



Regional Centre  
for Quality of  
Health Care

# Nutrition and HIV / AIDS

A Training Manual

## SESSION 1

Basics of HIV/AIDS in  
Africa

## SESSION 2

Link between Nutrition  
and HIV/AIDS

## SESSION 3

Nutrition Actions for  
People Living with  
HIV/AIDS

## SESSION 4

Food Security  
Components in  
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## SESSION 8

Nutritional Care for  
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## SESSION 9

Management of Drug-  
Food Interactions in  
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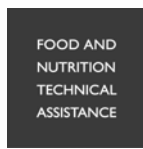
The opinions expressed herein are those of the authors and do not necessarily reflect the views of USAID or UNU.

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## ABBREVIATIONS AND ACRONYMS

ACC	Administrative Committee on Coordination
AIDS	acquired immune deficiency syndrome
ANC	antenatal care
ARV	antiretroviral
ART	antiretroviral therapy
CRHCS- ESA	Commonwealth Regional Health Community Secretariat for East and Southern Africa
ESARO	East and Southern Africa Regional Office
FANTA	Food and Nutrition Technical Assistance Project
FAO	Food and Agriculture Organization
HIV	human immunodeficiency virus
HMIS	health management information system
IEC	information, education, and communication
IMCI	Integrated Management of Childhood Illness
MOH	Ministry of Health
MTCT	mother-to-child transmission of HIV
NGO	nongovernmental organization
PCR	polymerase chain reaction
PLWHA	people living with HIV/AIDS
PMTCT	prevention of mother-to-child transmission of HIV
RCQHC	Regional Centre for Quality of Health Care
RDA	recommended daily allowance
REDSO	USAID Regional Economic Development Support Office for East and Southern Africa
SARA	Support for Analysis and Research in Africa Project
STI	sexually transmitted infection

TBA	traditional birth attendant
UNAIDS	Joint United Nations Program on HIV/AIDS
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WFP	World Food Program
WHO	World Health Organization
VCT	voluntary counseling and testing

## INTRODUCTION

The coexistence of high rates of malnutrition and HIV/AIDS in East and Southern Africa creates an additional challenge for nutritionists. Providing adequate nutrition at community and individual levels, even in the absence of HIV/AIDS, remains a problem. The new challenge calls for the acceleration of both short-term and long-term efforts to combat malnutrition and its effect on morbidity and mortality associated with HIV/AIDS. New capacities have to be developed and new resources sought. The Greater Horn of Africa Capacity Development Initiative in Nutrition (GHA-CDIN) has identified nutrition in the context of HIV/AIDS as an area of capacity development that urgently needs attention.

As part of GHA-CDIN, a nutrition/HIV working group (WG) was formed with representatives from CRHCS, FANTA, FAO, LINKAGES, RCQHC, SARA, UNICEF/ESARO, UNU, and USAID/REDSO-ESA. The WG, facilitated by RCQHC, organized a number of regional actions to support countries in East and Southern Africa to develop needed policies and guidelines to provide nutritional care and support for people living with HIV/AIDS. The application of the guidelines may include developing materials for in-service and pre-service training on nutrition and HIV/AIDS. Integrating HIV/AIDS into pre-service nutrition training provides a long-term approach to this problem.

The WG and RCQHC have initiated this activity under the assumption that developing module topics might enable African training institutions to integrate nutrition and HIV/AIDS into their training programs. The strategy is to disseminate teaching materials that can be used with existing curricula rather than to change existing curricula.

### **Background**

In August 2002 the WG and RCQHC facilitated a weeklong workshop with tutors from 10 training institutions in the region to review teaching module sessions. Workshop participants were oriented in various topics related to nutritional care and support of people living with HIV/AIDS. Subsequently, the appropriate content and format for the manual was agreed on. The content of the manual draws on the work of SARA (Piwoz and Preble 2000), FANTA (2001), LINKAGES (2001), FAO/WHO (2002), and literature and material in international journals. Tutors should feel free to use other

reference materials that present information on nutrition and HIV/AIDS to update the information and change the content of lectures as necessary.

## **Purpose and objectives**

This manual is intended to complement materials used by tutors in nutrition and health institutions of higher learning to train people in nutrition and HIV/AIDS.

### **Purpose**

The training manual is designed to help improve the quality of pre-service training in nutrition and HIV/AIDS.

### **Objectives**

- Provide a comprehensive source of information on nutrition and HIV/AIDS
- Provide tutors with technical content, presentations, and handout materials that can be used for planning and facilitating courses and lectures

### **Audience**

The intended users of the manual include tutors of students of

- Medical or health sciences
- Applied human nutrition
- Dietetics or home economics
- Food technology and agriculture

The materials can be adapted for master's or undergraduate level students. Ideally students exposed to these materials will acquire enhanced knowledge and skills in the nutritional management of clients infected with HIV.

## Content

The content is arranged in the following sessions:

1. Basics of HIV/AIDS in Africa
2. Link between nutrition and HIV/AIDS
3. Nutrition actions for people living with HIV/AIDS
4. Food security components of HIV/AIDS nutritional care and support
5. Nutritional management of HIV/AIDS-related symptoms
6. Nutritional care and support for pregnant or lactating women and adolescent girls infected with HIV
7. Infant feeding and prevention of mother-to-child-transmission of HIV
8. Nutritional care for children born of women infected with HIV
9. Management of drug and food interactions in HIV/AIDS therapy

Each session presents state-of-the-art knowledge on the topic and relevant strategies for and approaches to providing care and support. The following components are included in each session:

- Purpose, learning objectives, and outline of the session, including suggested methodologies, materials, and time
- Lecture notes, handouts, and PowerPoint presentations
- Suggested reference materials and key articles or books
- Discussion points, small group work, or large group exercises (where applicable)

- Recommendations for field visits that can be adapted to the context (where applicable)

The authors of this manual encourage the incorporation of local guidelines, service provider tools, and materials (e.g., job aids, health education guides, posters, maternal and child cards, health management information services (HMIS) recording charts) into the lectures and exercises.

## Use of the manual

The manual is designed primarily for pre-service training, although it can be adapted for in-service settings. *Tutors* are assumed to have basic skills and some experience in nutrition and infectious disease. They should

- Have technical expertise and experience in child and maternal nutrition
- Be familiar with the local nutrition and health care system and service delivery protocols
- Have experience using adult learning and participatory techniques for training

The manual also assumes that *students* have prerequisite knowledge of basic nutrition, particularly the nutrition of women and children, counseling and communication, and household food security.

## Structure

The manual is structured thematically to allow flexibility. Tutors can identify sessions that meet the needs of their students or trainees and present them in 2-4 hours in either pre-service or in-service programs. Taken together, the sessions aim to cover the main issues related to nutrition and HIV/AIDS. Tutors may, however, present the sessions independently. Each session is complete in delivering the knowledge and skills for those topics. Tutors can also adjust the content or exercises to the time available for each session.

The sessions can also be taught in a course *module*. The size of the module will depend on curriculum requirements. The outline presented in each topic can be used to develop the curriculum.

The materials provided for each session (lecture notes, PowerPoint presentations, case studies, and exercises) may be adapted and applied to the class context where needed. Tutors should feel free to use other materials as applicable. The reference materials may be useful for students who need additional reading in specific areas.

### **Case studies**

Many of the sessions contain case studies and role-play exercises that allow students to apply the new material in a simulated setting before going to the field and practicing with clients. The case studies may be used in the following ways:

- Given to students to work on in groups, with each group asked to prepare a brief presentation for the rest of the class
- Used as exam questions for assessment of individual student learning
- Used for role-plays in which one student plays the client, and another plays the counselor. The class can then use the handouts as checklists to discuss the assessment and counseling session and the appropriateness of the interventions.
- An answer key to the case studies is provided for guidance, but the answers provided are not necessarily exhaustive.

**Note:** The names in the case studies were selected arbitrarily and should be modified, along with foods described and other local references, to country and community contexts.

### **CD-ROM**

The CD provided with this manual contains all the materials needed for each session and additional references that may be useful for tutors and students.