

# Module IV: Health Promotion and Adherence

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# Introduction

## Background and Purpose

The purpose of this training is to provide participants with strategies and tools to promote the health of HIV-infected substance users.

Providing HIV medical care to persons with past or present substance use presents special challenges. First, drug and alcohol use complicate the planning and delivery of care. Providers must be aware of biological issues, including interactions between HIV medications and recreational drugs, as well as changes that prolonged drug or alcohol use can have on the absorption and effectiveness of medications. In addition, HIV-infected substance users often have comorbid conditions, such as hepatitis C infection, which may complicate the management of HIV disease and create competing healthcare priorities. Providers must also be knowledgeable about the social context of different kinds of substance use. Social factors may affect the ways that people become engaged in medical care, their retention in care, and their adherence to treatment.

The second major challenge of providing HIV medical care to this population is that providers may have preconceptions about drug and alcohol use. Like everyone else, providers are exposed to and influenced by the many media portrayals of people who use alcohol or drugs. Almost all of these images are negative; even the relatively few sympathetic or compassionate portrayals rarely show substance users as whole, complex human beings. Stereotypes and myths about substance use and substance users can limit a provider's capacity to support adherence and provide optimal care.

As providers, we have the responsibility to acknowledge and analyze our preconceptions, and then consciously put them aside. We need to recognize that these negative images may make substance users feel powerless to adopt changes that will promote their health. Consequently, we also need to help HIV-infected substance users recognize that they have the capacity to protect and improve their health. We can raise their awareness of the behavioral and environmental resources that promote health. We can also work with them to develop dynamic strategies for HIV adherence that fit into the context of their lives.

A third, and perhaps even larger challenge, is to distinguish the true biological and social challenges from the harmful stereotypes of substance use and substance users. In this training, we deal with both the truths and the myths that affect the quality of care that substance users receive and their ability to adhere to HIV treatment. However, it is important to recognize that learning the distinctions between these truths and myths is a difficult, ongoing process – certainly not something that can be fully sorted out and mastered in the short time allotted for this training. We can better understand that HIV-infected substance users do not fit any stereotype, can explore the adherence challenges substance users face and consider the vast range of adherence interventions that may promote their health.

## Resource Materials

### Slides:

A PowerPoint presentation for this adherence module is included in the curriculum. This presentation should be run concurrently with the module. To help participants follow the presentation, we have listed the specific slides that correspond to each session in the module.

### References and Reading Packet:

Full citations for the data presented in this training are provided in the “References” section at the end of the module. A reading packet may be given to participants, and the suggested items include information about:

- Addressing the challenges of adherence. Navigating emerging challenges in long-term HIV therapy
- Factors affecting adherence to antiretroviral therapy
- The challenge of adherence
- Adherence: Keeping up with your meds
- Building a cooperative doctor/patient relationship
- Medical progress: Medical care for injection-drug users with HIV infection

### Handouts:

- Handouts IV-1 to IV-3, List of HIV medications (Pages IV-7 to IV-9)
- Handout IV-4, *Adherence Now* packets (See page IV-14)\*
- Handout IV-5, “Indications for the Initiation of Antiretroviral Therapy in the Chronically HIV-Infected Patient” (See page IV-24)\*
- Handout IV-6, “Areas of Challenge Worksheet” (Page IV-28)
- Handout IV-7, “Factors That Influence Adherence” (Page IV-29)
- Handouts IV-8 to IV-10, Drug interaction fact sheets (Pages IV-41, IV-42 and see page IV-43\*)
- Handout IV-11, Self-administered adherence reporting tool (Page IV-48)
- Handout IV-12, “Case studies” (Page IV-54)

*\*The facilitator needs to acquire these resources in advance of the training.*

### Other Materials Needed:

- Self-stick notes
- Flipcharts
- LCD projector
- Screen
- Color Markers
- Tape

## Objectives

By the end of this module, participants will be able to

- Define adherence broadly and understand its significance

- Recognize that substance users may experience different medical complications of HIV infection than those experienced by other risk groups
- Learn about drug interactions
- Assess persons' readiness for starting and maintaining antiretroviral therapy
- Develop approaches for tailoring health promotion interventions to the specific needs of substance-using patients

## **Key Facts**

- Health promotion is more than just adherence to medications.
- A broad view of adherence actively engages patients in health care and treatment and provides them with more opportunities for success.
- In order to be effective, providers need to recognize their biases and judgments about adherence issues—especially for substance users.
- Substance users are not a homogeneous population—each individual has unique needs and challenges to overcome.
- With the proper support services and primary care, substance users can achieve equal levels of success as non-substance users.

## Session 1: Introductions and Icebreaker

**Purpose:** To introduce training participants to each other and the instructor, to gain an initial “read” on the participants, and to start the interactive process.

**Time:** 20 minutes

### Materials

- Handout IV-1, “Alphabetical Lists of Antiretroviral Drugs Used in HIV Treatment”
- Handout IV-2, “Drug Listing by Generic Name”
- Handout IV-3, “Drug Listings by Trade Name”

### Instructor Notes

1. Once the participants have arrived, take about three to five minutes to introduce yourself, talk briefly about the presentation style, remind people to approach the day with an open mind, encourage interaction, and add any personal touch that you feel is appropriate. If you wish, you may also talk briefly about the terminology you will use throughout the presentation. For example, the use of the words “patient” versus “client,” “ART” (antiretroviral therapy) versus “HAART” (highly active antiretroviral therapy), and “substance user” versus “substance abuser” or “addict.”
2. Ask the participants to introduce themselves by name, agency, and job.
3. Use a brief icebreaker of your choosing to get an initial “read” on the participants and begin the interactive process. Here are two suggestions:
  - Ask each of the participants to give a one-sentence description of what they believe adherence to be, as part of their introduction – or-
  - Following the introductions, ask for a show of hands among the group of any people who have taken every single dose of all of their 7-10 day antibiotic prescriptions that they have had in their lives.
4. Explain that the main challenge in developing a training on Health Promotion and Adherence is tailoring the information and presentation to the interests and needs of your target audience. Although the entire curriculum is designed for a cross-disciplinary audience, the needs of different disciplines vary when it comes to some of the information available here, and the ways in which they use it may be different.
5. Note that some trainings may be provided to more homogenous groupings – such as physicians, or staff at a health center, or staff of a drug treatment program. Therefore, we offer two ideas for “replication training” models, one that targets medical providers and a second that targets a mixed audience or non-clinical audience. However, your challenge will be to tailor what you teach and how you teach it to even more specific audiences. Many of the teach-back sessions in this training ask you to tailor the curriculum to different audiences using the materials provided as well as your own experiences.

6. Distribute Handouts IV-1 to IV-3 and note one or more of these lists may be useful to distribute at the beginning of any training as an easy reference on the many different antiretroviral drugs that are now used. Explain their potential uses with different audiences, and ask for comments/feedback from participants about which list they prefer and for what type of audience.

## **Hand-Out IV-1 – Alphabetical Drug Listing**

### **Protease Inhibitors**

- Agenerase (Amprenavir)
- Crixivan (Indinavir)
- Fortovase (Saquinavir)
- Invirase (Saquinavir)
- Kaletra (Lopinavir/ritonavir)
- Lexiva (Fosamprenavir)
- Norvir (Ritonavir)
- Reyataz (Atazanavir)
- Viracept (Nelfinavir)

### **Non-nucleoside Reverse Transcriptase Inhibitors (NNRTIs or “non-nukes”)**

- Rescriptor (Delvirdine)
- Sustiva (Efavirenz)
- Viramune (Nevirapine)

### **Nucleoside Reverse Transcriptase Inhibitors (NRTIs or “nukes”)**

- Combivir (Lamivudine/3TC + zidovudine/AZT)
- Emtriva (Emtricitabine)
- Epivir (Lamivudine/3TC)
- Hivid (Zalcitabine)
- Retrovir (Zidovudine/AZT)
- Trizivir (Abacavir + lamivudine/3TC + zidovudine/AZT)
- Videx (Didanosine/DDI)
- Viread (Tenofovir)
- Zerit (Stavudine/D4T)
- Ziagen (Abacavir)

### **Fusion Inhibitor**

Fuzeon (Enfuvirtide/T-20)

Note that lopinavir is actually only available in combination with a small dose of ritonavir and sold under the trade name Kaletra.

## Handout IV-2 – Drug Listing By Generic Name

The following table was developed to reduce confusion concerning the different names of drugs used for HIV treatment. It is derived from the publication “Antiviral Drug Names” (Fact Sheet 401) from the New Mexico AIDS InfoNet.

### Part 1: Drug Listings by Generic Name

<b>Generic Name</b>	<b>Trade Name</b>	<b>Also Known As</b>	<b>Drug Class</b>
Abacavir	Ziagen	1592U89	NRTI
Amprenavir	Agenerase	APV, 141W94	PI
Delavirdine	Rescriptor	DLV	NNRTI
Didanosine	Videx	DdI	NRTI
Efavirenz	Sustiva	EFV, DMP-266	NNRTI
Indinavir	Crixivan	IDV	PI
Lamivudine	Epivir	3TC	NRTI
Lopinavir	Kaletra	ABR-378/r	PI
Nelfinavir	Viracept	NFV	PI
Nevirapine	Viramune	NVP, BI-RG-587	NNRTI
Ritonavir	Norvir	RTV	PI
Saquinavir	Fortovase, Invirase	SQV	PI
Stavudine	Zerit	d4T	NRTI
Tenofovir	Viread	PMPA	NRTI
Zalcitabine	Hivid	ddC, dideoxycytidine	NRTI
Zidovudine	Retrovir	AZT, ZDV	NRTI

## Handout IV-3 – Drug Listings by Trade Name

### Part 2: Drug Listings by Trade Name

<b>Trade Name</b>	<b>Generic Name</b>	<b>Also Known As</b>	<b>Drug Class</b>
Agenerase	Amprenavir	APV, 141W94	PI
Combivir	Lamivudine + zidovudine		NRTI
Crixivan	Indinavir	IDV	PI
EpiVir	Lamivudine	3TC	NRTI
Fortovase	Saquinavir	SQV	PI
Hivid	Zalcitabine	ddC, dideoxycytidine	NRTI
Invirase	Saquinavir	SQV	PI
Kaletra	Lopinavir	ABR-378/r	PI
Norvir	Ritonavir	RTV	PI
Rescriptor	Delavirdine	DLV	NNRTI
Retrovir	Zidovudine	AZT, ZDV	NRTI
Sustiva	Efavirenz	EFV, DMP-266	NNRTI
Trizivir	Abacavir + lamivudine + zidovudine		NRTI
Videx	Didanosine	ddI	NRTI
Viracept	Nelfinavir	NFV	PI
Viramune	Nevirapine	NVP, BI-RG-587	NNRTI
Viread	Tenofovir	PMPA	NRTI
Zerit	Stavudine	d4T	NRTI
Ziagen	Abacavir	1592U89	NRTI

## Session 2: A Broad Perspective on Adherence: Part 1

### Purpose

- To identify the medical definition of adherence.
- To illustrate that adherence is *not only* about taking one's medications; in some cases, a patient is not ready to be on a regimen but can still be "adherent" to medical treatment in many other ways
- To show that nonadherence to medications is pervasive in both substance-using and non-substance-using populations
- To show how thinking about adherence broadly gives a patient more opportunity for success

**Time:** 15 minutes

### Materials

- Flipchart, colored markers, and tape
- Slide IV-2, "Medical Definition of Adherence"
- Slide IV-3, "Expanded Definition of Adherence"
- Slide IV-4, "Why Adopt a Broad View of Adherence?"
- Slide IV-5, "What is Health Promotion?"
- Slide IV-6, "Adherence Support = Health Promotion"
- Slide IV-7, "Why Focus on HIV Adherence in Substance Users?"

### Instructor Notes

1. Explain the purpose of this session, and the learning objectives as listed above.
2. Mention that one way to get the ball rolling with this session is to ask participants to raise their hands if they had difficulty completing the last course of 7-10 day antibiotics they were prescribed (if not asked as part of the ice-breaker).
3. Review the six slides included in the slide pack briefly, and how they might be used.
  - For example you can use slides IV-2 and IV-3 to compare the medical definition of adherence with an expanded definition, and ask training participants to volunteer what kinds of health issues might be included in an expanded definition.
  - Slides IV-4 to IV-6 provide information about how a broad view of adherence provides more opportunities for success and is more likely to engage patients in care.
  - Slide IV-7 summarizes the discrimination that substance users face in trying to access care and treatment.
4. Ask participants if and how they think this session might be relevant for clinicians and non-clinicians. What are some of the different things they might stress with

different groups? How would they talk about this with a mixed audience? Do people have ideas about other ways to engage an audience on this topic or is it enough to cover it briefly? Record comments on the flip chart.

5. Note that adherence comes up throughout this training session, and that this is just the introduction to a broad view of adherence.

### **Medical Definition of Adherence**

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- Taking all medications in a regimen exactly as prescribed
  - On time
  - Everyday
  - Following all food and fluid restrictions

Slide IV- 2

### **Expanded Definition of Adherence**

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Any action that improves, supports, or promotes the health of a person living with HIV with respect to HIV treatment and care, including physical, mental, and psychosocial well-being.

Slide IV- 3

## Why Adopt a Broad View of Adherence?

- A broad view of adherence
  - Recognizes that adherence is not only about taking one's medications
  - Actively engages patients in health care and treatment
  - Values the health impacts of “non-medical” interventions, including controlled drug use, stable housing, social supports, harm reduction, and good nutrition
  - Improves patients' self-efficacy
  - Provides more opportunities for success

Slide IV- 4

## What is Health Promotion?

- Taking antiretrovirals
- Taking meds to prevent opportunistic infections
- Getting primary and preventive care (paps)
- Keeping regular medical appointments
- Eating a nutritious diet
- Exercising regularly
- Participating in a drug treatment program
- Controlling drug use or sobriety
- Practicing safer sex and drug injection
- Taking a multivitamin
- Stopping smoking
- Connecting with a support network

Slide IV- 5

## Adherence Support = Health Promotion

*“..helping a patient who uses drugs adhere to a complex medical regimen can support an upward spiral of self-esteem and the adoption of healthier practices.”*

Eldin, 2001

Slide IV- 6

## **Why Focus on HIV Adherence in Substance Users?**

- There is systemic discrimination against substance users
  - Less access to care
  - Less access to ART
  - Slower decline in morbidity and mortality
- Providers often lack training in the care of substance users and may have negative attitudes towards them

Slide IV- 7

6. Ask participants if any of them have observed this discrimination in practice. Use their comments to sum up Slide IV-7 and re-enforce the importance of this kind of training.

## **Session 3: Why Is Adherence to Antiretroviral Medications So Important?**

### **Presentation: The Importance of Adherence to Antiretroviral Medications**

#### **Purpose:**

- To illustrate why adherence to antiretroviral medications is so important if an individual is ready to take them;
- To explain that treatment failure is not patient failure;
- To help providers help patients understand how to manage their own adherence in the context of drug use, if they are ready to start ART.

**Time:** 15 minutes and 30 minutes Teach Back.

#### **Materials**

- Handout IV-4, “‘Adherence Now’ Teaching Cards” (from “Adherence Now” packet)
- Slide IV-8, “Why Is Adherence to Antiretroviral Medications So Important?”
- Slide IV-9, “Problems With Poor Adherence”
- Slide IV-10, “Goals of Medical Adherence”
- Slide IV-11, “Medication Adherence is Not Easy!”
- Slide IV-12, “How Much Adherence Is Enough?”
- Slide IV-13, “Treatment Failure”
- Slide IV-14, “What Do We Know About HIV Drug Resistance?”
- Slide IV-15, “Relationship Between Level of Adherence and Risk of Resistance”
- Slide IV-16, “What Are the Practical Implications?”
- Slide IV-17, “Take Control of Nonadherence”

#### **Instructor Notes**

1. Explain the objectives of this session as noted above. Talk a little bit about the ways in which different types of providers/advocates might use this information. Ask for suggestions from participants about how this information might be used by different audiences, and if they think medical providers really need this part of the training.
2. Distribute Handout IV-4, “‘Adherence Now’ Teaching Cards” (from “Adherence Now” packet) and explain how these can be used in working with patients. This series of laminated cards can help you illustrate the benefits of adherence to your patients. The front of each card contains a graphic image demonstrating the benefits of adherence, while the back of the card contains bullet points that a provider can emphasize. Additional copies of the “Adherence Now” materials can be obtained at no cost from:

World Health CME  
41 Madison Ave  
New York, NY 10010-2202

Tel: (800) 433-4584, ext. 1776  
e-mail: [erivera@whcom.com](mailto:erivera@whcom.com)

3. Review the 10 slides that accompany this session, and explain that people probably would not use all of them in any particular training, but all are available to choose from as needed.
4. Slides IV-8 to IV-13 address the importance of adherence, the goals of adherence, what happens if a person does not adhere to ART, and the research data on how much adherence is needed. The last of these slides addresses treatment failure. The main points here are (1) If this adherence goal is not presented to HIV-infected patients in a sensitive way, then it may set them up for failure, and (2) Treatment failure is not patient failure. You may want to provide an example from your own experience at this point to model “telling a story” to make a point.

### **Why Is Adherence to Antiretroviral Medications So Important?**

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- Medications cannot work if they aren't taken
- Successful HIV treatment requires consistent and long-term therapy

Slide IV- 8

### **Problems With Poor Adherence**

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- Subtherapeutic levels of medications
- Less viral suppression
- More drug resistance, which limits future treatment options
- Higher morbidity and mortality

Slide IV- 9

## Goals of Medical Adherence

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- Maximally suppress viral load
- ↓ drug resistance
- ↑ length of regimen effectiveness
- All of the above leading to ...
  - ↓ HIV disease progression
  - ↑ survival

Slide IV-10

## Medication Adherence Is Not Easy!

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- Rate of nonadherence to ART is generally 50% to 70%
- Substance users' adherence rates are lower (inconsistent data)
- Even >95% adherence is associated with treatment failure almost 20% of time

Golin, 2002; Samet, 1992; Broers, 1994; Gordillo, 1999; Arnsten, 2002; Chesney, 2000

Slide IV-11

## How Much Adherence Is Enough? (After 3 Months)

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<u>% of doses taken correctly</u>	<u>% with viral suppression</u>
>95%	81%
90% - 95%	64%
80% - 90%	50%
70% - 80%	25%
<70%	6%

Chesney, 2000

Slide IV-12

## Treatment Failure

- Defined as
  - increased viral load
  - decreased CD4+ T cell count
  - progression of HIV disease
- Treatment failure is *not* patient failure—it can even happen if a patient is adherent.
- Assess why failure occurred and move on. Don't dwell on the failure; instead set up a new plan to address the underlying reasons.

Slide IV-13

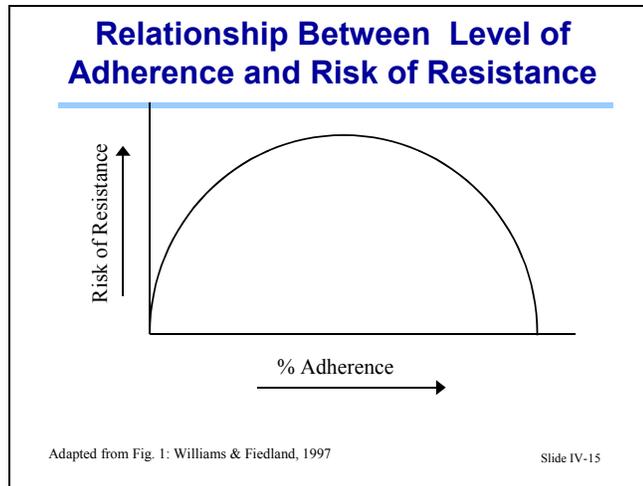
5. Slides IV-14 and IV-15 provide more detailed information about drug resistance and adherence. Note that one of the main arguments that is made against prescribing ART to drug users is that they won't adhere and that, as a result, their HIV infection will become resistant to HIV meds. This in turn will lead to the transmission of drug-resistant HIV to others. These slides help demonstrate that
- If a person is completely nonadherent, the chances of drug resistance are extremely low, because the virus is not exposed to any antiretroviral drug to become resistant to.
  - If a person's adherence is very high (takes close to 100% of his or her medications correctly), then the risk of drug resistance is quite low.
  - The greatest risk for drug resistance occurs when a person takes his or her HIV medications intermittently. Taking medications intermittently gives the virus the perfect opportunity to develop resistance, because it has an opportunity to multiply in the presence of medications.

## What Do We Know About HIV Drug Resistance?

- An estimated 78% of people on HIV treatment experience have resistance to at least one antiretroviral agent.
- An estimated 50% of all people living with HIV (irrespective of current treatment status) have evidence of resistance to at least one agent.

Richman, 41st ICAAC, 2001

Slide IV-14



6. Slides IV-16 and IV-17 talk about the practical implications of all of this information for substance users and their providers. The take-home message is that if people start using recreational drugs again or feel for any reason that they cannot stick with their regimen, they should stop all their medications at once and not “wean” themselves off.

### What are the Practical Implications?

- Substance users face dynamic life circumstances that may make adherence more challenging at some times than others.
- Patients should understand that when adherence becomes too difficult, *it is better to stop medications completely than to take them intermittently.*

Slide IV-16

### Take Control of Nonadherence

- Remind patients that even if they cannot adhere, *they can still make a health promoting choice* to minimize resistance by stopping medications all at once.
- Some situations in which patients may want to do this include
  - Incarceration (if meds are not available)
  - Picking up substance use after a period of being drug-free (aka: “relapse”)
  - Sudden loss of housing, travel, or relocation

Slide IV-17

7. Ask participants again if they think medical providers need this training (if some people said 'no' the first time).

8. Teach Back

Break participants into 2-3 groups. Ask one group what they would use from this material to train doctors and nurses; another group what they would use to train substance abuse treatment providers and case managers; and another groups what they would use to train a mixed audience of clinicians and non-clinicians.

Give the groups 10 minutes to discuss.

Have each group report back what they would use and why they would use it, for five minutes each.

## Session 4: The Politics of Adherence

### Activity: Agree or Disagree?

**Purpose:** To raise some controversial issues and allow participants to express their opinions about these issues

**Time:** 20 minutes to present, 30 minutes for Teach Back, 10 minutes to summarize

### Materials

- Colored markers, newsprint paper, and tape
- Slide IV-18, “Politics of Adherence”
- Slide IV-19, “Agree or Disagree?”
- Slide IV-20, “Agree or Disagree?”
- Slide IV-21, “Nonmedical Providers’ Roles”
- Slide IV-22, “Agree or Disagree?”
- Slide IV-23, “Abstinence and Antiretroviral Therapy”

### Instructor Notes

1. Select one of the three “Agree” or “Disagree” statements for this exercise (Slides IV-19, IV-20 or IV-22) to model for the group.
  - “Nonmedical providers should counsel HIV-infected substance users about antiretroviral therapy.”
  - “Conversations about HIV treatment adherence belong in the substance use treatment setting.”
  - “A person should be drug free for \_\_\_ before they can start antiretroviral therapy.” If you select this “Agree” or “Disagree” statement, ask participants to fill in the blank with an amount of time that they think is appropriate, such as one month, three months, or six months.
2. In preparation for the session, make three signs that say “Agree,” “Disagree,” and “Both Agree and Disagree.” Post these signs in three different parts of the room.
3. Introduce the activity. Acknowledge that some of the issues related to adherence and substance use will be controversial and that this exercise gives participants a forum to discuss their opinions. You may use Slide IV-18 to introduce the activity. Let participants know that you will facilitate one version of the exercise and then ask for volunteers to facilitate two other versions of the exercise.

## Politics of Adherence

- What are your opinions about these controversial adherence issues?
- Decide whether you
  - Agree
  - Disagree
  - Both agree and disagree
- Let us know what you think!



Slide IV-18

4. Explain that you had 3 choices of controversial statements to select from, and selected this one because it brings out: participants' opinions on the roles and qualifications of non-medical providers (Slide IV-19); or the issue of priorities in substance use treatment settings. Should HIV issues be paramount in early recovery, or should there be a narrow focus on concerns directly related to substance use? (Slide IV-20); or the different opinions people have about abstinence from drug use as a prerequisite for initiating ART (Slide IV-22).

## Agree or Disagree?

“Nonmedical providers should counsel HIV-infected substance users about antiretroviral therapy.”

Slide IV-19

## Agree or Disagree?

“Conversations about HIV treatment adherence belong in the substance abuse treatment setting”

Slide IV-20

5. Read the slide you have chosen, and ask participants to move to the part of the room that matches their opinion about that statement – agree, disagree, or both agree and disagree. Once participants have moved to their respective positions, facilitate a discussion by asking the people in each position to explain some of the reasons for their stance. Let participants know that the position they pick does not have to be permanent; that is, they can later change their minds and switch to another position.

## Nonmedical Providers' Roles

- There is no right answer regarding the role of nonmedical providers
- It is every provider's responsibility to improve the health of the patient. This includes
  - Medical providers
  - Social workers
  - Substance abuse treatment providers
  - Case managers
  - Mental health providers
- The type of adherence assistance given will depend on the provider's individual relationship with the patient and the provider's comfort level.
- We are all advocates for our patients.

Slide IV-21

6. Slides IV-21 and IV-23 can be used to summarize and facilitate discussion about peoples' views.

## Agree or Disagree?

“An individual should be drug free for *one month* before they can start antiretroviral therapy.”

“An individual should be drug free for *three months* before they can start antiretroviral therapy.”

“An individual should be drug free for *six months* before they can start antiretroviral therapy.”

Slide IV-22

## Abstinence and Antiretroviral Therapy

- There is no right answer.
- Studies have shown active drug use is associated with less adherence.
- What is the influence of drug of choice, housing, support network, and so forth?
- The decision to start ART depends on the person's specific circumstances.
- Providers and patients should make informed decisions about ART.

Golin, 2002; Stone, 2001

Slide IV-23

7. Do not feel you have to address all the myths and misconceptions that may come up during this discussion. Some of these issues will be addressed later in the training.
8. **Teach Back**  
Ask for volunteers to facilitate the exercise with the two remaining “Agree or Disagree” statements.
9. **Summary**  
Ask participants if they can think of other “Agree or Disagree” statements that could be used with specific training audiences.

## Session 5: A Broad Perspective on Adherence

### Presentation: Evaluating Readiness to Begin ART

#### Purpose:

- To emphasize that *it is rarely, if ever, an emergency to start ART*
- To identify the different factors that should be examined in evaluating an individual's readiness to start treatment or treatment decisions.

**Time:** 60 minutes, including time for Teach Back

#### Materials

- Handout IV-5, Table 6 from *Guidelines for the Use of Antiretroviral Agents in HIV-Infected Adults and Adolescents*.
- Handout IV-6, "Areas of Challenge Worksheet"
- Handout IV-7, "Factors That Influence Adherence"
- Slide IV-24, "HIV Treatment Guidelines"
- Slide IV-25, "Treatment Readiness"
- Slide IV-26, "Considerations When Evaluating Treatment Readiness"
- Slide IV-27, "Factors That Affect Adherence"
- Slide IV-28, "Adherence Issues to Consider for Substance Users"
- Slide IV-29, "Medication Adherence and Drug of Choice"
- Prepare Teach Back packets that include each handout, and each slide on a separate page, for each participant in the training

#### Instructor Notes

1. Review the learning objectives for this session. Explain that after you review the materials and resources, you are going to ask participants to design their own training, making use of any of these materials that they choose and their own ideas, for specific training audiences.
2. Pass out Handout IV-5, Table 6 from *Guidelines for the Use of Antiretroviral Agents in HIV-Infected Adults and Adolescents*. These guidelines are updated every six months. Let people know that they can access the latest version of the guidelines before each training from [http://www.aidsinfo.nih.gov/guidelines/default\\_db2.asp?id=50](http://www.aidsinfo.nih.gov/guidelines/default_db2.asp?id=50)
3. Review the other two handouts, IV-6 and IV-7, and explain how they might be used. For example, Handout IV-6, "The Areas of Challenge Worksheet," can be used in this exercise to brainstorm potential adherence challenges, and will also be used as a worksheet for the Case Study exercises later. Handout IV-7, "Factors that Influence Adherence," is a take-home chart for training participants.
4. Review the first five slides for this session (Slides IV-24 to IV-28) that cover treatment guidelines, the types of issues people may encounter, a typology for grouping these

issues, and a description of the factors that influence decisions. Point out that you don't necessarily need to use all of these slides, and that sometimes it is more productive if you elicit suggestions from training participants and write them on a flip chart rather than showing a slide. You can have your own list, and fill in any important blanks after participants give you their ideas.

## HIV Treatment Guidelines

The best time to start therapy in individuals with a CD4 count  $\geq 200$  and no symptoms is unknown. Below are general guidelines:

Symptomatic (AIDS)	Treat
No symptoms, CD4 < 200	Treat
No symptoms, 200 < CD4 $\leq$ 350	Offer treatment, but controversial
No symptoms, CD4 > 350, VL > 55,000	Some recommend treating, others recommend waiting
No symptoms, CD4 > 350, VL < 55,000	Wait and continued monitoring of CD4 counts

The most recent treatment guidelines can be found at: CDC, MMWR 2002  
[http://www.aidsinfo.nih.gov/guidelines/default\\_db2.asp?id=50](http://www.aidsinfo.nih.gov/guidelines/default_db2.asp?id=50)

Slide IV-24

## Treatment Readiness



### Remember...

- HIV treatment with antiretrovirals is rarely if ever an emergency.
- There is always time to consider a treatment decision before starting therapy.

Slide IV-25

## Considerations When Evaluating Treatment Readiness

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- Degree of Immunodeficiency (CD4 count, viral load, symptoms of AIDS)
- Client's attitudes and beliefs about treatment (Willingness, ability, and readiness to begin therapy)
- Lifestyle challenges and supports
- Risk of disease progression (for example comorbidities)
- Mental health concerns
- Potential risks and benefits of initiating therapy
- Likelihood of adherence

Slide IV-26

## Factors That Affect Adherence

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- **Patient Factors:** social support and isolation, knowledge, beliefs and attitudes, self-confidence in the ability to stick to treatment, substance use, and mental health status
- **Clinical Care/Provider Factors:** access to care, interdisciplinary care, provider biases, communication, and trust
- **Regimen Factors:** complexity of regimen, dosing schedule, side effects, pill size, food and water restrictions, and drug interactions

Slide IV-27

## Adherence Issues to Consider for Substance Users

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- Relationship to the medical sector
  - Access to care
  - Access to ART
  - Discrimination
- Drug interactions
- Side effects and Pain
- Drug of choice variations
- Scheduling doses

Slide IV-28

4. Slide IV-29 provides information on what is known about how drugs of choice influence adherence. You may want to review this information directly with training participants. You can refer to a study (Arnsten, 2002) in which active cocaine use was associated with a 41% decline in median adherence and was a strong predictor of failure to maintain viral suppression. In this study, active heroin users also had lower adherence than nonusers, but the difference was not statistically significant.

### Medication Adherence and Drug of Choice

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- Heroin
  - Use may be more regimented
  - Users may have an easier time with adherence
- Cocaine/Crack
  - Use may be more sporadic
  - Intense mood swings may interfere with adherence
- Methamphetamine
  - Unclear, but use may be more sporadic and interfere with adherence
- Alcohol
  - May have most negative impact on adherence due to blackouts and memory loss

Slide IV-29

6. **Teach Back**

- Break participants into small groups and ask them to draw from these materials and their own experience to design a 10-15 minute training on these issues.
- Assign each group a target audience such as: Doctors and Nurses; general clinic staff including social workers and case managers and advocates; staff at a substance abuse treatment program.
- Give the groups 15 minutes to plan a session.
- Give the groups 5-10 minutes each to describe their plan to the group as a whole, explaining why they chose specific materials, and what they added to the curriculum.

**Handout IV-6: “Areas of Challenge” Worksheet**

	<b>Issues</b>	<b>Interventions</b>
Client Focused		
Regimen Focused		
Care Provider Focused		

**Handout IV-7: Factors That Influence Adherence**

<b>Patient Factors</b>	<b>Clinical care and Provider Factors</b>	<b>Regimen Factors</b>
Social support versus isolation (family, friends, and peers)	Availability of services and access to care	Side effects
Knowledge, beliefs, and attitudes regarding therapy	Interdisciplinary care (outreach, education, mental health, case management, etc.)	Drug interactions
Culture and stigma	Provider biases or discrimination	Regimen complexity
Mental health	Provider-patient communication	Food restrictions
Substance use and drug of choice	Provider-patient relationship (trust and confidence)	Scheduling doses and cues
Housing		

## Session 6: What is Health Promotion?

### Presentation: Health Promotion and Medical Issues

#### Purpose:

- To think about health promotion broadly
- To learn about drug interactions
- To learn about medical complications that may impact HIV-infected substance users

**Time:** 60 minutes training and 2-4 hours Teach Back, depending on the number of participants.

#### Materials

- Handout IV-8, “Interactions Between HIV-Related Medications and Methadone”
- Handout IV-9, “Interactions Between Antiretroviral Medications and Recreational Drugs”
- Handout IV-10, “Commonly Abused Substances and Possible Interactions With HIV Drugs”
- Slide IV-30, “Special Medical Issues”
- Slide IV-31, “Drug Interactions: What Do We Know?”
- Slide IV-32, “How Do Drug Interactions Affect Medication Adherence?”
- Slide IV-33, “Methadone Interactions With PIs”
- Slide IV-34, “Methadone Interactions With NNRTIs”
- Slide IV-35, “Methadone Interactions With NRTIs”
- Slide IV-36, “Methadone Interactions”
- Slide IV-37, “Buprenorphine Interactions with ART”
- Slide IV-38, “Recreational Drug Interactions With ART”
- Slide IV-39, “Illicit Drug Interactions with ART”
- Slide IV-40, “Talking About Recreational Drug Interactions
- Slide IV-41, “Hepatitis C (HCV) Infection”
- Slide IV-42, “HCV and HIV”
- Slide IV-43, “HCV Treatment Issues”
- Slide IV-44, “Tuberculosis (TB)”
- Slide IV-45, “TB and HIV”
- Slide IV-46, “TB and HIV Drug Interactions”
- Slide IV-47, “HIV and Mental Illness”
- Slide IV-48, “Other Complications of Substance Use”
- Slide IV-49, “Priorities and Motivations”

#### Instructor Notes

1. Present the learning objectives for this session.

2. Note that this is the most didactic of the sessions because it focuses on medical information. Also note that since this information is always being updated by new research, it is important to review the literature and periodically update materials.
3. In contrast with other sessions, mention that you are going to conduct this session as a lecture, both as a refresher for participants and to give them the opportunity to ask questions.
4. Let participants know at the end of the lecture you will ask them to develop a plan, using these materials, to train different audiences for different amounts of time.

### Special Medical Issues

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- Drug interactions
- Hepatitis B and C
- Tuberculosis
- Mental Illness
- Complex relationship with medical providers

Slide IV-30

5. Recognize that competing health priorities and drug interactions can complicate both access to ART and adherence if people are feeling ill or if they have other health conditions that may urgently require treatment. A few examples of such conditions are presented below:
  - Hepatitis C (HCV) co-infection is common among HIV-infected injection drug users. In this population, HIV infection has been linked to more aggressive progression of HCV disease (Lauer, 2001; Soto, 1997; Bruno, 2002; Landau, 2001; Nasti, 2001).
  - Mental illness may also create significant adherence barriers if a person's mental health status interferes with memory or motivation. For example, depression, which is the most common mental illness among substance users, may affect both memory and motivation (Stone, 2001; Sherer, 1998; Elliot, 1997).
6. Present the material in Slides IV-31 to IV-40, and refer participants to Handouts IV-8, IV-9, and IV-10 as good sources of additional information about drug interactions. It is important to note that there are many drugs that have not yet been studied and also that many of the studies have been conducted are on a small number of patients making it hard to generalize from them.
  - Explain how drug interactions may affect adherence, and talk about the basic science behind the interactions. Focus on a few common interactions, and then refer participants to their handouts for more information.

- Note that the coadministration of methadone with protease inhibitors (PIs) and non-nucleoside reverse transcriptase inhibitors (NNRTIs) often leads to significantly decreased methadone levels.
- Also note that the coadministration of methadone with nucleoside reverse transcriptase inhibitors (NRTIs) generally does not affect methadone levels, although the effects of some NRTIs have not yet been determined. Methadone may also effect the levels of some NRTI, but in clinical practice the only change in dosing that may be required is with didanosine. (If participants ask about the increased clearance of methadone for abacavir, let them know that in clinical practice it is still generally not necessary to change methadone dose).

### **Drug Interactions: What Do We Know?**

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- Most drug interactions occur in the liver
- Most drug interactions are due to the following factors:

<p>Speeding up metabolism of drug</p> <p>↓</p> <p>Drugs cycle out of the body more quickly</p>	<p>Slowing down metabolism of drug</p> <p>↓</p> <p>Drug levels build up in the blood</p>
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Slide IV-31

### **How Do Drug Interactions Affect Medication Adherence?**

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- Concerns about methadone levels may lead to less adherence
- If medications levels are too low, the effect may be the same as nonadherence
- If patients are not disclosing drug use to their providers, it can be harder to determine why treatments are failing in an otherwise adherent client

Slide IV-32

## Methadone Interactions with PIs

Protease Inhibitor	Effect on Methadone
Indinavir	No change
Ritonavir	↓37%
Nelfinavir	↓ level
Amprenavir	↓ 13-35%
Fosamprenavir	↓ level
Lopinavir/ritonavir	↓28-53%
Saquinavir	↓ 0-40%
Atazanavir	No data

Beauverie, Gourevitch, Antoniou, Clarke 2002, Bart, Shelton, Stevens, McCance-Katz 2003, Gerber, DHHS  
Slide IV-33

## Methadone Interactions With NNRTIs

NNRTI	Effect on Methadone
Nevirapine	↓ by 46%
Efavirenz	↓ by 48-52%
Delavirdine	No data (expect ↑ or no change)

Altice, 1999; Staszewski, 1998; Gourevitch, 2000; Antoniou, 2002; Clarke, 2001

Slide IV-34

## Methadone Interactions With NRTIs

NRTI	Effect on NRTI
Zidovudine	↑ 40%
Stavudine	↓ 18-27%
Didanosine	↓ 41-60% *
Abacavir	↓
Tenofovir	No data
Lamivudine	No change
Zalcitabine	No data
Emtricitabine	No data

Rainey, Gourevitch, Antoniou, McCance-Katz, 1998; Bart, Rainey 2000 & 2002, DHHS

Slide IV-35

## Methadone Interactions

Antiretroviral Medication	Drug Interaction
Protease Inhibitors	↓ Methadone 35-53%
NNRTI's	↓ Methadone 46-52%
NRTI's	May ↓ or ↑ NRTI No effect on methadone

Beauverie, 1998;Gourevitch, 2000; Antoniou, 2002, Clarke, 2002

Slide IV-36

7. Note that Slide IV-36 is a summary of the 3 previous slides, and may be more appropriate for certain audiences.

## Buprenorphine Interactions with ART

- NRTIs
  - No change in AZT
- NNRTIs
  - Likely ↓ buprenorphine levels
- PIs
  - ↑ Buprenorphine with ritonavir > indinavir > saquinavir
- Fusion inhibitor
  - No data

McCance-Katz 2001, Iribarne, Sullivan

Slide IV-37

8. We know very little about the interactions between HIV medications and recreational drugs. However, most of the interactions that have been reported involve ritonavir. You can mention the following examples of interactions if people are very interested in this topic:
- Amphetamines may increase by 2-3 times when someone is taking ritonavir
  - Cocaine increases HIV replication and decreases immune system function
  - Ecstasy, when taken with ritonavir, may result in overdose or death
  - GHB (liquid X) increases in potency with ritonavir or saquinavir
  - Heroin levels may decrease by 50% or increase with ritonavir.

## Recreational Drug Interactions With ART

- Interactions are complex, inconsistent, and difficult to predict.
- Interactions may be affected by drug purity, mode of ingestion, and baseline liver and kidney function.
- Interactions with HIV meds may be extremely dangerous or even fatal, especially with ritonavir and kaletra.
- “Take heed, club lovers - there’s no map for these trips.” (Horn, 1998)

Slide IV-38

## Illicit Drug Interactions With ART

Drug	Effect
Amphetamines	may ↑ level 2-3 fold with <b>ritonavir</b>
Methamphetamine	↑ HIV replication, fatal OD with <b>ritonavir/saquinavir</b>
Cocaine	↑ HIV replication, ↓ immune system function
Ecstasy (MDMA)	Over dose or death with <b>ritonavir</b>
GHB (liquid X)	↑ levels with <b>ritonavir</b> or saquinavir
Heroin	levels may ↓ or ↑ with <b>ritonavir</b>

Antoniou, Henry, Harrington, Roth, Bagasra, Peterson 1991 & 1992, Ellis, Gavrilin, Urbina, Hales  
Slide IV-39

9. The most important point to emphasize about drug interactions is that little is known. One of the reasons is that it is very difficult to do controlled clinical trials with recreational drugs, so we can only make educated guesses based on limited research, medical records, and anecdotal reports. Note that some of the drug interaction information is conflicting. Fortunately, the data are better for legal substances, such as methadone and alcohol. The take-home message is that drug interaction information is not always clear. In addition, the interactions may vary, based on such factors as the person’s metabolism, the mode of injection, and the purity of the drug.

## Talking About Recreational Drug Interactions

- There is no way to identify “safe drugs” with HIV medications.
- Relapse is not necessarily a reason to stop ART.
- Start “slow and low” on drugs of choice while taking ART.
- Share information and resources, but stress that our knowledge of drug interactions is an *inexact* science.

Slide IV-40

10. Introduce the topic of comorbidities, referring to the information in Slides IV-41 to IV-47. Explain how comorbidities, such as Tuberculosis (TB) and Hepatitis C, are fairly common among substance users and should be considered in their treatment plans. Here are some other points to raise:
  - HCV infection is very common among drug users – much more common than HIV infection.
  - Note some of the challenges of current treatment for HCV. For example, some HCV medications are administered through injection, which may be problematic for some substance users. In addition, HCV treatment has a low to moderate success rate, and the side effects are very difficult to tolerate.
  - Note that the TB drug rifampin has such significant drug interactions with PIs and NNRTIs that it is contraindicated for nearly all of these antiretroviral agents. Rifampin also dramatically reduces methadone levels. Rifabutin is the preferred choice in the treatment of TB, because it has fewer drug interactions with PIs and NNRTIs and causes no change in methadone levels.
11. Note that this presentation is very long and technical. Thus, people may want to omit the information about TB in parts of the country where it is not prevalent.

## HCV Infection

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### Epidemiology

- 5 times more widespread than HIV
- Leading cause of liver disease in the U.S.
- Up to 88% of HIV-infected IDUs are coinfecting with HCV

Lauer, NEJM 2001

Slide IV-41

## HCV and HIV

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- HIV's effect on HCV
  - Accelerates hepatitis C disease
  - Leads to cirrhosis more quickly
  - No difference in response to HCV treatment
- HCV's effect on HIV
  - Conflicting data about HIV disease progression
  - Liver disease may complicate ART

Slide IV-42

## HCV Treatment Issues

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- Peginterferon injections weekly for 6 to 12 months
- Cure rate approximately 56% overall
- Severe side effects—Flu-like symptoms, depression, irritability, emotional lability, severe anemia
- Up to 1/3 of patients stop treatment due to intolerance

Fried, 2002

Slide IV-43

## Tuberculosis (TB)

### Epidemiology

- TB is common in IDUs before HIV.
- Up to 23% of IDUs have TB exposure (PPD+).
- TB and HIV coinfection is concentrated among IDUs and minorities.
- HIV infection is the strongest risk factor for the progression of TB exposure to active disease.

CDC, 2002; Selwyn, 1989

Slide IV-44

## TB and HIV

- TB's effect on HIV
  - ↑ HIV replication
  - accelerate the progression of HIV disease
  - ↑ risk for opportunistic infections and death
- HIV's effect on TB
  - Clinical presentation of TB may be different
  - Early response to TB therapy is no different
  - Unknown relapse rates of TB

CDC, 2002; Whalen, 1995

Slide IV-45

## TB and HIV Drug Interactions

Numerous complex drug interactions between ART and TB medications

- Rifampin
  - *Cannot use* in most patients on NNRTIs and PIs
  - ↓ NNRTI and PI levels, making them ineffective
  - ↓ methadone levels
- Rifabutin
  - More favorable for use with HIV medications
  - Still needs dose modification with many NNRTIs and PIs
  - No effect on methadone levels

Slide IV-46

12. Note the prevalence of mental illness, and briefly discuss the implications this has for treatment. Although this module does not consider this topic in detail, it is essential to mention the importance of screening for mental illness and providing the necessary referrals and treatment (Slide IV-47).

## HIV and Mental Illness

- Up to 50% to 80% of HIV-infected persons are affected by mental illness.
- Triple diagnosis of HIV, substance use, and mental illness is common.
  - Up to 80% of HIV-infected patients in methadone maintenance require psychiatric consultation for mental illness.
- Untreated depression can compromise medication adherence and make HIV infection more disabling.

Sherer, 1998; Elliot, 1997; Ferrando, 2001

Slide IV-47

13. Introduce the other complications of substance use, referring to the information in Slide IV-48. Talk about the environmental and behavioral correlates of substance use such as depression and unstable housing. These may be immune suppressive themselves, and they can contribute to other negative health outcomes.

## Other Complications of Substance Use

- Drug injection
  - ↑ risk of bacterial infections (endocarditis, abscess, pneumonia)
- Cocaine
  - ↑ HIV replication
  - ↓ CD4+ T cells
- Alcohol
  - ↑ risk of bacterial infections (pneumonia)

Slide IV-48

14. The most important implication of the medical issues raised in this session may be summed up as follows: *Providers need to pay special attention to tailoring medication and treatment regimens to each patient's specific situation and needs.*
15. Note that a patient's readiness to start, continue, or resume ART should be considered in light of their other personal and health priorities. For example, a patient who considers securing housing, resolving an acute illness, and reconnecting with his or her hepatitis C doctor as his or her top three priorities may not yet be ready to start ART. Similarly, education and support can often help patients who are not yet considering ART – or are only just beginning to contemplate ART – to move to the next level of readiness. The Stages of Change model provides a template for talking with patients about their degree of readiness and the steps they might take to improve their health, even if they are not ready to start ART.

In this respect, each step towards readiness is viewed as a healthy behavior change. Patients are not set up for “failures” if they are not yet ready or able to adhere to therapy. On the contrary, they are given more opportunities for “success” in their health-promotion efforts (Slide IV-49).

## Priorities and Motivations

Health and adherence goals depend on both psychosocial and medical needs.

- Service plans should have both short- and long-term goals
- Plans should consider patient needs and resources
- Consider the spectrum of health promotion opportunities
- Use the Stages of Change model to help figure out the next steps

Slide IV-49

### 16. Teach Back

The Teach Back for this session could come at the end, where you present a different scenario to each individual, such as “You have been given one hour/90 minutes/two hours to talk about HIV and drug interactions with methadone and recreational drugs to a group of doctors/nurses/case managers/treatment providers. Your Teach Back will be to plan the training, deciding which of these materials to use, and what other parts of this entire curriculum you would like to integrate into your primarily didactic presentation in order to underscore certain points or build a skill or two (if there is time). You will have 15-20 minutes to tell us how you would conduct the training in the time allotted, and actually practice before the group how you would integrate some other part of the curriculum into this didactic presentation. In your Teach Back, spend 5-7 minutes describing what materials you would use and why, and the remainder of the time demonstrating to use how and when you would introduce other materials, and then make the transition back to the didactic training.

## Handout IV-8: Interactions Between HIV-Related Medications and Methadone

HIV Medication	Effect on Methadone	Effect on HIV Medication	Clinical Effect
<b>Pis</b>			
Indinavir Ritonavir	Unchanged ↓ levels by 37%		Monitor and titrate methadone dose, if needed; might require increase in methadone dose
Saquinavir <sup>§</sup> Nelfinavir	- ↓ levels		Has minimal effect on maintenance dose; monitor and titrate dose, if needed; might require increased methadone dose
Amprenavir	↓ by 35%		Monitor and titrate dose, if needed; might require increase in methadone dose
Lopinavir	↓ AUC by 36%, level by 53%		Monitor and titrate dose if needed; might require increased methadone dose
<b>NNRTIs</b>			
Nevirapine	↓ by 46%	Unchanged	Withdrawal symptoms may occur if dosage is not adjusted; titrate methadone dose to effect; might require increased methadone dose
Efavirenz	↓ by 48-52%		Titrate methadone dose to effect; might require increased methadone dose
Delavirdine	Not studied		
<b>NRTIs</b>			
Zidovudine	Unchanged	↑ AUC by 40%	Unclear; methadone may increase zidovudine-related toxicities
Stavudine	Unchanged	↓ AUC by 18%, level by 27%	No dose adjustment
Didanosine	Unchanged	↓ AUC by 41%, level by 60%	Consider increasing dose of didanosine
Tenofovir	Not studied		
Lamivudine	Unchanged		
Abacavir	↑ clearance	↓ peak concentration	
Zalcitabine	Not studied		
<b>Other Medications Sometimes Used by HIV-Infected Persons</b>			
Rifampin	↓ levels sharply		Titrate methadone dose to effect; might require increased methadone dose
Rifabutin	Unchanged		Unknown clinical significance
Fluconazole	↑ level by 30%		Titrate methadone dose to effect; might require increased methadone dose
Phenytoin	↓ levels sharply		Titrate methadone dose to effect; might require increased methadone dose
Phenobarbital	↓ levels sharply		Titrate methadone dose to effect; might require increased methadone dose
Carbamazepine	↓ levels		Titrate methadone dose to effect; might require increased methadone dose

<sup>§</sup>Drug interaction studies were conducted with the Invirase formulation of saquinavir; therefore, the observations and recommendations might not apply to the Fortovase formulation of saquinavir.

AUC = Area under the curve

Adapted from the following sources:

Centers for Disease Control and Prevention, 2002

Gourevitch, M.N., Friedland, G.H., 2000

## Handout IV-9: Interactions Between Antiretroviral Medications and Recreational Drugs

Drug	Effect	Comment
Alcohol	↑ abacavir level	Unknown significance
Amphetamines	Ritonavir may ↑ amphetamine level two- to three-fold	Avoid combining with ritonavir; alternatively, use one-quarter to one-half the amount of amphetamine
Methamphetamine	↑ HIV replication, overdose with ritonavir/saquinavir <sup>1234</sup>	Avoid combining with ritonavir
Cocaine	Possibly ↑ HIV replication and ↓ immune system <sup>5678</sup>	Studies conducted only in test tubes and mice
Ecstasy (MDMA)	Overdose and death with ritonavir <sup>910</sup> Possibly ↑ levels with other PIs and NNRTIs	Avoid combining with ritonavir; alternatively, use one-quarter to one-half the amount of MDMA and watch for signs of toxicity
GHB (liquid X)	↑ levels and toxicity with ritonavir/saquinavir <sup>5</sup> , possibly ↑ with delavirdine	Use cautiously with PIs, as well as delavirdine and efavirenz
Heroin	Ritonavir may ↓ levels by 50%; Ritonavir and other PIs may also ↑ levels	
Ketamine	Possibly ↑ levels with ritonavir, delavirdine, and efavirenz	Use cautiously with ritonavir, nelfinavir, and efavirenz
LSD	Unknown	Use cautiously with PIs, delavirdine, and efavirenz
Marijuana	PIs may ↑ levels	Efavirenz may cause false-positive screening test for marijuana
PCP	Possibly ↑ levels with antiretrovirals	Use cautiously with PIs, delavirdine, and efavirenz

<sup>A</sup> adapted from: Antoniou, T., Tseng, A.L., 2002

<sup>1</sup> Ellis RJ, Childers ME, Cherner M, et al. Increased human immunodeficiency virus loads in active methamphetamine users are explained by reduced effectiveness of antiretroviral therapy. *J Infect Dis.* 2003 Dec 15;188(12):1820-6.

<sup>2</sup> Gavrilin MA, Mathes LE, Podell M. Methamphetamine enhances cell-associated feline immunodeficiency virus replication in astrocytes. *J Neurovirol.* 2002 Jun;8(3):240-9.

<sup>3</sup> Hales G, Roth N, Smith D. Possible fatal interaction between protease inhibitors and methamphetamine. *Antivir Ther.* 2000 Mar;5(1):19.

<sup>4</sup> Urbina A, Jones K. Crystal methamphetamine, its analogues, and HIV infection: medical and psychiatric aspects of a new epidemic. *Clin Infect Dis.* 2004 Mar 15;38(6):890-4.

<sup>5</sup> Roth, M.D., Tashkin, D.P., Choi, R., et al., 2002

<sup>6</sup> Bagasra, O., Pomerantz, R.J., 1993

<sup>7</sup> Peterson, P.K., Gekker, G., Chao, C.C., et al, 1991

<sup>8</sup> Peterson, P.K., Gekker, G., Chun, C.C., et al., 1992

<sup>9</sup> Harrington, R.D., Woodward, J.A., Hooton, T.M., et al., 1999

<sup>10</sup> Henry, J.A., Hill, I.R., 1998

**Handout IV-10: Commonly Abused Substances and Possible Interactions With HIV drugs  
(From STATSCRIPT Pharmacy – The Boston Living Center Medication Adherence  
Program and the Treatment Information Clinic, September, 2000)**

(The instructor will hand this out.)

## Session 7: Talking with Patients About HIV and Substance Use

### Presentation: Improving Provider-Patient Communication

**Purpose:** To improve provider-patient communication in general, as well as in the specific areas of substance use and adherence to medications

**Time:** 30 minutes

#### Materials

- Handout IV-11, “Preappointment Questionnaire” from ‘Adherence Now’ Materials
- Slide IV-50, “Talking About Adherence”
- Slide IV-51, “Talking About Adherence (continued)”
- Slide IV-52, “Different Perspectives on Adherence”
- Slide IV-53, “Talking About Substance Use”
- Slide IV-54, “Talking About Substance Use (continued)”
- Slide IV-55, “Provider-Patient Relationship”
- Slide IV-56, “Communication Tips for Patients”

#### Instructor Notes

1. Present the learning objectives for this session. Now that we know so much, it’s important to begin to practice talking about it.
2. Review the first five slides in the packet, and note that they mainly discuss ways to talk with patients about sensitive or difficult topics such as adherence, substance use and drug interactions so as to not seem judgmental and encourage dialogue.

### Talking About Adherence

#### Ask specific questions

- How many pills did you take yesterday?
  - What are the names? What do they look like? (show pictures of meds if they have problems recalling)
- What time did you take them?
- Do you link your medications to any activity?
- How many times did you miss medication doses in the last three days? In the last week?

Slide IV-50

## Talking About Adherence (continued)

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Probe about missed doses

- Why do you think you missed doses?
- Are you using again?
- How much are you using?
- Do you bring your meds with you when you leave home?
- Can you link your meds to activities you do regularly in your life?

Slide IV-51

## Different Perspectives on Adherence

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- Physicians and patients often disagree about the reasons for nonadherence.
- Patients are more likely to identify the negative impacts of ART on lifestyle: meal restrictions, lack of privacy, busy schedule, and cost.
- Physicians put more weight on medical and regimen-related issues: number of doses and side effects.

Slide IV-52

## Talking About Substance Use

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- Nonjudgmental attitude is crucial!
- Some questions to ask
  - When is the last time you used?  
(*Not* “Are you using drugs?”--different mindsets)
  - What is the pattern of your use?
  - Why do you think you use?
  - How are you using--injecting, snorting, inhaling, eating, or drinking?
  - Are you sharing needles or “works”?
  - How do you get the money to use?

Slide IV-53

## Talking About Substance Use (continued)

### Working with substance use

- Is your use causing any problems?
- Do you want to address these problems?
- How do you think you can address these problems?
- Use motivational interviewing techniques
- Give options
  - Interdisciplinary approach
  - Drug treatment programs
  - Support from social network
  - Support from provider

Slide IV-54

3. Refer participants to Handout IV-11 as an example of a tool that can help them ask specific questions about adherence. This is questionnaire is also part of the “Adherence Now” packet that was handed out earlier in this module.
4. Note that the last two slides provide some general points on establishing a good provider-patient relationship – the first is for providers, and the second includes some tips for patient and advocates to use when talking with their providers about treatment concerns and health care needs. Keep in mind that some substance users have an extraordinarily difficult time with communicating with their providers as a result of past negative experiences with the medical system. Providers can help their patients advocate more effectively for themselves in medical settings by providing access to health information, reviewing treatment options, and encouraging patients to discuss their questions and concerns.

## Provider-Patient Relationship

- Provide accurate, current HIV health information.
- Anticipate the adherence issue.
  - Side effects
  - Pain management
- Anticipate the substance use issue
- Address depression and other mental health issues.
- Ask about nonmedical issues.
  - Supports and advocates
  - Housing

Slide IV-55

## Communication Tips for Patients

- Begin the education process at home.
- Choose a relationship style.
- Prepare for appointments.
- Communicate treatment requests in the spirit of mutual respect.
- Share health goals with your provider.
- Be your own advocate.
- Play an active role in health care and treatment decision making.

Slide IV-56

### 5. Teach Back

There are many different options for teach-back brainstorming for this session.

- One is for people to develop trainings using these materials for different audiences.
- Another is to ask people to work in teams to develop “practice communication exercises,” for different kinds of providers such as an advocate, a physician, a social worker, or a nurse.
- A third is to use one or two of the case studies (Melissa would be good), and ask people to model an interaction using the tips provided in the slides above when performing the role of provider (doctor, nurse, substance abuse counselor, case manager) and patient.
- A fourth is to use an Active Listening or Open-Ended Questions exercise from another module.

# Handout IV-11: Adherence Now Questionnaire



## ADHERENCE NOW PREAPPOINTMENT QUESTIONNAIRE



*Please complete this questionnaire prior to seeing your provider,  
to address important issues about your care that have come up since your last visit.*

### SECTION ONE

Are you currently taking HIV medications? (please circle)      Yes      No

If no, why not? \_\_\_\_\_

**If you are not taking medications, please proceed to Section Two.**

Do you find your HIV drugs easy to take? (please circle)      Yes      No

If no, why not? \_\_\_\_\_

Please list your HIV medications below:

Trade name	Generic name	Number of pills per dose	Number of doses per day	What times do you take your doses? (ie, 12 AM / 12 PM)	Special instructions (eg, with/without food)

Please estimate the number of doses you have missed (if any):

Today \_\_\_\_\_ Yesterday \_\_\_\_\_ Last week \_\_\_\_\_ Last month \_\_\_\_\_

Why did you miss the dose?      Forgot \_\_\_\_\_ Sleeping \_\_\_\_\_ Side effects/felt sick \_\_\_\_\_ Other \_\_\_\_\_

How much of your HIV medications do you estimate that you take? (circle one)

None (0%)	Some (10%-30%)	Less than half (30%-50%)	About half (50%)	More than half (60%-75%)	Most (80%-85%)	Almost all (90%-95%)	All (100%)
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Some people forget to take their pills on the weekends. Did you forget a dose last weekend?      Yes      No

Do you have family or friends who remind you to take your HIV medications?      Yes      No

Do you have transportation or any means of getting to the pharmacy to fill a prescription?      Yes      No

Would you like an alarm or reminder device to help you to remember to take your medications?      Yes      No

Would you be interested in receiving a pillbox with dividers for each dose and day to help you to remember to take your medications?      Yes      No

Would you be interested in learning about ways to take your medications better?      Yes      No

### SECTION TWO OPTIONAL QUESTIONS

Have you had unprotected sex since your last visit?      Yes      No

How many alcoholic drinks (can of beer, glass of wine, mixed drink) have you had in the past week?

Have you used any drugs to get high since your last visit?      Yes      No

Do you think you might be depressed?      Yes      No      Maybe

Comments: \_\_\_\_\_

Provider name: \_\_\_\_\_ Provider signature: \_\_\_\_\_

Patient name: \_\_\_\_\_ Date: \_\_\_\_\_

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## **Session 8: Managing HIV in the Context of Drug Use**

### **Activity: Case Study Exercise**

#### **Purpose:**

- To synthesize what participants have learned in this module
- To illustrate that health promotion is a multidimensional challenge for all parties involved and requires an interdisciplinary approach
- To practice skills in promoting the health of HIV-infected substance users

**Time:** 35 minutes for training, and 30 for the Teach Back.

#### **Materials**

- Handout IV-12, “Case Studies for Small Group Exercise”
- Handout IV-6, “Areas of Challenge Worksheet”
- Slide IV-57, “Some Strategies for Improving Health and Adherence”
- Slide IV-58, “Managing HIV and Substance Use: Case Studies”
- Slide IV-59 to IV-63, “Case Studies”

#### **Instructor Notes**

1. Present the learning objectives for this session.
2. Tell participants that they will be working with case presentations. This activity will help them synthesize the knowledge and skills they have gained through this module and apply them to hypothetical patient situations. Ask participants to consider how they can best develop a plan to promote the patient’s health. Remind participants to consider lifestyle, substance use, and medical information in determining an appropriate response plan for each person in the cases.
3. Once the case studies are complete, 2 participants will facilitate discussion of other case studies.
4. The first two slides introduce the exercise. Then people will break into two groups, and read and discuss one case study/group.

## Some Strategies for Improving Health and Adherence

- Clarify the regimen
- Identify the patient's motivation
- Make medications part of daily routine
- Manage side effects
- Address alcohol and drug use
- Build good provider-patient communication
- Identify social supports

Slide IV-57

## Managing HIV and Substance Use: Case Studies



- Identify key adherence issues
- Consider adherence barriers and supports
- Set realistic goals
- Highlight HIV health concerns
- Develop a tailored HIV health and adherence plan

Slide IV-58

5. In each of the five cases, participants should try to identify the following types of issues:
  - *Lifestyle and psychosocial issues* that present barriers or supports to medication adherence and HIV health.
  - *Medical issues* that may affect the person's access to health care, his or her baseline health status, or the appropriateness of treatment recommendations or present therapy in his or her particular situation.
  - *Specific issues related to substance use*, including the drug of choice, drug interactions, timing of drug use, and stage of recovery.

Following each case, a list of suggested questions and planted issues are given to help facilitate discussion.

6. Note that the case studies do not give information on the race and ethnicity of the persons discussed. This was done intentionally to allow instructors to adjust the scenarios in ways that address the circumstances of different population groups. However, the case studies do include information about each person's age, gender, sexuality, incarceration history, housing status, and drug of choice. For each case, the participants should be encouraged to consider the extent to which social and cultural issues are relevant to HIV adherence and health promotion.

7. Note that these cases do not necessarily reflect the standard of care for prescribing HIV medications, including the timing of therapy and the specific medications selected by the health care provider in each scenario. Part of the challenge of this exercise is to determine what role the social service provider has in responding to medical information.
8. Give the participants 10-15 minutes to work on their cases, using Handout IV-4, Areas of Challenge Worksheet to identify issues and potential interventions.
9. When the groups reconvene, allow five minutes each for the small groups to present their cases and the factors affecting adherence to the entire group. To save time, use the relevant summary Slides (from IV-59 to IV-63) to provide brief synopses of the cases and ask participants to focus mainly on the information and issues contained in the slides. As the facilitator, ask a few questions as mentioned in the Instructor Notes for the case studies (these should not be distributed to participants until the Teach Back).

### **Case Study 1: Melissa**

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- 25 years old
- Commercial sex worker
- Injects heroin 3-4 times/day
- Intermittently incarcerated
- Recent 15 pound weight loss
- History of STDs and respiratory infections.
- Smoker - 1 pack/day
- CD4 count = 480/mm<sup>3</sup>
- Viral load = 45,000 copies/mL

Slide IV-59

### **Case Study 2: Raymond**

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- 50 years old
- Corporate manager
- Married with teenage children
- Alcoholic and occasionally uses cocaine
- HCV coinfecting
- Drug and alcohol free for 6 months
- CD4 count = 350/mm<sup>3</sup>
- Viral load = 85,000 copies/mL

Slide IV-60

### Case Study 3: Krista

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- 35 years old
- Homeless
- Smokes crack daily
- Alcoholic
- Connected with shelter/meal program
- Earlier connection with Department of Mental Health
- CD4 count = 50/mm<sup>3</sup>
- Viral load = 380,000 copies/mL

Slide IV-61

### Case Study 4: Marlon

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- 21 years old
- MSM with HIV-infected partner
- Attends circuit parties and has anonymous sex
- Diagnosed at age 17 years
- Recent genotype test indicates resistance
- Feels like a “failure”
- CD4 count = 300/mm<sup>3</sup>
- Viral load = 90,000 copies/mL

Slide IV-62

### Case Study 5: Rosanna

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- 60 years old
- Living with AIDS and HCV
- Recovery from heroin for 8 years
- Currently on MMTP (120 mg)
- Raising grandchildren who are not aware of her health status
- Involved with church
- Attending college classes to obtain degree
- Viral load = undetectable on treatment
- Interested in HCV therapy

Slide IV-63

10. Also, note that each case also has specific instructor's notes that the participants should not receive.

11. Teach Back

At the end of the exercise, select two participants to facilitate the discussion of two additional case studies. Break the remaining group into two smaller groups and give each group a new case study, and the designated facilitator both the case study and the instructor notes. Repeat the case study review, presentation and discussion again with the participant facilitators leading the question section.

## Handout IV-12: Case Studies

### Case Study 1: Melissa

Melissa is a 25-year-old woman living with HIV. She is a heroin user, has never been in a methadone maintenance program, has been incarcerated intermittently, and smokes about a pack of cigarettes each day. She works in the commercial sex industry and lives with roommates in a small apartment. Only one of her roommates is aware of her HIV status. She uses heroin three to four times a day. Melissa receives her HIV care from a local community health center, and goes to the doctor at least every few months when she's not in jail. Most of her visits to the doctor are prompted by symptoms consistent with either sexually transmitted diseases (STDs) or upper respiratory infections. Melissa has health insurance coverage through the state's Medicaid program.

Melissa's most recent CD4 count was 480/mm<sup>3</sup> and her viral load was 45,000 copies/mL. Her current health problems include genital herpes and an upper respiratory infections. Melissa has been on and off antibiotics for the past year during episodes of pneumonia, and she takes acyclovir to manage the herpes infection. Melissa went to see her doctor last week because she was concerned about a weight loss of 15 pounds during the past month. At that appointment, her doctor suggested that she "just start eating more and try to stay out of jail." The doctor also recommended that she begin antiviral therapy "right away" and gave her a prescription for efavirenz and Combivir (lamivudine plus zidovudine). Melissa thinks her doctor may be angry with her because she recently started using heroin again. Melissa also isn't sure whether she should trust her doctor's advice. Melissa comes to meet with you and asks what you think about her situation.

### Discuss the Following Questions

- Is it appropriate for the provider to prescribe ART now?
- What factors would make you *not* want Melissa to begin HIV medications?
- What factors would make you want her to start medications?
- What are some ways in which you could help Melissa adhere to treatment (in the broadest sense of the word)?

### Planted Issues

- Safer sex with a sex worker's "clients"
- Confidentiality and Melissa's nondisclosure of her status at home
- Symptom-driven contact with medical sector
- Doctor-patient communication issues, including trust and access to care
- Health care plan during incarceration
- Connection to methadone maintenance program

## Case Study 2: Raymond

Raymond is a 50-year-old man living with HIV and Hepatitis C (HCV). He works full time as a corporate manager and is married with two teenage children. His family is aware of his HIV status. He is an alcoholic and occasionally uses cocaine. He was first diagnosed with HCV in 1990, when it was still referred to as non-A, non-B hepatitis. He first tested positive for HIV during a stay in drug treatment in 1995.

Raymond has excellent health insurance through his employer, but no one at work is aware of either his HIV or HCV status. He is prone to relapse, especially during periods of stress at home or work, and often drops out of contact for days at a time. He's been sober from alcohol and cocaine for six months. At his last appointment, Raymond's doctor suggested he begin antiviral therapy because his numbers were "taking a turn for the worse." His most recent CD4 count was 350/mm<sup>3</sup>, and his viral load was 85,000 copies/mL. Raymond's liver function tests remain within a normal range. Raymond wants to start therapy and is anxious to stay healthy for his wife and kids, but he is concerned that he won't be able to stick with a regimen. His doctor has prescribed indinavir, ritonavir, lamivudine, and stavudine. Raymond comes to meet with you and asks whether you think he can handle the suggested ART regimen. He confides that he's been feeling "very vulnerable lately" and that he "really wants to drink."

### Discuss the Following Questions

- Is it appropriate for the provider to prescribe ART now?
- What factors would make you *not* want Raymond to begin HIV medications?
- What factors would make you want him to start medications?
- How should you talk with Raymond about his concerns about being able to "handle" an HIV regimen?
- What are some ways you could help Raymond adhere to treatment?

### Planted Issues

- HCV coinfection
- Alcohol use and adherence
- Cocaine use and adherence
- Relapse planning
- Sobriety and decision-making about ART
- Doctor's selection of a regimen containing indinavir and ritonavir; concerns about fluid requirements for indinavir and storage of ritonavir in a refrigerator
- Unstable lifestyle and adherence

### **Case Study 3: Krista**

Krista is a 35-year old woman living with HIV. She is currently homeless, and typically stays on the street, in crack houses, or in “wet” shelters. Krista sometimes stays at her mother’s home, but she can only go there when she is sober. Krista uses crack cocaine and is an alcoholic. She drinks whatever she can get, and she typically uses crack in the evenings when she gets bored and lonely and “hits the streets.” Krista considers herself a loner, but she has connected with a local street outreach program that provides free lunches, as well as day shelter services in the winter. At one point, Krista was also connected with the local Department of Mental Health (DMH) and was diagnosed with bipolar disorder, but she did not follow up with mental health support treatment. She is not on psychotropic medications.

Krista receives her HIV care from the public health clinic connected with a major urban medical center. She goes to the doctor often because she thinks he is very kind, she likes the medical staff, and she appreciates being able to hang out in the waiting room and watch TV. Krista’s doctor is very concerned about her plummeting CD4 count (now at 50/mm<sup>3</sup>) and her high viral load, which is 380,000 copies/mL. Last year, her doctor put her on trimethoprim/sulfamethoxazole (more commonly known by the trade name Bactrim) and now wants to add antiretrovirals. He gives her a prescription for nelfinavir and Combivir (lamivudine plus zidovudine), in addition to the antibiotic azithromycin. He also tells her to keep taking the trimethoprim/sulfamethoxazole. Krista is scared and doesn’t understand why she needs this treatment. She asks you for help.

#### **Discuss the Following Questions**

- Is it appropriate for the provider to prescribe ART now?
- What factors would make you *not* want Krista to begin HIV medications?
- What factors would make you want Krista to start medications?
- What are some ways you could help Krista adhere to treatment (in the broad sense of the word)?

#### **Planted Issues**

- Challenges of homelessness
- Mental illness and adherence
- Potential to build on the positive relationship with her doctor and other medical staff
- Urgency of prophylaxis because of low CD4 count
- Potential to incorporate street supports into adherence plan
- Fear, anxiety, and lack of understanding about treatment need to be addressed

## Case Study 4: Marlon

Marlon is a 21-year-old man who has unprotected sex with other men who are infected with HIV. He works at a fast-food restaurant. He attends circuit parties, likes to have anonymous sex, and uses recreational drugs at parties only. He has a steady boyfriend who is also infected with HIV and taking ART. They live together in a studio apartment. Marlon was diagnosed with HIV infection when he was 17 years old. At that time, he had a CD4 count of  $180/\text{mm}^3$  and a viral load of 80,000 copies/mL.

His doctor started him on therapy almost immediately with zidovudine, lamivudine, and nevirapine, as well as trimethoprim/sulfamethoxazole. Until recently, Marlon's HIV treatment was very successful. His viral load was undetectable, and his CD4 count was back up to  $400/\text{mm}^3$ . In fact, Marlon was doing so well that his doctor told him he could stop taking trimethoprim/sulfamethoxazole. Unfortunately, Marlon's last few blood tests have indicated that his viral load is rising. Marlon's most recent viral load was 90,000 copies/mL, and his CD4 count is down to  $300/\text{mm}^3$ . Marlon's doctor performs a genotype test, which shows that his HIV infection is now resistant to nevirapine and lamivudine. His doctor suggests a switch in therapy to stavudine, abacavir, ritonavir, and indinavir. Marlon is devastated and feels like a failure, especially when he compares himself with his partner, who is still doing very well on his medications. Marlon doesn't understand what he's doing wrong.

### Discuss the Following Questions

- How would you approach Marlon when you discuss adherence with him?
- How would you assess his adherence?
- What specific questions would you ask him?
- What are some ways in which you could help Marlon improve his adherence to treatment?

### Planted Issues

- Drug interactions between recreational drugs and ritonavir
- Feelings concerning "treatment failure"
- Individual responses to therapy
- Possibility of HIV superinfection and the importance of safer sex between HIV-infected partners.
- Significance of genotype test

## Case Study 5: Rosanna

Rosanna is a 60-year-old woman living with AIDS and HCV infection. She is a heroin addict who has been in recovery for eight years. Rosanna is currently in a methadone maintenance program and is dosed every morning at 7 a.m. She had to increase her methadone dose to 120 mg last year when she started getting dope sick. Rosanna is also a grandmother and has been raising her three grandchildren on her own since her daughter died two years ago. She receives a monthly SSDI check and also has a Section 8 subsidy to help pay the rent on her spacious three-bedroom apartment.

Rosanna is very busy attending to her grandkids' school and activities, maintaining the household on her own, and volunteering at her church. She has also been taking classes at a local community college with the goal of obtaining an associate degree. Rosanna hopes to go back to work as a human service professional or a community organizer. She is very closeted about her HIV status, especially in church and around the grandchildren. However, the staff at the methadone clinic are aware of her status, and she also told some fellow classmates at school. Rosanna started taking antiretroviral drugs last year, but she has had a hard time sticking to her complex regimen of didanosine, stavudine, ritonavir, and amprenavir. Even though Rosanna's viral load is now undetectable, she would like to change to an easier HIV regimen, but she's afraid to ask her doctor about this. Rosanna also thinks that her doctor is not paying attention to her HCV. She has heard about interferon-based combination therapy for her HCV infection, but her doctor has never brought it up. She asks for your advice.

### Discuss the Following Questions

- How would you approach Rosanna when you discuss adherence with her?
- How would you assess her adherence?
- What specific questions would you ask her?
- What are some of Rosanna's potential barriers to adherence? What supports for adherence does she have?
- What could you suggest to make it easier for Rosanna to adhere to her HIV medications?

### Planted Issues

- Drug interactions between methadone and antiretrovirals
- HCV coinfection
- Adherence challenges and supports associated with a busy lifestyle (juggling the demands of kids, work, and household)
- Support and confidentiality in various settings – and their impact on adherence
- Doctor-patient communication about the complexity of the regimen and options for change

## Instructor Notes

### Instructor Notes for Melissa

The goal in this case is to facilitate a discussion about the variety of issues facing Melissa. Some of the key lifestyle and psychosocial issues include Melissa's intermittent incarceration and commercial sex work. Both of these issues may have serious health implications. Incarceration can interfere with adherence to both antiretroviral and preventive medications if medications are stopped or unavailable during periods of incarceration. Since Melissa is involved with commercial sex work, her provider should try to engage her in a discussion about prevention issues for people infected with HIV (also called "positive prevention"). The provider should also try to talk with Melissa about the specific health risks she may face as a commercial sex worker (evidenced by her recurrent STDs) as well as her options for negotiating safer sex.

It should also be noted that, according to her most recent blood work, Melissa does not meet the current guidelines for antiretroviral therapy: her CD4 count is greater than  $350/\text{mm}^3$  and her viral load is below 55,000 copies/mL. Participants should be encouraged to discuss why Melissa's doctor might think therapy is appropriate at this time, including the possibility that Melissa's provider is not an HIV specialist and may not be familiar with current clinical recommendations.

Other medical issues that the participants should consider include the antiretroviral medications chosen for Melissa, the significance of her recent weight loss, her continued smoking, and her history of respiratory infections. Participants should also be encouraged to be critical of the provider-patient relationship in this case, since Melissa may be receiving suboptimal care. Also ask participants to identify Melissa's opportunities and barriers to accessing high-quality HIV care.

In addition, we know from her case that Melissa has taken antibiotics in the past and currently uses acyclovir for herpes. When assessing Melissa's readiness to start HIV medications, it would be worthwhile to ask about her adherence experience with antibiotics and acyclovir. It would also be useful to ask whether Melissa's ongoing substance use affects her ability to adhere to medications and access medical care. We know that Melissa uses heroin three to four times a day. The participants may note the Melissa could use her heroin use as cues for taking her HIV medications. Participants should also consider how Melissa feels about starting ART, as well as her willingness to consider drug treatment as part of her HIV health and adherence plan.

## **Instructor Notes for Raymond**

Raymond's case is complex because of the psychosocial and medical issues he faces, including his polysubstance use (both alcohol and cocaine). As the instructor, it is important not to have the unrealistic expectation that all of Raymond's issues will be addressed in the short time available. Instead, this case should be seen as a rich opportunity to explore a wide variety of issues.

Participants should pay special attention to Raymond's work and family situation and consider the impact that his "disclosure status" concerning his HIV and HCV infection may have on his ability to adhere to medications. Participants should also consider the unique challenges related to his corporate lifestyle, the adherence barriers associated with full-time employment, and the strategies Raymond might adopt to help him adhere to ART in a workplace where he is not open about his status.

Clearly, one of the major issues facing Raymond is the nature of his substance use. Cocaine and alcohol have negative effects on adherence rates because of the way they are used (sporadically and inconsistently). In addition, heavy alcohol use can lead to memory lapse and periods of blackout. Although Raymond has been drug-free for six months, participants should still pay special attention to his risk for relapse, the importance of stress as a trigger for his drug use, and his tendency to "disappear" when he picks up. Participants should discuss strategies for determining other aspects of Raymond's "treatment readiness."

Participants should also be encouraged to consider the variety of medical issues that Raymond faces. He is coinfecting with HCV and HIV, which places him at risk for accelerated HCV disease progression. His alcohol consumption presents a major health risk. Another point to notice is the selection of ritonavir as part of his treatment regimen. Ritonavir is known to be especially hard on the liver and is probably not an ideal choice for someone with pre-existing liver disease and a history of alcohol abuse.

On the other hand, ritonavir is a powerful antiretroviral in terms of efficacy, and may be more forgiving than other protease inhibitors in terms of missed doses and the risk of viral resistance. Although some providers would elect to start ART when the CD4 count and viral load have reached the levels seen in Raymond, others would not. The most recent guidelines indicate that treatment should be offered, but controversy exists. Participants should carefully consider his provider's decision to prescribe therapy at this stage and may question whether the provider is aware of the extent of Raymond's substance use.

## **Instructor Notes for Krista**

The challenge in this case is to identify both the barriers and – perhaps more important – the supports for HIV adherence and health promotion in Krista’s life. For example, we know that Krista has a relationship with her mother, is connected with outreach and shelter services, had a previous connection with DMH, and seems to have an open and positive relationship with her medical provider. However, both her homelessness and mental health status are important psychosocial challenges that participants need to recognize and discuss.

Krista also has some complex and urgent medical issues: Her CD4 count is low (50/mm<sup>3</sup>), and her viral load is high (380,000 copies/mL). Because we know that Krista’s doctor prescribed trimethoprim/sulfamethoxazole last year, we can assume that her CD4 count has been low at least since then. Encourage participants to consider why Krista’s doctor decided to prescribe ART now even though he didn’t prescribe it earlier. Also ask them to think about approaches for determining Krista’s readiness for ART. For example, how well has she been adhering to her trimethoprim/sulfamethoxazole? Guide the participants to ensure that they spend some time devising strategies to support Krista’s efforts to stay healthy and to determine whether antiretroviral therapy is right for her at this stage. Also ask participants to consider interventions that might help Krista adhere to her medications if she decides to start ART at this time. For example, they might suggest linking adherence cues with Krista’s participation in the outreach program, and helping her reconnect with DMH services, and encouraging her to try a “mock or rehearsal regimen.” By ‘rehearsing’ their regimen, people can see whether they are ready to start treatment and learn ways to improve their adherence before starting the actual drugs.

Participants might lose sight of Krista’s substance use issues when they consider everything else she is facing. Encourage participants to talk about the nature of her substance use, to discuss whether drug treatment is appropriate for her, whether she should initiate psychiatric treatment, and to consider the specific health and adherence challenges arising from Krista’s continuing alcohol and crack use. Remind them that the focus should be on adherence challenges, supports, and interventions.

## **Instructor Notes for Marlon**

A discussion of adherence in Marlon's case can focus on his experience with taking medications during the past four years. Since Marlon was able to maintain an undetectable viral load until recently, in all likelihood he had been adherent to his medications. Participants should consider what factors may have contributed to the current failure of his treatment. The possibilities include recent nonadherence to his regimen or the development of viral resistance despite excellent adherence. It is important that participants discuss the latter possibility – that even “perfect” adherence does not lead to viral suppression 100% of the time.

Participants should be prompted, if necessary, to discuss some other important medical issues about Marlon's case. Marlon's doctor stopped his trimethoprim/sulfamethoxazole treatment when his CD4 count rose back to a safe level – typically over 300/mm<sup>3</sup> or 400/mm<sup>3</sup>. Marlon may not understand why this medication was stopped and then later restarted when his CD4 count declined. The rapid and sudden increase in Marlon's viral load is evidence that his HIV infection has developed resistance to his current medications, which is further evidenced by the results of his genotype test. Make sure that participants understand what a genotype test is – a blood test that looks at the genetic structure of a person's virus to identify mutations that are believed to confer resistance to specific antiretroviral medications.

Marlon is also facing some psychosocial issues, including his relationship with his partner and his feelings of personal failure since his medications stopped working. There is an opportunity here for participants to identify important information to pass on to Marlon, such as how people may respond to medications differently (his experience versus his partner's experience), and how it is the medications that “fail,” not the people who take them. In addition, Marlon's disclosure about anonymous sex and recreational drug use should prompt a discussion about the possible health risks of these behaviors.

Marlon's doctor is proposing a new treatment regimen that includes ritonavir, a medication that is known to have potentially dangerous interactions with recreational drugs. Because Marlon is also engaging in unprotected sex with people whose HIV status he does not know, he risks transmitting the virus to others and potentially re-exposing himself to HIV, which can result in “superinfection” and possible accelerated HIV disease progression. Remind participants that, although there is only limited information about superinfection and interaction between ART and recreational drugs, these are important possibilities to consider.

## **Instructor Notes for Rosanna**

There is no shortage of issues to discuss here. Don't expect that the participants will be able to address all issues in the limited time available. Participants should be guided, if necessary, to discuss some key psychosocial issues, including Rosanna's disclosure of her HIV and HCV status: She has told people at the methadone clinic and some friends at school, but not her grandchildren or members of her church. Be sure that the participants discuss how Rosanna's disclosure may affect her current and future adherence. Keep in mind that her current regimen seems to be working well (her viral load is undetectable), which indicates that she is probably adhering well but that she wants to change to something easier.

Participants may also question why Rosanna is taking such a complex regimen of HIV medications in the first place, since the case indicates that this is her first treatment combination. In addition, participants should pay special attention to the provider-patient relationship. The case indicates that Rosanna feels afraid to talk with her doctor about changing medications, and she also seems to think that her doctor may not be paying adequate attention to her HCV coinfection. Other medical issues in this case include the following: assessing the need for education about HIV and HCV coinfection, drug interactions between antiretrovirals and methadone, and strategies to talk with her medical provider about next steps. Regarding drug interactions, it is important to note that the increase in Rosanna's methadone dose may have been necessitated by drug interactions with ritonavir and amprenavir. Encourage participants to develop strategies to help Rosanna advocate for herself in the medical setting – perhaps by doing role plays with her or helping her develop a list of questions before her next appointment.

Other than Rosanna's participation in a methadone maintenance program, substance use issues are not paramount in this case. However, participants may consider ways to connect Rosanna's HIV and HCV health promotion behaviors with her successful recovery program. Participants should note that Rosanna has a lot going on in her life, including her commitments to her grandchildren, school, church, methadone maintenance, antiretroviral therapy – and now she is considering switching her HIV medications and starting interferon-based therapy for HCV. If necessary, prompt participants to consider what barriers to adherence Rosanna may face in the future, what existing supports she has, and what interventions might provide additional support for her health promotion efforts.

## Session 9: Conclusion

### Presentation: Take-Home Points

**Purpose:** To summarize the main points of this module

**Time:** 5 minutes

**Materials:** Slide IV-64, “Take-Home Points”

#### Instructor Notes

Briefly summarize the main themes concerning health promotion and adherence in HIV-infected substance users. Be sure to include the following points:

- Individualize treatment plans to each patient’s needs.
- Recognize that there are specific challenges when working with HIV-infected substance users, but that these challenges can be overcome.
- Consider the boundaries that nonmedical providers face when they offer counseling on HIV adherence and health promotion.
- Explore opportunities to link with providers across disciplines to strengthen adherence support for substance-using patients.

### Take-Home Points

- Individualize treatment plans to each patient’s needs.
- Recognize the specific challenges of working with HIV-infected substance users.
- Use knowledge and tools to overcome these challenges and to advocate for patients.
- Consider the boundaries for nonmedical providers offering HIV adherence and health promotion counseling.
- Explore opportunities to link with providers across disciplines to strengthen adherence support.

Slide IV-64

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