I. Basic Course Information

A. Course Number and Title: FITN-149 HIV/AIDS Education

B. Date of Proposal or Revision: Spring 2007

C. Sponsoring Department: Health Science Education

D. Semester Credit Hours: 3

E. Weekly Contact Hours: Lecture: 3

Lab: 0

F. Prerequisites: None

G. Laboratory Fees: None

II. Catalog Description

HIV, the virus that causes AIDS, is among the most challenging and life-threatening health problems facing young people in this century and it continues to spread with time. In order to strengthen the connection between campus and community to improve health, students will participate as peer educators in a service learning experience.

III. Statement of Course Need:

No citizen of our nation is exempt from the need to be educated about the HIV epidemic. This course is designed to challenge students to help prevent HIV infection. As more young college students are becoming HIV infected we need to empathize that health and well-being of students is directly related to their ability to thrive, learn, achieve and succeed. In addition, the HIV/AIDS prevention education course plays a vital link between campus health and the health of the community.

IV. Place of Course in College Curriculum

This course can be used as a pre-requisite, or elective.
A. Free elective

- Highly recommended for students in Nursing, Early Childhood Education, Health/Fitness Specialist Programs & other Allied Health majors

B. Course transferability: Upon evaluation by participating two-year and four-year colleges and universities (on the www.njtransfer.org website), the HIV/AIDS education course may transfer as an elective. (In the past this course has been accepted and is transferable to Rutgers University as Biology 119, which matches General Education elective for Nursing Students.)

V. Outline of Course Content

A. Value, and development of understanding of health and wellbeing
B. Medical Terminology/HIV/AIDS
C. Essential facts about HIV and AIDS/virus and its spectrum
D. HIV and the Immune System/Transmission, Signs & Symptoms
E. HIV and women, children & HIV
F. Testing & blood supply
G. Social & economical impacts of HIV/AIDS
H. Domestic violence, substance abuse, teenage pregnancy, and date rape & their connection to HIV/AIDS
I. Overview of Psychological Issues & Homophobia, racial hostility, violence, political issues, and skills building.
J. Concept of prevention, prevention behaviors and skills development
K. Communication, teaching strategies and facilitation skills, sensitive topics, Cultural Sensitivity & barriers to learning

VI. Educational Goals and Learning Outcomes

Educational Goals

Students will:

- Learn the basic medical, social, legal, and economic facts about HIV and AIDS (GE 1,2,4,5, 6)
- Understand how HIV infection progresses (GE 1, 2, 4 )
- Understand and describe how to prevent the spread of HIV (GE 1, 2, 4, 5, 6)
- Develop skill building techniques in communication, assertiveness, and self-confidence (GE 1, 2, 4, 5, 6)
- Demonstrate competency with a computer to collect, process, and present information and to solve problems (GE 1, 2, 3, 7)
• Know and understand the value of serving own community by serving as an HIV/AIDS Peer Educator in a community service learning experience (GE 1, 2, 3, 4, 5, 6, 7)

Student Learning Outcomes

Students will be able to:

• Identify important issues of health and well being
• Compare and contrast terminology and medical aspects of HIV/AIDS with other diseases
• Recognize ethical issues and summarize different sides of it
• Analyze the issue and make an informed judgment
• Develop the ability to communicate effectively about HIV/AIDS & related issues
• Organize information to develop and support a main idea.
• Organize information to convince an audience
• Access information from libraries and other sources
• Develop clearly defined and suitable research topics
• Read and listen analytically, with understanding and openness toward another point of views
• Collect, organize, evaluate, and present information about a topic
• Develop the ability to make informed judgments concerning ethical issues
• Develop and implement strategies that will lead to improved health and well being
• Analyze how issues of health and wellbeing impact on the individual and the community at large

VII. Modes of Teaching and Learning

• lecture/discussion
• Audiovisual
• Small group activities
• Roll playing
• Guest Speakers

VIII. Papers, Examinations, and other Assessment Instruments

• Pre-test/Past-test
• Research papers
• Peer Education – Service Learning
• Journal
• Teach back
• Midterm
• Final

IX. Grade Determinants

• Research papers
• Service Learning & Journal Format
• Teach back
• Midterm
• Final
• Attendance/Participation

X. Texts and Materials

Textbooks:

• Fundamental of Instructor Training (FIT)
  American Red Cross publisher

• HIV/AIDS Facts Book
  American Red Cross publisher

• Basic HIV/AIDS program - HIV Education & Prevention
  AIDS Update Gerald J. Stine (2005, or Latest Ed) Pearson Benjamin
  Cummings, San Francisco

XI. Resources- None

XII. Honors Options- None