: Look at all the pills. What are they for?

MARTHA/MARK: Some for this. Some for that.

B: Do you take them all at the same time? What a mouthful!

M: No. They are all for different symptoms or diseases.

B: How do you keep them straight?

M: I don't really.

B: Do you want to sell some?

M: They won't do you any good, and you can't get high on them anyway.

B: I like the colors of some of them. What do they do for you?

M: Well, a bunch of them counteract the effects of the other ones.

B: I'd be too confused. Makes no sense to me. I don't know how you do it.

M: Well, I don't take them as I'm supposed to.

B: Why not?

M: I just don't feel like it.

B: Won't you get sick?

M: Maybe. I wonder if the medicine isn't worse than the illness.

B: I hope they find a cure before I start showing any signs.

THE END

FEELING THERMOMETER FOR TAKING MEDICATIONS

SITUATIONS

1. You took AZT and began to have headaches and nausea.
2. Your pills got mixed and you couldn't remember which ones were for what.
3. You stopped taking your medication for three months and are now due for an examination to check on your t-cell count.
4. You read that the medication you are on can

TEMPERATURE READING

make you feel tired all the time.

EXAMPLE CARD: MEDICATION

PASS TO THE PERSON WHO HAS WHITE ON

"I know that having self-control is very important to you. Would taking medication make a difference in your having self control?"

CARD 1: MEDICATION

PASS TO THE PERSON WHO HAS GREEN ON

"I know that feeling equal to other people is very important to you. Would taking medication make a difference in your feeling equal to others?"

CARD 2: MEDICATION

PASS TO THE PERSON WHO HAS YELLOW ON

"I know that freedom is very important to you. Would taking medication make a difference in your feeling free?"

CARD 3: MEDICATION

PASS TO THE PERSON WHO HAS BLUE ON

"I know that leading an exciting life is very important to you. Would taking medication make a difference in your leading an exciting life?"

CARD 4: MEDICATION

PASS TO THE PERSON WHO HAS PINK ON

"I know that having a life full of pleasure is very important to you. Would taking medication make a difference in leading a life full of pleasure?"

CARD 5: MEDICATION

PASS TO THE PERSON WHO HAS VIOLET ON

"I know that having solid friendships is very important to you. Would taking medication make a difference for in having good friendships?"

CARD 6: MEDICATION

PASS TO THE PERSON WHO HAS GREY ON

"I know that feeling strong is very important to you. Would taking medication make a difference in your feeling strong?"

CARD 7: MEDICATION

PASS TO THE PERSON WHO HAS TAN ON

"I know that being intelligent is very important to you. Would taking medication make a difference in your being intelligent?"

CARD 8: MEDICATION

PASS TO THE PERSON WHO HAS ORANGE ON

"I know that being affectionate is very important to you. Would taking medication make a difference in your being affectionate?"

FOUR BASIC ACTIONS WHEN DISCUSSING MEDICATION

1. GIVE INFORMATION
2. LISTEN CAREFULLY
3. ASK QUESTIONS
4. DOUBLE CHECK BY STATING YOUR UNDERSTANDING OF WHAT THE PHYSICIAN SAID

GUIDELINES ON DISCUSSING MEDICATION WITH YOUR PHYSICIAN

What should you tell your doctor when you are being prescribed a medication?

1. Tell your doctor any concerns or reservations you have about taking the medication.
2. Tell your doctor all the medications you are taking, including over-the-counter drugs.
3. Tell your doctor if you have had any bad reactions to medications in the past.
4. Tell your doctor if you have had any significant allergies or illnesses.
5. Tell your doctor if you are pregnant, plan to become pregnant, or are breast feeding.

What should your doctor tell you when you are being prescribed a medication?

1. Your doctor should tell you the name of the medication.
2. Your doctor should tell you why he or she is prescribing the medication--you should know what benefits you may receive and when.
3. Your doctor should tell you how to take the medication, that is, how much, how often, with what, and for how long.
4. Your doctor should tell you about possible side effects to your medication and how to recognize and deal with them.
5. Your doctor should tell you if there are any precautions you should follow (that is, if there are any food, beverages, activities or other medications to avoid while on medication).

AZT FACT SHEET

Description: AZT suppresses the growth of HIV. It does not cure HIV, so at some time the patient may have symptoms and opportunistic infections. AZT has not been studied for very long and much is still unknown.

Benefits: Prolongs life and delays the onset of symptoms.

Side Effects: Anemia, muscle fatigue, muscle wasting, nausea, headache, diarrhea.

Precautions: Some people may be allergic.

Dosage: Given orally. A typical pattern is two 100 mg. capsules every four hours but no more than 600 mg in total.

Note: Some patients may develop toxicity and no longer be able to tolerate AZT. Also AZT may be taken with other drugs to counteract its toxicity.

THE DO'S OF TAKING MEDICATION

DO'S	RATIONALE
Take your medication as prescribed.	Will help you take the right amount at the right time.
Read the label before you take	Will help you double-check medication that you are taking the right medication.
Take your medication the same time every day as part of a regular activity.	Will help you remember to take it.
Take your medication with water, milk, juice or food.	Will help you swallow medication, reduce stomach distress, and improve taste.
Keep your medications in the same place. them.	Will help you locate them when you need
Keep your medications in a dry place and out of the sun.	Will prevent spoilage.
Close the container after you take out your medication.	Will prevent spoilage and will be less of a temptation to others to take it.
Keep your medication out of the reach of children.	Will prevent children from taking it.
Keep your medication in the labelled container in which it came.	Will prevent mistakes.
Never borrow or lend medication.	Will help you and your friends to avoid taking the wrong medication.
Keep the name and phone number of your doctor with you.	Will help you contact your doctor about renewals or problems.

Keep a list of your medications with you.

Will help you identify medication in case you have a problem or see a new doctor.

DO'S

RATIONALE

Before you leave your doctor make sure you have enough medication to last until your next appointment.

Will prevent your running out of medication.

When you go on a trip always make sure you will have enough medication to last you.

Will prevent your running out of medication.

Throw away medications that you are no longer using or have expired.

Will prevent taking medication that may not be effective and help you avoid taking the wrong medication.

Use a system to remind yourself to take your medication.

Will help you take your medication correctly.

Consult your doctor before you raise, lower or stop your medication.

Will help you benefit from your medication and prevent adverse reactions.

EXAMPLE CARD: TAKING MEDICATION

PASS TO THE PERSON WHO LIKES HOT SAUCE

"I never take my medication with water, juice, or food--that's for weaklings! Tell me, drug expert, why is that a bad idea?"

CARD 1: TAKING MEDICATION

PASS TO THE PERSON WHO LIKES TO GIVE GIFTS

"I like to borrow and lend medication. My motto is share and share alike. Tell me, drug expert, why is that a bad idea?"

EXAMPLE CARD: BACK

Take your medication with liquid or food. This will help you swallow your medication and may reduce stomach distress. Your medication may also taste better, too.

CARD 1: BACK

Different medications may look the same. Don't borrow or lend medication. If you do, you and your friends will run a serious risk of taking the wrong medication.

CARD 2: TAKING MEDICATION

PASS TO THE PERSON WHO KEEPS A BOOK OF TELEPHONE NUMBERS

"I don't keep a list of my medications or the name and telephone number of my doctor with me. I figure my doctor has all that information! Tell me, drug expert, why is that a bad idea?"

CARD 3: TAKING MEDICATION

PASS TO THE PERSON WHO LIKES CHILDREN

"I leave my medication where children can find it. Kids can have a lot of fun with it! Tell me, drug expert, why is that a bad idea?"

CARD 2: BACK

Keep a list of your medication with you. It will help you identify them in case you have a problem or see a new physician. Also, keep the name and phone number of your doctor with you. It will help you contact your doctor in case you have a problem or need a refill.

CARD 3: BACK

Play it safe. Keep your medication out of the reach of children. Children may think your medication is candy and eat it.

CARD 4: TAKING MEDICATION

PASS TO THE PERSON WHO LIKES HIDING THINGS

"I never keep my medicine in the same place. It's a lot of fun looking for it! Tell me, drug expert, why is that a bad idea?"

CARD 5: TAKING MEDICATION

PASS TO THE PERSON WHO LIKES PRETTY COLORS

"I like to mix all my medications in the same bottle. They look so pretty! Tell me, drug

expert, why is that a bad idea?"

CARD 4: BACK

Keep your medication in the same place. If you do not, you may not find it when you need it. Also, keep your medicine in a dry place and out of the sunlight. You don't want your medication to spoil.

CARD 5: BACK

Keep each medication in its original, labeled bottle. If you mix your medications, you may wind up taking the wrong medication.

CARD 6: TAKING MEDICATION

PASS TO THE PERSON WHO DOES NOT LIKE TO THROW THINGS AWAY

"I like to keep very medication every doctor has ever given me. Who knows, some day I may open up a pharmacy! Tell me drug expert, why is that a bad idea?"

CARD 6: BACK

Throw away medications you are no longer using and medications that have expired. If you keep your old medications, you run the risk of taking the wrong medication or one that is no longer effective.