

## Session 8: Step IV. Preparation of a Drug-Food Plan

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**Purpose:** In Step IV, service providers learn to prepare a drug-food plan and support clients to use it.

**Objectives:** By the end of the session, participants should be able to:

1. Describe the interaction between drugs and food and effects on the nutrition of PLHIV.
2. Describe the importance of a drug-food plan for someone on ARVs.
3. Make a drug-food plan.
4. Use counselling cards to support the client in preparing a drug-food plan and help them use it.

### **Advance preparations**

1. Be familiar with the components—and the preparation—of a drug-food plan.
2. Make or have a copy of a filled drug-food plan.
3. Be familiar with the content of the red code cards in the counselling cards.
4. Have the session objective(s) written on a flip chart or PowerPoint.

### **Proposed Session Time: 3 hours**

**Topic 8.1: Review the objectives of Session 8** (Listed above; use PowerPoint or flip chart.) *(5 minutes)*

**Topic 8.2: The interaction between food/nutrition and drugs** *(55 minutes)*

### **Presentation** *(15 minutes)*

- Make a short presentation on the *Interactions between Food/Nutrition and Drugs*. Use the wall charts where relevant during the presentation.

### **Group Work** *(40 minutes)*

- Divide the participants into two groups. Ask each group to read the job aids in their folders (Tool Kit pp. 57-58) on *Counselling Clients on Food and Nutrition Implications of ARVs*.
- Ask each group to perform role-plays using the job aids.
- Allow each group 3 *minutes* to state lessons learned and share them with the larger group.

### Topic 8.3: Description of the importance of a drug-food plan (30 minutes)

#### **Group Work**

- Prepare three flip charts, each with one of the following questions:
  - a. What is a drug-food plan?
  - b. When is a drug-food plan needed?
  - c. What are the components of a drug-food plan?

Place two sets of these questions on either side of the class/meeting place.

- Divide the class into 4–6 groups (depending on the size of the class). Then divide the groups into 2 sets. Ask one set (e.g. groups 1, 2, and 5) to go to one side of the room and the other set (e.g. groups 3, 4, and 6) go to the other side.
- Ask each group to write the answers to the questions on the flip chart. After they finish with one chart, ask them to move to the next and continue to answer the questions (allow 2 minutes at each flip chart).
- After the groups are finished, post their answers on a wall and ask a participant to read the flip charts with the various responses to the group. Allow time for discussion. Add points to each issue as appropriate (see possible responses in the PowerPoint).

### Topic 8.4: Making a drug-food plan (60 minutes)

**Group Work:** Divide the participants into small groups of 5–6.

- Refer the groups to the *Example of a Drug-Food Plan* (Tool Kit p. 67) and the related pages (red code) in the counselling cards.
- Ask each group to read the job aid in the Tool Kit pp. 59-60 on *How to Prepare Drug-Food Plan/Timetable*. They also may want to refer to the wall charts for more details on the food implications of the various drugs and the use of dietary approaches to address symptoms commonly experienced by PLHIV.
- Ask 1–2 members of each group to conduct role plays on development of a drug-food plan using a blank copy of the *Example of a Drug-Food Plan* in the Tool Kit.
  - Ask each group to state 3 lessons on preparing a drug-food plan.
  - Allow each group 5–7 minutes to present.

## Topic 8.5: Supporting clients to use a drug-food plan (30 minutes)

**Group Work:** Divide the participants into 2 groups.

- Ask each group to read the job aid in the folders (Tool Kit) on *Helping Clients Follow Dietary Recommendations and the Drug-Food Timetable*.
- Ask two members of the group to conduct a role play using this job aid, one as the counsellor and the other as a client.
- Ask each group to state 3 lessons the group members have learned concerning the activity.
- Allow each group 5–7 minutes to present.