

**INTEGRATING OF HIV AND
AIDS INTO UNIVERSITY
CURRICULUM
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Outline

- Objectives
- Rationale for Integration of HIV & AIDS in the University Curriculum.
- Factors to consider in Curriculum reform.
- Approaches to Integration of HIV & AIDS.
- HIV & AIDS Content for University Curriculum
- Pedagogy: Methods of teaching HIV/AIDS
- Instructional Media for HIV/AIDS

Objectives

- To sensitize and motivate trainers and University academic staff on the need to include HIV and AIDS in Universities academic programmes.
- To equip the academic staff with practical and theoretical dimensions of integrating HIV and AIDS into the academic programmes.
- To train the trainers and academic staff on skills required by graduates in the war against HIV and AIDS.

Rationale for Integration of HIV & AIDS in the Curriculum

- It is within the University mandate of teaching, research and community development.
- It is in line with one of the objectives of University education in Kenya. “Participate in the discovery, transmission and preservation of knowledge and to stimulate cultural and intellectual life of the society.”
- In order to make university education relevant to the needs of the society. The need of African society today is how to control and manage HIV & AIDS which is threatening to wipe out the entire African population.

- To enable universities to fulfill the functions of education which include bringing up development, preservation of societal culture and values, bringing about change and catering for specific needs of the people.
- Achievement of aims and goals of education.

In Kenya some of the aims of education are:

- To respond to the challenge of national development and participation of national youth in development.
- To provide a more relevant curriculum or a practical oriented curriculum.
- To provide education for self reliance.
- To ensure equitable distribution of resources⁵.

The goals of education in Kenya state that, education should foster:

- Patriotism, nationalism and national unity.
- National development (economic, social, technological and industrial).
- Industrial development and self fulfillment.
- Moral and religious values.
- Social equality and responsibility.
- Respect and development of cultural heritage.
- International consciousness.
- Positive attitudes towards good health and environmental protection.

Factors to Consider in HIV/AIDS Curriculum Reform

- Objectives of teaching HIV/AIDS stated in measurable and behavioral terms.
- The nature of the learners which include their entry behavior, needs, ability and background.
- The nature of the content to be taught i.e. knowledge, skills and attitudes relevant to the learners' personal interest and professional aspirations.
- The availability of time, finances, resources etc.

- The strategies and methods to be used in transmitting content, skills and attitudes.
- The expertise, availability, personal and cultural barriers of the teaching staff who are the implementers of the programme.

Approaches of Integration of HIV/AIDS in the University Curriculum

Integration can be done by using varied approaches:

- Formal model: Use a range of different entry points in the curriculum:
 - A foundation course in the first year of University education.
 - A core course which could be done during the period the students are in the university.
 - An elective module done at a given time in any of the academic years. Students can decide whether to take it or not.

- Stand alone courses such as CCMB at Kenyatta University which offers certificate, diploma and postgraduate diploma in HIV & AIDS under AIDS Control Unit (ACU).
- It can be integrated in the existing professional units.

Non-formal approaches:

- Projects
- Research Projects
- Life skills workshops
- Awareness training for the new students
- AIDS clubs.
- AIDS CONTROL UNIT activities.

HIV and AIDS Content for University Curriculum

- Knowledge on issues related to HIV/AIDS.
- Life skills for students such as self awareness, assertiveness, interpersonal relationship skills, decision making skills, critical and creative skills.
- Attitudes, morals and values related to sexual issues and culture.

Course Content on HIV/AIDS Unit at Kenyatta University.

UCU 105: HIV/AIDS & DRUGS

- Adolescent development, fertility, pre-marital pregnancies.
- Adolescent problems; abortions, STD's, drug use and abuse; hard drugs; sex tourism and trade; child marriage.
- Definition of AIDS, demystifying AIDS, nature of AIDS, origin, classification and spread of the virus.
- Management of AIDS, living with AIDS, impact of AIDS on families, organisations and institutions.
- Social and cultural beliefs and practices.

- HIV/AIDS and the law.
- Confidentiality, attitudes, poverty and urbanization.
- Participatory education mode, communication skills, mass media approach, peer education approach model.
- Preventive counseling and services.
- Storage and use of condoms.
- Hospital visits and reports.

This course is taken as a core unit by all students taking education.

Pedagogy: Methods of Teaching HIV & AIDS

- The methods of teaching and training should be those which will enhance learning in the cognitive, affective, psychomotor and social relating domains of learning.
- Transmission methods e.g. informal lecture, demonstration, narrative and audio-visual presentation.
- Interactive methods e.g. question and answer, open discussions, small group discussions, panel discussions, symposium, round table, debates and brain storming.
- Experiential methods e.g. role play, dramatisation, case studies, projects, researches, education visits, laboratory and discovery method.

Transmission Methods

- Although many criticisms have been leveled against lecture method, such as poor retention of learnt material, it is still available vehicle of transmitting HIV/AIDS information. If skillfully presented with an informal element, it arouses the audience's interest and sets them thinking and wondering about issues or content being exposed. It is not only stimulating and challenging but can also maintain high interest level in the audience if well presented.

- Demonstration refers to modeling and explaining a particular procedure to show a specific method of applying a skill. It is a very important method in HIV/AIDS training because it can be used to show how both a male and a female condom can be worn, how to use gloves while handling HIV/AIDS patients and how to sterilize needles, razor blades among others. Its limitation however lies in time and resources which makes it expensive.

Interactive Methods

- Questioning provides immediate feedback on how participants are thinking and on what they know. It is an essential method in transmission of HIV/AIDS related information because it motivates, sustains attention, and stimulates interest, initiative and creativity among the audience.

- Discussions give all participants opportunity to interact in any way that is not possible in any other method. This leads to the development of the audience of higher level cognitive, interactive and communication skills increasing the learners accountability and independence. It can be used in development of critical thinking, decision making and democratic principles.

Experiential Methods

- Experiential methods facilitate the acquisition of knowledge through experiences and reflection. They are most suitable in teaching attitudes and morals because “only real life experiences are effective in moral learning and the child learns by living life and experiences are the true teachers. This calls for the use of stimulated experiences such as drama, role play, mock sessions and even dance. Both performing and creative arts are suitable in HIV/AIDS training programme because they are attractive, exhaustive, therapeutic and less confrontational.

Factors a Lecturer should Consider when Teaching Morals

- Discovering the current values and attitudes of his/her students
- Creating an atmosphere in the classroom which will encourage development of values.
- Modeling the qualities or values which she/he wants to pass to students in question.
- Being sensitive to the student's feelings and preferences.

- Teaching communication, interpersonal and group skills.
- Encouraging positive social behavior.
- Allowing time for comprehension and reflection.
- Encouraging deliberate change in behavior by allowing student to discover a current value or attitude, analyse it by considering its positive and negative effects to themselves and others in the university or society.

Use of Performance and Creative Arts

- Both performing and creative arts are suitable in HIV/AIDS training programme because they are attractive, exhaustive, therapeutic and less confrontational.
- Musical composition: use songs to persuade people to change their attitude.
- Dances: Modern, religious and Traditional dances could be revisited and made relevant to HIV/AIDS.
- Creative writing and composition
- Play writing and drama

- Report writing.
- Use of art and design in drawing of bill boards, posters, designing of logos
- Painting and sculpturing designed with awareness messages.

Apart from methods of training, the trainee also needs to be equipped with both verbal and non verbal skills which include body language/speaking, listening, observing, writing and reading. At the same time, one should be aware of motivation techniques and barriers to effective communication such as physical, psychological and strive to eliminate them in the communication process.

Instructional Media in HIV/AIDS Training Programme

- Effective dissemination of HIV/AIDS information and related skills call for use of resources.

Importance of instructional media

- They enhance learning, increase perception and understanding.
- They enhance retention of what has been learned. According to Squnders (1974), we learn 83% through sight as compared to 11% through the sense of hearing, 20% of what is seen is retained compared to 50% of what is both seen and heard.
- They make learning real.

Categories of Instructional Media

- Print media e.g. books, newspapers, magazines, newsletters, periodicals, journals.
- Non projected media or graphic materials e.g. writing board, charts, maps, comics, cartoon strips, pictures etc.
- Projected media e.g. overhead transparencies
- Audio media e.g. tape recorder and radio.

- Informal media e.g. theatre, music, posters, T-shirts, pens.
- Audio-visual projected media e.g. sound slide sets, sound motion pictures, video tapes, TV's.
- Community resources e.g. objects, places, events, resource people and internet.
- **Note:** The trainer must be aware of how to use each of the resources above.

CONCLUSION

THANK YOU