

AIDS EDUCATION FOR COLLEGES

TEACHERS' GUIDE

Produced in cooperation with the Malaŵi Ministry of Health, AIDS Secretariat, Health Education Unit, Ministry of Education and Culture, Ministry of Community Services, UNICEF, WHO, Malaŵi Institute of Education and USAID/AIDSCOM.

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INTRODUCTION

Acquired Immune Deficiency Syndrome, or AIDS, is a new global problem. Every nation is threatened by it and as many as 5 to 10 million people may already be infected with the AIDS virus worldwide.

AIDS kills by damaging the body's defenses. As of now there is no known cure.

The only effective weapon against the spread of AIDS at the moment is public education. Everyone must know about AIDS and how to take practical steps to avoid it.

In the light of this, students, who constitute one of the important components of our society, can play a major role in educating other members of the community about the danger of AIDS.

And that is the purpose of this manual.

NOTES ON COURSE STRUCTURE

- RATIONALE** AIDS is a worldwide epidemic which has no known cure. However, the disease can be prevented by giving people adequate information. Therefore it is important for the public to be educated as a matter of great urgency.
- OBJECTIVES** By the end of this course students will be able to:
- o Describe what AIDS is.
 - o State the signs and symptoms of AIDS.
 - o State the modes of spread/transmission.
 - o State ways AIDS cannot be transmitted.
 - o Explain how AIDS can be prevented.
 - o State how to care for AIDS patients.
 - o Describe the socio-economic impact of AIDS.
- CULTURAL FOCUS** Because of the nature of the disease, words that are generally considered taboo in public will be used in the classroom. Sensitivity to this issue will be required of the teacher.
- ACTIVITIES** The following activities are suggested:
- o Class discussions.
 - o Role playing/dramas.
 - o Simulations.
 - o Visits to hospitals and clinics.
 - o Seminars, lectures and interview.
 - o Films, videos, posters and other audio-visual materials.
 - o Debates and panel discussions.

TOPIC ONE

WHAT IS AIDS?

RATIONALE

AIDS is a disease with no known cure. It is therefore important to learn about AIDS and how to prevent its spread.

OBJECTIVES

By the end of this topic learners will be able to:

1. Define AIDS.
2. State what AIDS stands for.
3. Give the full name of HIV.
4. State the cause of AIDS.
5. Explain the effects of HIV on the body.
6. State that AIDS is incurable.
7. State that AIDS can attack anybody.
8. State that AIDS is a current epidemic.

BACKGROUND INFORMATION

What is AIDS?

AIDS is a disease that destroys the body's immune system. This makes the person vulnerable to other infections that usually pose no threat to a person whose immune system is working normally. AIDS is caused by a virus.

AIDS is an abbreviation for

A = acquired

I = immuno

D = deficiency

S = syndrome

The word "acquired" means that the condition is not genetically inherited. The word "immunodeficiency" means a failure of the body's defenses, the immune system. The word "syndrome" means a group of symptoms which develop after an infection takes place.

HIV is an abbreviation for

H = human

I = immunodeficiency

V = virus

There is no known cure at the moment, but research is underway in many countries. Anyone can become infected by the HIV regardless of age, sex, religion, occupation or socio-economic status.

SUGGESTED TEACHING AND LEARNING MATERIALS

1. Posters relating to AIDS.
2. Maps and charts showing the distribution of AIDS cases and other statistics.
3. Booklets, pamphlets, brochures, etc.
4. Films and videos on AIDS in Malawi and other countries.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Discuss with the class:

The impact of AIDS, medically, socially and economically.

What the term AIDS stands for.

Why AIDS is now incurable.

The cause of AIDS.

What the term HIV stands for.

The effects of HIV on the human body.

2. Have the class prepare a graph showing statistics on the AIDS epidemic.
3. Have the class make a poster or chart listing some local misconceptions about AIDS.

ASSESSMENT

Are the students able to:

1. Define AIDS?
2. State what AIDS stands for?
3. State that AIDS is a current, worldwide epidemic?
4. State that AIDS is incurable?
5. State what HIV stands for?
6. Explain the effects of HIV on the human body?
7. State that AIDS can attack anybody?
8. State the cause of AIDS?

TOPIC TWO

SIGNS AND SYMPTOMS ASSOCIATED WITH AIDS

RATIONALE Recognition of the signs and symptoms associated with AIDS can lead to earlier diagnosis and can reduce the risk of infecting others.

OBJECTIVES By the end of this topic students will be able to:

1. State the signs and symptoms associated with AIDS.
2. State the incubation period of the HIV in the human body.
3. Describe the progression of AIDS from infection to the point where symptoms appear.

BACKGROUND INFORMATION

There are a number of signs and symptoms associated with AIDS. However, these signs and symptoms may be similar to those of other diseases. Some of the signs and symptoms associated with AIDS are:

1. Persistent fever.
2. Prolonged diarrhoea leading to loss of weight.
3. Oral thrush (mouth sores).
4. Persistent skin infection.
5. Shingles.
6. Enlargement of the lymph glands.
7. Persistent fatigue or tiredness.
8. Continuing loss of appetite.
9. Chronic cough.

The progression of the HIV infection is as follows:

1. HIV Infection -- The rate of HIV development/incubation varies from person to person. The infected person may show no signs of illness but can transmit the infection to others. Later the infected person may begin to show limited signs and symptoms, such as a persistent fever, herpes and diarrhoea. It is important to remember that because of the different rate at which the infection progresses, an infected person can infect another who may develop AIDS and die before the first individual reaches the final stages of the disease.
2. AIDS -- This is when the patient suffers from opportunistic infections, such as pneumonia, meningitis and chronic diarrhoea. At this stage the body's immune system is completely destroyed.

SUGGESTED TEACHING AND LEARNING MATERIALS

1. Videos, films, slides, posters, reference books and other printed materials about AIDS.
2. Case studies of AIDS patients.
3. Recordings of songs, poems and dramas about AIDS.
4. Research papers about AIDS.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Make a class question box and discuss questions submitted by students.
2. Discuss research findings from Malawi and other countries.
3. Organize a panel discussion on AIDS.
4. Visit hospitals and clinics to see AIDS patients and to learn about blood tests for the HIV.

5. Organize a quiz on AIDS.
6. Discuss local misconceptions about AIDS and what they are based on.

ASSESSMENT

Are the students able to:

1. State the signs and symptoms associated with AIDS?
2. Describe the progression of HIV infection in the human body?
3. Explain what is meant by HIV incubation period?

TOPIC THREE

HIV TRANSMISSION

RATIONALE Aids is an infectious disease. One of the main ways of curbing and preventing its spread is through an understanding of how it is transmitted.

OBJECTIVES By the end of this topic students will be able to:

1. State the three main ways that AIDS is transmitted.
2. State ways by which the AIDS virus cannot be transmitted.

BACKGROUND INFORMATION

The following are the three documented ways in which AIDS can be transmitted from one person to another:

1. Sexual intercourse -- Sexual transmission takes place when the semen from an infected man gets into the blood stream of an uninfected woman or man. Another way is when vaginal secretions or menstrual blood from an infected woman gets into the blood stream of an uninfected man or woman. Such transmission may take place through vaginal sex, anal sex or oral sex. The proper use of a condom in any of these sexual practices can greatly decrease the likelihood of becoming infected.
2. Blood to blood transmission -- This is the easiest way of transmitting the AIDS virus. It can happen through:
 - o Blood transfusions when a healthy person receives blood from a person infected with AIDS.
 - o Receiving blood products such as plasma and serum from an infected person.

- o Sharing of unsterilized instruments used for skin cutting and piercing in tattooing, the giving of injections, scarification, etc.
3. Mother to child transmission (perinatal) -- An infected pregnant woman can transmit the HIV to the foetus before or during child birth. In rare case it may be passed on to the baby through breast feeding. However, it is important that an infected mother continue to breastfeed because breast milk provides immunity against other diseases.

Here are some of the ways the HIV cannot be transmitted:

- o Being near to or touching those who have AIDS.
- o Hugging, kissing, shaking hands.
- o Coughing or sneezing.
- o Sharing food or even eating together from the same plate.
- o Animal bites and insect bites, such as mosquito, tsetse-fly and bed bug.
- o Having a haircut where infected persons also have their hair cut.
- o Dancing and talking at a party.
- o Being in a classroom and school yard with an infected person.
- o Sharing towels, blankets and clothes used by infected persons.
- o Using toilet seats, bus seats or chairs used by infected persons.
- o Coming into contact with tears and sweat of an infected person.
- o Donating blood.

SUGGESTED TEACHING AND LEARNING MATERIALS

1. Videos on AIDS transmission available from the AIDS Secretariat.
2. Posters showing ways the AIDS virus cannot be transmitted.
3. Pamphlets, books and periodicals on AIDS transmission.
4. Slide-tape presentations and audio tapes on AIDS transmission.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Have a class discussion on the ways AIDS can and cannot be transmitted, asking students to discuss misconceptions common to their family, friends and community.
2. Conduct a local research project to elicit community attitudes toward AIDS and AIDS patients.
3. Arrange seminars, lectures and workshops involving local health care workers.
4. Discuss AIDS transmission in relation to Malawian cultural practices.

ASSESSMENT

Are the students able to:

1. Explain the documented way in which AIDS can be transmitted?
2. Identify and discuss common misconceptions about how AIDS is transmitted?

TOPIC FOUR

PREVENTION OF AIDS

RATIONALE AIDS is a communicable disease that has no known cure or vaccine. It is therefore important that students know preventive measures to avoid infection.

OBJECTIVES By the end of this topic students will be able to:

1. State ways of preventing the spread of HIV infection.
2. Understand the meaning of "high risk behaviors."

BACKGROUND INFORMATION

Since AIDS is a highly communicable disease with no known cure or vaccine, prevention is the only way to control its spread. The basis of prevention is the avoidance of high risk behaviors. Preventative measures include the following:

1. Sexual abstention.
2. Faithfulness to one's sexual partners.
3. The proper use of condoms whenever there is a risk of infection.
4. Not donating blood if one knows they are infected.
5. Avoiding becoming pregnant if one knows they are infected.
6. Reducing the excessive consumption of alcohol and drugs such as chamba (Indian hemp) which impair judgement and lead to high risk behaviors.

7. Avoiding items that could become contaminated with blood, such as razor blades, injection needles, surgical tools for circumcision, tattooing and scarifying, unless you know they have been properly sterilized.

SUGGESTED TEACHING AND LEARNING MATERIALS

1. Items for demonstration and discussion, such as condoms, piercing and cutting instruments, injection needles, etc.
2. Posters and booklets showing the proper use of condoms.
3. Anatomical models and charts.
4. Videos and other audio-visual materials dealing with modes of AIDS transmission.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Organize a class discussion of ways of preventing the spread of HIV infection.
2. Demonstrate the proper use of a condom.
3. Role play/dramatize the effects of alcohol and drugs on behavior.
4. Demonstrate how to sterilize reusable items, such as surgical instruments, razor blades, injection needles, etc.
5. Organize a class debate on the virtues of faithfulness in married life.

ASSESSMENT

Are the students able to:

1. State ways of preventing the spread of HIV infection?
2. Explain what is meant by high risk behaviors and how to avoid them?

TOPIC FIVE

CARING FOR HIV/AIDS INFECTED PERSONS

RATIONALE AIDS patients may be psychologically affected by the fact that they are going to die from the disease. It is therefore important to give them physical, social, moral and spiritual support.

OBJECTIVES By the end of this topic students will be able to:

1. State basic health rules for the care of AIDS patients.
2. Understand that HIV infected persons should be treated as any other patient suffering from a serious disease.
3. Appreciate the need to give physical, social, moral and spiritual comfort to AIDS patients.

BACKGROUND INFORMATION

It is important to view AIDS as you would any other serious disease and an AIDS patient as any other kind of patient. A positive attitude on the part of the care giver is essential when dealing with AIDS patients. The following are some of the ways that AIDS patients can be helped:

1. Live and work with the patient as normally as possible.
2. Touch and talk to the patient as you normally would.
3. Offer to help the patient with his or her work and chores.
4. Be sensitive to the patient's feeling about their illness and discuss it only with their consent.
5. Encourage the patient to maintain a positive attitude toward life. Your example is very important in this respect.

6. Observe normal hygienic precautions when caring for AIDS patients, such as keeping wounds and cuts covered and not sharing items that may be contaminated.
7. Help patients keep their bodies, clothing and bedding clean.
8. Encourage the patient to get enough rest.
9. See that the patient drinks extra fluids.
10. Give patients foods that they are able to eat.

SUGGESTED TEACHING AND LEARNING MATERIALS

1. Posters, booklets, charts, etc., on the care of AIDS patients at home and in hospital.
2. Videos and other audio-visual materials which actually demonstrate how to manage AIDS patients.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Organize a class discussion to review how AIDS is and is not transmitted and how this relates to the care of AIDS patients.
2. Organize a class discussion on some of the negative beliefs that influence how we regard and care for AIDS patients, for example, the beliefs that HIV infection is a curse or the result of witchcraft, that infected people are immoral, having the disease is a punishment from God, or that any person chronically ill or losing weight has AIDS.
3. Organize role playing and short dramas around the following themes:
 - o Your girlfriend or boyfriend has called you to discuss some important issues concerning your preparations for marriage next holiday, three months from now. Your fiance tells you that he or she has had a blood test and is HIV positive. What do you say and do?

- o A girl and her boyfriend are discussing their ideas and values. The girl tells the boy she does not believe in having sex before marriage and the boy concludes that she does not love him. He tells her that he cannot marry her unless they have sex first. What does she say and do, what does he say and do?
- o At your school you hear that a fellow student has AIDS and is no longer coming to school. All his books are still in the desk and all other students are avoiding sitting there. What would you tell the other students? What would they answer?
- o An AIDS patient who was infected through a blood transfusion is complaining to relatives about their treatment of him or her. They answer that they think the disease was contracted because of promiscuity. What does the patient say? What do the relatives say?

ASSESSMENT

Are the students able to:

1. List ways in which they would give physical, social, moral and spiritual support to patients?
2. State basic health rules for the care of AIDS patients?
3. Explain why AIDS patients should be treated like other patients?

TOPIC SIX

SOCIO-ECONOMIC IMPACT OF AIDS

RATIONALE AIDS affects people of all walks of life. However, those most affected are the sexually active and productive people of 20 to 50 years of age. Therefore, we must come to realize the adverse socio-economic impact AIDS is having on our society.

OBJECTIVES By the end of this topic students will be able to:

1. Explain the impact AIDS is having and will increasingly have on the socio-economic development of Malawi.
2. Explain the implications of AIDS in respect to its impact on individuals, families, communities, town and the country.

BACKGROUND INFORMATION

1. AIDS attacks everyone, but those presently most affected in Malawi are in the age range of 20 to 50. Many people in this group are highly skilled workers and managers who contribute significantly to the wellbeing and development of Malawi. The loss of such individuals can have serious consequences for our nation.
2. In the Malawian context an individual's life is not his or hers alone, but also belongs to other members of the family, community and country. When a person gets AIDS, many others are affected.

What AIDS can do --

My father died of AIDS.

My mother died of AIDS.

My brother died of AIDS.

My sister died of AIDS.
My son died of AIDS.
My daughter died of AIDS.
My grandchild died of AIDS.
My grandparents died of AIDS.
My uncle died of AIDS.
My aunt died of AIDS.
My niece died of AIDS.
My nephew died of AIDS.
My cousin died of AIDS.
My friend died of AIDS.
My boss died of AIDS.
My teacher died of AIDS.
My pastor died of AIDS.
My church member died of AIDS.

SUGGESTED TEACHING AND LEARNING MATERIALS

1. Graphs and charts showing the age distribution of AIDS cases.
2. Films, videos, publication and pamphlets which discuss the socio-economic impact of AIDS in Malawi and other countries.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

1. Organize a class discussion of local examples of the impact AIDS might have on development in the students' home areas.
2. Have students read aloud the section "What AIDS Can Do" as if it were a poem. Have a different student read each line.

3. Have the class create a drama which portrays the impact of AIDS on the family and community.
4. Conduct a panel discussion on the impact of AIDS with representatives of various churches and governmental and commercial organizations taking part.
5. Have the class interview people whose family, friends or relatives have experienced the impact of AIDS directly.

ASSESSMENT

Are the students able to:

1. Analyze current statistics on AIDS cases in relation to potential impact on Malawi's socio-economic development?
2. Explain the impact of AIDS in light of Malawi's extended family social structure?

SOURCES OF MATERIALS ON AIDS

1. AIDS Secretariat
Ministry of Health
P.O. Box 30622
Lilongwe 3
2. Health Education Unit
Ministry of Health
P.O. Box 30377
Lilongwe 3
3. Malamulo Mission Hospital
P.O. Maswasa
4. UNICEF
P.O. Box 30375
Lilongwe 3
5. World Health Organization
P.O. Box 30377
Lilongwe 3

GLOSSARY
AIDS RELATED TERMS

- Abstinence** Refraining from doing something. Often refers to not drinking or having sexual intercourse.
- AIDS** Acquired immunodeficiency syndrome.
- Anal (rectal)** Pertaining to the anus, the body opening at the end of the digestive tract from which waste products of digestion (feces) are discharged.
- Antibody** A specialized cell developed in the blood that kills a specific germ. Antibodies which fight disease are formed in the body in response to an infectious agent (germ).
- ARC** AIDS-related complex. A group of symptoms which suggest HIV infection, but short of a diagnosis of AIDS itself.
- Asymptomatic** Not having symptoms.
- Bisexual** A person who is sexually attracted to both men and woman.
- Blood transfusion** To transfer units of blood from one person into another.
- Carrier** A person with an infection who can infect other with it.
- Communicable disease** An illness due to a specific infectious agent or its toxic products.
- Condom (rubber, prophylactic)** A thin latex rubber or skin cover put on the penis before, and removed after, sexual intercourse to prevent pregnancy and the transmission of sexually transmitted diseases, including AIDS.
- Confidential test** An HIV-antibody test conducted with a name attached to identify the person tested, but the name and test results are kept secret.
- Contact** Touching, or a person who may have caught a disease from an infected person.
- Contagious disease** See infectious disease.
- Contract** To get or acquire.

Dementia	General designation for mental deterioration.
ELISA	Acronym for "enzyme-linked immunosorbent assay," a test used to detect antibodies against HIV.
Gay	A male homosexual. Sometimes applied to female homosexuals as well.
Hemophilia	An inherited clotting disorder of the blood that may require transfusions of blood or blood products.
Heterosexual	A person who is sexually attracted to persons of the opposite sex.
HIV	Human immunodeficiency virus. A virus which makes the body unable to protect itself from certain tumors and infections. HIV also can infect the brain and spinal tissue.
Homosexual	A person who is sexually attracted to a person of the same sex.
Immune	Protected against disease, free from the possibility of acquiring a given infectious disease.
Immune system	The system in the body that works to fight off infection. Antibodies are part of the immune system.
Immunity	The body's resistance to a disease.
Incubation	The time interval between infection with a disease causing organism and the appearance of the first symptoms of the disease itself.
Infection	The entry and development of an infectious agent in the body.
Infectious disease	A clinically apparent disease.
Intercourse	Physical sexual contact between two individuals that involves the genitalia of at least one person.
Intravenous (IV)	Inside the veins. Intravenous drugs that are "shot up" (injected) into the veins.
IV drug use	Taking drugs for non-medical purposes by injecting them into a vein with a needle and syringe.

Kaposi's sarcoma (KS)	A rare form of cancer characterized by purplish or dark colored lesions on the skin.
Latex	A kind of rubber from which condoms are made.
Lesbian	Female homosexual.
Lymphocytes	
Malignancy	A cancerous tumor that tends to grow relentlessly, crowding out normal healthy tissue.
Mutually monogamous	When <u>two</u> people have sex only with each other.
Neurologic	Pertaining to the brain, nerves and spinal cord.
Nonoxynol-9	The chemical name for a common sperm-killing ingredient in condom lubricants, contraceptive foam and jelly. Also known to inactivate HIV in laboratory tests.
Opportunistic infection	Illness caused by organisms already residing in the body which the healthy immune system resists.
Oral	Pertaining to the mouth.
Parasite	An organism that grows, feeds and is sheltered on or in a different organism while contributing nothing to the survival of the host.
Pathogen	A specific causative agent of a disease, such as a bacterium or virus.
Penis	The male sexual organ through which semen is ejaculated.
Perinatal	Occurring near the time of birth.
Persistent	Continuing steadily.
Psychosocial	Associated with the systems of psychological support services often needed by persons with HIV infection.
PWA	Person with AIDS.
Resistance	The ability to fight off disease.
Safer sex	A commonly used term describing sexual practices which prevent the exchange of blood, semen or vaginal fluids.

Secretion	A substance, especially one not considered a waste, generated from blood or cells.
Semen	A viscous, whitish secretion of the male reproductive organs which is the transporting medium for spermatozoa.
Seronegative	When a blood test for HIV antibodies shows no antibodies in the blood, meaning no infection has occurred.
Seropositive	When a blood test for HIV shows that antibodies are present in the blood, indicating that infection has occurred.
Spermicide	A cream, jelly or foam that kills sperm.
Syndrome	A pattern of symptoms and signs, appearing one by one or simultaneously, that together characterize a particular disease or disorder.
Susceptible	Prone to infection.
STDs	Sexually transmitted diseases.
T-helper cells	Immune system cells which recognize disease organisms and activate antibody production. These cells are attacked by HIV and rendered useless.
Transmission	The process of being passed on, as from person to person.
Vaccine	Weakened or killed disease organisms capable of producing immunity which are given to people to prevent development of an infection.
Vagina	The female sexual organ that receives the penis during sexual intercourse and is the passageway through which a baby is born.
Virus	The smallest organism that can cause a disease. Requires another living cell to reproduce.
Western blot	Blood test that detects antibodies against HIV and is more specific than the ELISA. Used as a follow-up test to confirm positive ELISA samples.