



Adherence Sisters Programme

Guide for Facilitators

Adherence Sisters Facilitators Guide

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INTRODUCTION FOR FACILITATORS

ABOUT THIS PROGRAMME

This Programme has been developed for the SAPPH-IRe trial to support women attending the Sisters clinic adhere to the drugs they are taking. The programme is called the Adherence Sisters programme – women who are prescribed ART or PrEP as part of the enhanced SAPPH-IRe intervention will be asked to nominate an ‘adherence sister’ to help them take their tablets as prescribed every day.

Good adherence is critical for both PrEP and ART.

The good news is that good adherence means that treatment is more effective – for Sisters on ART that means better health, feeling less tired, maybe regaining lost weight and feeling more engaged with life! And for Sisters who have decided to take PrEP it means that they are reducing their risk of catching HIV.

But taking treatment every day can be difficult. For Sisters who are unable to take their ART EXACTLY as prescribed they risk their treatment failing and getting ill. Ultimately they are likely to have to switch to a different combination of ART drugs which may be more difficult to take. For Sisters who opt to take PrEP but are not able to adhere to the tablets, they will not be protected against HIV. If they have unprotected sex they will be at the same risk of infection as if they were not taking the tablets.

Sisters who opt to take PrEP or are on ART will be asked to nominate someone to act as their Adherence Sister. Characteristics of Adherence Sisters could include:

- Someone who they trust
- Someone who they are comfortable disclosing status to
- Someone reliable
- Someone with whom they have regular contact
- Someone who is not paired to another Sister
- Someone who also needs adherence support

We envisage that Sisters might opt to pair with each other, but Sisters who want to pair with a non-Sister are free to do so. While sisters may opt to get adherence support from their children it was not thought appropriate for children to attend adherence sisters support trainings/groups. We think the relationship is likely to be most beneficial if they recruit someone to support them who also needs adherence support however different models may operate in different settings depending on local context.

It is not necessary for anyone else to know what drugs people are taking – whether a Sister is taking PrEP or ART the issues related to adherence are the same and disclosure of ART status to their own Adherence Sister or the wider group of Adherence Sisters is not required or encouraged.

Recruitment to the Adherence Sisters programme

There will be rolling recruitment to the Adherence Sisters programme.

At each SAPH-IRE clinic, training and support for adherence sisters will be provided on an ongoing basis.

Once each month any new Adherence sisters at that site will be asked to join an 'AS group' of other 'new Adherence sisters' for training. The SAPH-IRE nurse and SAPH-IRE peer educator will run a series of four sessions each of about 2 hours with this 'AS group'. Meetings will be held every 2 weeks.

On completion of the four sessions Sisters will be asked to come up with areas they would be keen to discuss at future meetings. We will explore the possibility of established AS groups merging with each other after their initial four session induction. This will likely happen on a case by case basis.

The Adherence Sisters programme training materials

The programme been designed to be delivered with minimal resources. All of the sessions are participatory and are delivered verbally by the Facilitators. The Programme is written in the form of the Facilitator addressing Adherence Sisters, but Facilitators should feel free to adapt it as they feel necessary for their own situation. The sections which are spoken by the Facilitator are written *in italics*.

The Instructions for games and exercises, links between sections and so on are not written in italics but are of course also given by the Facilitator.

Before delivering a session the Facilitators should read it through carefully in advance and

- Think through how to handle any issues that might arise
- Plan how to move from one section of the session to the next
- Decide whether there is time and space for all the exercises and if not which one(s) to miss out
- Consider whether to give material they haven't had time to cover as homework
- Prepare in advance any 'props' needed for the session, e.g posters or something needed for an exercise or game.

Key for facilitator:



Materials for session delivery



Warm up exercise



Pair work - when you see this symbol, divide the group into their 'Adherence Sister' pairs



Relaxation

ACKNOWLEDGMENTS

This pilot Programme would like to acknowledge the FRIENDS for Life Programme by Dr. Paula Barrett, Pathways Health & Research Centre, Australia, and the Coping With Stress Course, By Dr. Gregory Clarke (1994) for the Adolescent Depression Prevention and Treatment (ADEPT) Study, 1994-99, which provided invaluable insights for this programme.

The programme contains material developed by Africaid

"If you have come to help me you are wasting your time. But if you recognize that your liberation and mine are bound up together, then let us walk together."

Lila Watson

SESSION 1

WHAT IS BEING AN ADHERENCE SISTER ALL ABOUT?

Objectives:

By the end of the session Adherence Sisters:

- Will know why adherence is important
- Have explored what adherence will mean in practice for both themselves and their Sister
- Understand how the AS programme will work



Materials for the session

- Prepared flipchart with Exercise 3 table
- Flipchart and pens
- Tool for explaining HIV, ARVs and adherence (e.g Zvandiri “Our Story” game)
- Diaries (notebooks) for each Adherence Sister (if these have not already been given)

Session Time: 2 hours

A. Introductions (5 minutes)

Invite each Sister to introduce their Sister to the group, sharing three things about their Sister.

Exercise 1: Group guidelines (5 minutes)

First, let's agree on some guidelines for this group as we work through the programme. Some examples are given below:

1. Listen and respect one another.
2. Confidentiality – don't share personal information offered at this group with anyone outside.
3. Very personal or difficult information is better not shared in the big group but can be discussed with the Group Facilitator or someone else you really trust.
4. Allow each person equal time – make sure everyone gets the opportunity to speak
5. Focus on the positive! Use the group for support, to talk about positive changes you want to make. Try not to use it as a place to complain about bad things that may be going on.

Exercise 2: Understanding HIV, ART, PrEP and Adherence (30 minutes)

Understanding the way HIV affects the body and the way ART and PrEP work, helps people to adhere better. So one way that Adherence Sisters may help each other to adhere well is to remind each other of this.

Using the Zvandiri "Our Story" counselling game, demonstrate to the group how HIV affects the body and the role of ART, PrEP and adherence.

Then give each Sister pair an "Our Story" card game and ask them to use it to explain HIV, ART and PrEP to each other. Encourage them to explain the importance of adherence and what happens if someone does not adhere well.

Exercise 3: Your Personal Goals (25 minutes)

This programme aims to help Adherence Sisters to feel good about themselves and to support each other to adhere to their ART /PrEP.

Setting personal goals is an important part of reminding ourselves why adherence is important in our own lives and helps us to develop strategies to help us adhere well.

Ask Adherence Sisters to draw the following table in their diaries and to then write in the different columns. Encourage them to reflect on *Why they want to take ART / PrEP? What's in it for them? Why do they want to stay well?*

My reasons for adhering to ART / PrEP	What may make adherence difficult for me?	What would help me to adhere well to ART / PrEP?
1.		
2.		
3.		



Exercise 4: Developing Sister Strategies (20 minutes)

Now invite Adherence Sisters to discuss how they could support each other to adhere well. In their pairs, ask them to come up with a strategy of support for their pair and to write this in their diaries if they want to. The following points may help them in their discussion.

- Explain that this is their commitment to one another.
- Encourage them to discuss what is their hope for their AS partnership
- How can they help each other to address different problems in their lives which may affect adherence?
- What would be their plan if they need more support than their partnership is providing?
- Think about things that might work as reminders

Invite Adherence Sister pairs to share their strategies with the group, if they wish.

B. Homework (5 minutes)

In your diary (notebook), every day this week before you go to bed write down:

- One good thing that happened today
- One thing that was difficult
- How you tried to deal with the difficulty
- One thing you did today that you feel proud of

They don't have to be great big things – the good thing could be a laugh you shared with a friend, the challenging thing could be you missed your bus home. The important thing is to think over your day and write something.

Note to the Facilitator: Remember that you do not mark or collect Sisters' diaries. They are their personal books. Keep reminding them of this.

C. Summary:

This programme is about helping Sisters feel good about themselves. It will help them to adhere to their medication and develop some skills to help cope with life's ups and downs. In between sessions, Sisters will keep a diary answering questions that have been set at the end of the lesson.

To get the best out of this course, Sisters need to do their homework and come to the lessons with their homework from the previous lesson.

SESSION 2

YOUR THOUGHTS, YOUR FEELINGS AND YOUR BEHAVIOUR

Objectives:

By the end of the session Adherence Sisters should be able to:

- Explain the relationship between thoughts, feelings and behaviour.
- List three important things to do to help them calm down.

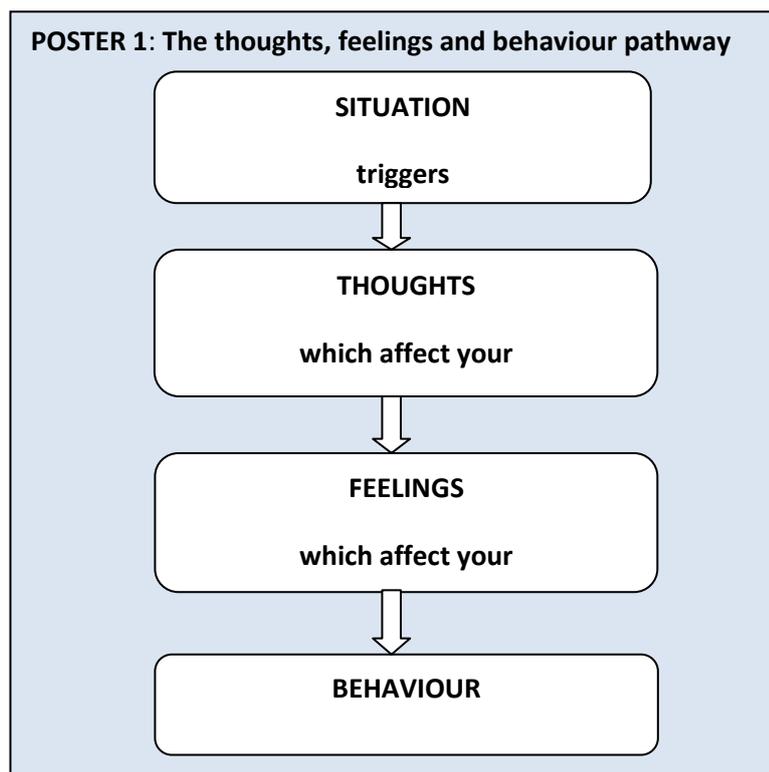


Materials for the session

- Poster 1 – The thoughts, feelings and behaviour pathway
- Poster 2 – Follow the Pathway
- Work cards for Exercise 1

A. The thoughts> feelings> behaviour pathway (5 minutes)

Put up Poster 1 and explain the thoughts, feelings and behaviour pathway



Note to the Facilitator: Please read the speech box below

When you are relaxed, you will be able to think about your own thoughts. Like feelings, your thoughts are very important, because your thoughts are what shapes your feelings!

Here's an example. You have been invited to participate in a training course. You can let your thoughts about this be NEGATIVE -

*"I never did well at school. I am no good at learning new things."
I'm useless", "I'll never be able to do it"*

With these negative thoughts, how will you feel?

Sad, depressed, anxious.

Then if that's how you're feeling, how will you behave?

You might give up and not even take this opportunity

Or, you can choose to think POSITIVELY:

*"I know I find new things difficult but this is a great opportunity
"My friend is also going. We can help each other"
"If I manage this course, I may be able to carry on learning more"
"It could be fun"
"I can do this"*

With these positive thoughts you will have positive feelings:

Feeling you can do it, confident, feeling hopeful about the future.

So then your behaviour might be:

Attend the course, learn new skills, ask for help from a friend

Exercise 1: Practising Using the Pathway (20 minutes)

Note to the Facilitator: Put up Poster 2 then read Rose's story to the group.

Rose was walking home from the shops. She overheard a group of women talking about her. They were criticising her character. What would be a NEGATIVE way for her to think, feel and act, and what would be a POSITIVE way in this situation?

POSTER 2: FOLLOW THE PATHWAY

Negative, Unhelpful	Positive, Helpful ¹
THOUGHTS	
	
FEELINGS	
	
BEHAVIOUR	

Note to the Facilitator: Go through Rose’s story together with the group, completing the table in Poster 2. Give Adherence Sisters opportunity to think through.

It is recommended that the Facilitator goes through this example first before asking Adherence Sisters to come up with their own example individually in their books.



Exercise 2: Practising the Pathway (30 minutes)

Note to the Facilitator: *Divide the Adherence Sisters into 3 groups. Give each group a scenario on the work cards provided.*

Discuss in the group the NEGATIVE and POSTIVE pathways they came up with for these situations.

Rudo was working last night and ended up having too much to drink. She woke up late this morning and realised she was 6 hours late taking her tablets. How could Rudo think, feel and behave **NEGATIVELY** and **POSITIVELY**?

Tendai is struggling to find a school place for her son because she does not have his birth certificate. Her ex-husband took the birth certificate with him when they divorced. How could Tendai think, feel and behave **NEGATIVELY** and **POSITIVELY**?

Sibongile is attending the OI clinic for her regular review appointment. The nurse has informed her of the new cervical screening programme and given her an appointment for next week to come for cervical screening. How could Sibongile think, feel and behave **NEGATIVELY** and **POSITIVELY**?

B. Homework: (5 minutes)

1. Make another **POSTIVE** and **NEGATIVE Thoughts, Feelings and Behaviour Chart**. Write at the top a situation that you find yourself in this week. Fill in the possible Positive and Negative pathways for that situation.
2. Keep up your **diary**, noting for each day
 - Something happy
 - Something challenging
 - Possible solutions to the challenging event
 - Something you did that day that you feel proud of.

C. Summary:

Today we have thought about our feelings, and how our feelings are influenced by our thoughts. We have also thought about how our feelings affect our behaviour, including adherence.

By becoming more aware of our thoughts and our bodies we can learn to understand our feelings better. We often make ourselves feel badly by talking to ourselves in a negative way. We need to start recognising this negative thinking and make it more positive.

SESSION 3

CHOOSING YOUR THOUGHTS

Objectives:

By the end of the session Adherence Sisters should be able to:

- Recall and state situations that may have triggered negative thoughts in them.
- List examples of positive thoughts.
- Practice changing negative thoughts into positive thoughts.
- Using scenarios, demonstrate the thought- feelings-behaviour pathway.



Materials for the session

- Prepared flip chart with a list of positive thoughts

A. Warming Up and Relaxing (20 minutes)

Explain to the participants that we will start this session by learning how to relax and connect with the present moment.



Warm Up 1: S-T-R-E-T-C-H... (5 minutes)

Standing in a circle, each person s-t-r-e-t-c-h up as high as you can, to the ceiling or the sky. Look up at your hands and make sure they are stretching as near to the sky as you can get them. Then crouch down, tuck your head in and curl into a ball as tightly as you can. Hold it for a count of 3, and then jump up and stretch right up again as high as you can go.



Relax and Connect with the present moment (10 minutes)

Sit where you are and close your eyes. Concentrate. Notice distractions going on around you then let them go.

Become aware of your breathing and how your chest rises and falls. Now take 10 very deep, slow breaths. Breathe in through your nose and out through your mouth. As you breathe in, imagine you are drawing in beautiful, sparkling light, and watch the light travel through you, all the way down to your feet and hands.

Breathe out slowly and gently, as if blowing out a whole line of candles. As you breathe out, try to imagine all your worries and uncomfortable feelings coming out of your body with your breath, cleaning your body of anything dull and dirty.

Now gradually make all the muscles in your body really tense. Count to 10 as you do it, so that at 1 your muscles are a little bit tense, and at 10 your muscles are as tight as you can get.

Now relax, breathe out and let all the tension go. Shake your legs slowly. Shake your arms. Slowly move your head from one side to the other. Feel the tension leave your body. Think of positive, peaceful images and enjoy the quietness in your body.



Warm up 2: Sharing stories (5 minutes)

In Sister pairs, share from your diaries of the week

- One good thing each that happened
- One challenge each of you faced and how you tried to solve it
- One thing you did that you feel proud of.

Share with your Adherence Sister what ways you found for personal relaxation this week and how you felt it worked for you **(You can also have one or two volunteers to share their experiences with the group)**

B. Choosing your thoughts 1: Self Talk (20 minutes)

Note to Facilitator: Read the following to the group:

We talked last time about the **Thoughts > Feelings > Behaviour Pathway** and how important **Positive Thoughts** are in helping you to feel good and deal positively with challenges

"Self Talk" is the way you talk to yourself in your head - the 'voice' of your thoughts. You may never really have thought about it, but you talk to yourself all the time, in your head. For example, when your friend gets a job, you may be thinking, "Life is not fair! I need a job too!", or you may think, "Okay, she did it and I am going to also try to get a job" Or your friend may get her hair done a way you really like, and you say to yourself, "That's really good! I'm going to try to get mine done like that too."

Once you realise how much you talk to yourself, you become more aware of your thinking, and you soon realise that there are different types of thoughts you can have.

You can say **positive, powerful, helpful** things to yourself, such as when you are bravely facing a challenging or scary situation.

Or, you can say **negative, unhelpful** things to yourself, usually when you're feeling sad or worried about a situation.

For Example: *You have to do a reading at Church, and you feel worried about it.*

Using **negative self talk** you might say to yourself, *"I'm so bad at reading in front of people"; "I'm going to mess it up and look bad in front of everyone."*

On the other hand you could **say positive things to yourself** like, *"I'll practice so that I can do it really well," "I'm proud to have been chosen to read. The priest / pastor has confidence in me so I must be OK"*

You can see how these positive thoughts are more helpful!

Exercise 1: Negative Thoughts (Negative self-talk)

Note to the Facilitator: Ask a Sister to read out the examples to the group and allow them to think up and give more examples.

- *I'm confused*
- *I'm scared*
- *I don't have any friends*
- *There is nothing we can do*
- *That was a stupid thing I did / said*
- *I can't express my feelings*
- *I am wasting my life*
- *Nobody loves me*
- *I don't have any patience*
- *I'm ugly*
- *It's all my fault*
- *I don't enjoy anything*

- *Why do so many bad things happen to me?* - *Things are going to get worse*
- *I wonder if they are talking about me?* - *Life is unfair*
- *There's something wrong with me* - *I am not as good as her*

Everyone has negative thoughts sometimes. Some situations will trigger negative thoughts in you, like in the cases of Rose and Sibongile. But as soon as you become aware of a negative thought, you can **CHANGE** it. You can choose to

- Avoid the trigger situation
- Not let yourself respond to the situation
- Change the situation or deal with it
- Change your Negative thought to a Positive one.

Exercise 2: Positive Thoughts (Positive self-talk)

Explain that **POSITIVE THOUGHTS** can be used to chase away the **NEGATIVE THOUGHTS**. As soon as you hear a negative voice in your head, drown it out with a positive voice, loudly shouting one or more of the following:

Note to the Facilitator: Put up the prepared flipchart with positive thoughts

- | | |
|--|---|
| - Life is interesting | I really feel great! |
| - I'm enjoying myself | I have great hopes for the future |
| - I think I can do this well | I have great self control |
| - People like me | I have a good sense of humour |
| - There are some things I'm very good at | I deserve to have good things happen |
| - I have some very good friends | I'm a good listener |
| - I can learn new skills to control how I feel | I'm OK the way I am |
| - I can find a solution to this | I'm doing all right |
| - Even if things don't always go my way, I can | live through it |
| - I can keep myself busy | I'm a nice person |
| - My friends care about me | I'm attractive |
| - People count on me because I'm reliable | I'm a good friend |
| - I think my life will turn out OK | I'm a generous person |
| - I make friends easily | I care about other people and the world |
| - I can learn to have control over my thoughts and actions | |
| - I know how to make my friends laugh | |

Note to the Facilitator: Go straight to the speech box below and read out to students.

The important thing is that you can **CHOOSE** your thoughts. Because they are just thoughts, when you become aware of them you can think about them, perhaps laugh at them or look at them from a distance. For example, you can pretend that you have climbed a kopje and are looking down at your thoughts which are little dots in the valley below, no bigger than goats. Your thoughts can be changed, or you can just watch them go by, because they are **just thoughts** after all.



Exercise 3: Powerful Self Talk (7 minutes)

In groups of 3 or 4, make a poster on which you write together lots of powerful, helpful things you can say to yourself. Use the examples on the 'Positive Thoughts' poster to get you started. Add as many as you can of your own, then share with the whole group.

Note to the Facilitator: Facilitator can add the instruction that the Sisters should think of different situations that were really bad for them and the possible 'Positive Thoughts' they had to deal with the situation.

C. Choosing your Thoughts 2: Changing your thinking habits (2 minutes)

Note to the Facilitator: Please read to the speech box below.

When you try to do something different from what you usually do, it can take a lot of effort and persistence. For example, if you're used to getting up at 10am every day but then your niece comes to live with you and you need to get her up to go to school, it might be hard to get used to. Or if you have to change clinic and move away from the clinic staff you know and trust, it's hard to get used to new people. Similarly, if you are trying to change habits of thought that you may have had for a long time, it may be hard to get used to at first - but you can do it! You just have to persevere.

D. Choosing your Thoughts 3: Looking at the evidence (6 minutes)

Note to the Facilitator: Please read the speech box below.

A woman who lived just outside the village wasn't very popular with the other women. She ran a bar from her house and many of the men in the surrounding villages used to come and visit. Sometime she got drunk and said mean things to people. One day things in the village began to go missing. Somebody lost a dress that was drying on the line. Someone else lost some firewood, even though she knew she had left some outside her hut. Everyone began to wonder, 'Who is the thief?'

People began to talk, and say: "We think it is the woman who runs the shabeen." She must be the bad one.

But then by chance a young boy, whom no one had suspected, was caught red handed stealing a chicken. The rest of the stolen goods were found in his hut, and everyone realised they had misjudged the woman who ran the shabeen. They had looked at the wrong evidence!

In the same way, if you are going through a phase of not liking yourself and thinking there is something wrong with you, you often look at the wrong evidence about yourself and let yourself believe something that isn't true.



Exercise 4: thoughts > feelings > behaviour pathway (8 minutes)

In Sister pairs, copy the **thoughts > feelings > behaviour** chart from Session

2. Now work through the situations below, completing the sections.
 1. You have been given a month's supply of PrEP which you need to take once a day, but you are worried that your family might find them and think you are HIV positive
 2. You have started to cough every morning – the cough is getting worse not better. Your friend advised you to go to the clinic but you are afraid to go – you are worried it may be something serious
 3. You are going to meet your son's teacher for the first time and you are afraid that they will not approve of you

When you've finished, share your **negative** and **positive thoughts** briefly with the whole group. Then tell them what **feelings** would go with these thoughts and then how you might **behave** – negative and positive.

E. Homework: (5 minutes)

1. Your own Positive Self Talk Poster

Use a page of your diary to make your own poster of Positive self-talk statements. Keep it somewhere where you can look at it often, and if you can say the statements out loud or in to yourself when you get up in the morning and just before you go to bed. You may be surprised to find that it really makes a difference!

2. Keep up your diary, noting for each day

- Something happy
- A challenging event
- Possible solutions to the challenging event
- Something you did that day that you feel proud of.

Beside the challenging event, add a note of your **thoughts** and **feelings** in the situation. Note whether you changed **negative** to **positive** thoughts, and how that affected your feelings and what you did.

F. Summary:

In this session we learned that our thoughts are powerful and can control how we feel. We also learned that we often talk to ourselves in a very negative way. Sometimes we are even more harsh on ourselves than on others. However, we can learn how to change this negative talk and turn it to positive self-talk that will make us feel stronger and happier. It is up to us, but like all habits, we need to practice this. You can meditate using the poster you have drawn on Positive Self-Talk.

SESSION 4

SUPPORTING YOUR SISTER

Objectives:

By the end of the session Adherence Sisters should be able to:

- Listen to your Sister
- Work with your Sister to help each other adhere well



Materials for the session

- Case Scenario Cards



Warm-up 1: (2 minutes)

In the full group, play a few rounds of **'Simon Says'**, using Feel-Good actions (Sing", "Laugh", "Dance", "Jump" etc.



Warm-up 2: Relax, and connect with the present moment (10 minutes)

Sit where you are and close your eyes. Concentrate. Notice distractions going on around you then let them go.

Become aware of your breathing and how your chest rises and falls. Now take 10 very deep, slow breaths. Breathe in through your nose and out through your mouth. As you breathe in, imagine you are drawing in beautiful, sparkling light, and watch the light travel through you, all the way down to your feet and hands.

Breathe out slowly and gently, as if blowing out a whole line of candles. As you breathe out, try to imagine all your worries and uncomfortable feelings coming out of your body with your breath, cleaning your body of anything dull and dirty.

Now gradually make all the muscles in your body really tense. Count to 10 as you do it, so that at 1 your muscles are a little bit tense, and at 10 your muscles are as tight as you can get.

Now relax, breathe out and let all the tension go. Shake your legs slowly. Shake your arms. Slowly move your head from one side to the other. Feel the tension leave your body. Think of positive, peaceful images and enjoy the quietness in your body.



Warm Up 3: (5 minutes)

Share with your Adherence Sister from your diaries of the week

- 1 good thing each that happened
- 1 challenge each of you faced and how you tried to solve it
- 1 thing you did that you feel proud of.

When you share the challenging event, mention your **thoughts** and **feelings** in the situation.

Report whether you changed **negative** to **positive** thoughts, and how that affected your feelings and what you did.

A. Exercise 1: Supporting Your Sister [60 minutes]

In Sessions 1, 2 and 3, Sisters thought about the importance of adherence to ART / PrEP in their own lives and developed strategies for supporting each other.

Sisters also learned about how thoughts affect their feelings and behaviour and learned skills for choosing their own thoughts in response to different scenarios in their lives. This is an important life skill in general but is also important for helping us to adhere well when difficulties arise.

Now we are going to look at the stories of different women. In Sister pairs, read the story and discuss the questions. Then develop a role play which you will demonstrate to the group, showing how you would support your Sister.

After each group present their role, encourage Adherence Sisters to discuss what they have learned from the role play and to help each with ideas around how they would have handled this situation.

Rutendo is 33 years old. She has just found out that she is HIV positive. Her CD4 count is 450 but she has had no Opportunistic Infections and is well. Her nurse has informed her that she is eligible to start ART and has been referred to the Adherence Sister programme.

- 1) What may Rutendo be thinking and feeling?
- 2) How may this affect her adherence when she starts ART?

Veronica is your Adherence Sister. You have been Sisters for the past 9 months. In the beginning, you were both managing to adhere well to PrEP. Although you continue to adhere well, Veronica tells you one day that she has been struggling with adherence. You are concerned for Veronica and want to help her.

- 1) Why may Veronica be finding it difficult to adhere?
- 2) How can you support Veronica? What would help her?

Charity is 28 years old. She has recently moved to your town and has been referred to the Adherence Sister programme. Charity would like to understand more about the purpose of the AS programme and what it is all about. The clinic nurse has asked you to talk to Charity to explain the programme.

- 1) How would you describe the Adherence Sister programme?
- 2) How would you explain the importance of adherence to ART and PrEP?

Pamela is your Adherence Sister. She lives on her own with her two children. She started ART three years ago and was doing well. Her CD4 count improved from 59 to 240. But you have noticed she is starting to become unwell again and she tells you that her CD4 count is now 130.

- 1) What may be happening?
- 2) How can you support Pamela?

B. Homework: (5 minutes)

1. Make a list of your own support team in your diary

2. **Keep up your diary**, noting for each day
 - Something happy
 - A challenging event
 - Possible solutions to the challenging event
 - Something you did that day that you feel proud of.

Beside the challenging event, add a note of your **thoughts** and **feelings** in the situation. Note whether you changed **negative** to **positive** thoughts, and how that affected your feelings and what you did.

3. Say the sentences from your **Positive Self Talk** Poster to yourself at least once each day. Ask your friends or household members to add new ones!