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| **Unit-level overview** | | **Unit/week/section** | **7** |
| Unit name or title: | HIV AIDS Prevention and Intervention | | |
| Aim of the unit: | To learn about strategies employed in the prevention and intervention of HIV and AIDS in an effort to control the spread. The role of VCT and safer sex strategies in HIV prevention will also be emphasised. | | |
| This topic covers: | This unit will focus on HIV and AIDS prevention strategies; the role and components of VCT in HIV treatment and care; Protective sex practices.   * HIV /AIDS Prevention strategies; The role and Components of VCT; Protective sex practices | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Distinguish the strategies used in the prevention of HIV and AIDS 2. Demonstrate the role of VCT as an entry point to HIV treatment and care. 3. Explain abstinence as the safest way of practicing sexual responsibility.   **Leading Question:** What are the available HIV/AIDS prevention and intervention strategies? | | |

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| Overview of student activity: | 1. Read the hand out on ‘Strategies for prevention of HIV and AIDS and make summary notes. 2. Read the hand out on ’[Prevention and Intervention](https://elearning.maseno.ac.ke/mod/resource/view.php?id=119003)’ relating to chart 1, 2 and 3 in [Prevention and Intervention](https://elearning.maseno.ac.ke/mod/resource/view.php?id=119003) and make summary notes. 3. Watch the video on ‘how to prevent HIV Transmission’ Link; <https://youtu.be/NXnvP_sKS9k?t=15>. Focus on the prevention strategies presented. 4. Go through the [activity Sheet 1 and 2](https://elearning.maseno.ac.ke/mod/resource/view.php?id=119002), remember you have to fill the sheet 1 to assess your risks before visiting the VCT centre of your choice. Activity sheet 2 is optional. 5. Engage in the started Discussion Forum thread by joining and sharing your personal experiences about visiting a VCT centre. 6. Watch the video on HIV and AIDS update: Vaccines and Treatments; Link: https://youtu.be/-QvXDUUULMg?t=13 7. Read the [Factors hindering HTC ,](https://elearning.maseno.ac.ke/mod/resource/view.php?id=246792) [NASCOP HTC National Guidelines](https://elearning.maseno.ac.ke/mod/url/view.php?id=246790) ,and [UNAIDS VCT-Technical Update 2000 .](https://elearning.maseno.ac.ke/mod/resource/view.php?id=246791) |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1 Discuss strategies used in the prevention of HIV and AIDS | 5 | E-tivity 1 | Online quiz and a  Discussion |
| 3. Describe the structure and demonstrate the role of VCT as an entry point to HIV treatment and care. | 5 | E-tivity 2 | Online quiz  Assessing personal experience of visiting a VCT |
| 4 Explain abstinence as the safest way of practicing sexual responsibility. | 5 | E-tivity 3 | Moderated discussion |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So, if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Module level outcomes addressed: | | | |
| Explain the roles and challenges of youths and adults in the prevention and control of HIV transmission. | | | |
| Purpose of the unit/week/section: | | | |
| This topic is to enable you learn about strategies employed in the prevention of, and intervention on the spread of HIV & AIDS, including but not limited to the use of VCT and safer sex strategies. | | | |
| Pre-topic activity: | | Number of hours | 1hr |
| Have you ever been to a VCT centre? Go and be tested - Pay a visit to a VCT centre near you and explore the process and strategy. How effective is it? What can be done to make it better?  If you cannot visit one, get the experience of one who has been to a VCT centre to help you answer the above questions. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2hr |
| Attend a 2-hour lecture on HIV prevention strategies. | | | |
| Online activity: | | Number of hours | 4 hrs |
| What should students do? | Over to you: *(a description of the process of the section)*  e-tivity 1:  This activity will cover the strategies used in the prevention of HIV and AIDs.  **Task:**   * Attend a 2-hour lecture on the HIV prevention and Intervention * Download and read the handout on ‘Strategies for prevention of HIV and AIDS and make summary notes analysing the strengths and weaknesses of these strategies. Post your summary on your portfolio. * Download and read the handout on ’[Prevention and Intervention](https://elearning.maseno.ac.ke/mod/resource/view.php?id=119003)’ relating to chart 1, 2 and 3 in [Prevention and Intervention](https://elearning.maseno.ac.ke/mod/resource/view.php?id=119003) as supplementary reading. * Download and watch the video on ‘how to prevent HIV Transmission’ Link; <https://youtu.be/NXnvP_sKS9k?t=15>. Focus on the prevention strategies presented and compare them with the ones you read in 1 above.   **Resources**   * HIV prevention strategies handout * Prevention and Intervention * A video on ‘how to prevent HIV Transmission’   **Assessment task**  Do the online quiz on HIV/AIDs prevention and Intervention  **e-tivity 2:**  This activity enlightens on the structure and role of VCT to the role of HIV care and treatment.  Task   * Download and read the [Activity Sheet 1 and 2](https://elearning.maseno.ac.ke/mod/resource/view.php?id=119002), * Fill sheet 1 to assess your risks before visiting the VCT centre of your choice. Activity sheet 2 is optional. * Download and watch the inspirational video on VCT. Link: <https://youtu.be/L3p-yF1vKtk?t=5> * **Guided Reflection:** Write down your experience after visiting an VCT centre. Was it worthwhile? Justify. What can be done to improve VCT? What will you do with this knowledge / experience? Post your reflections in your portfolio. * Download and watch the video on HIV and AIDS update: Vaccines and Treatments; Link: https://youtu.be/-QvXDUUULMg?t=13 * Download and read the [Factors hindering HTC ,](https://elearning.maseno.ac.ke/mod/resource/view.php?id=246792) [NASCOP HTC National Guidelines](https://elearning.maseno.ac.ke/mod/url/view.php?id=246790) ,and [UNAIDS VCT-Technical Update 2000 .](https://elearning.maseno.ac.ke/mod/resource/view.php?id=246791)   (Online 1 hour)  **Resources**   * Activity Sheet * A video on VCT. Link: <https://youtu.be/L3p-yF1vKtk?t=5> * A video on HIV and AIDS update: Vaccines and Treatments; Link: <https://youtu.be/-QvXDUUULMg?t=13> * Factors hindering HTC   **Assessment Task**  Kenya has shifted towards intensifying HIV prevention interventions so that it becomes comprehensive, evidence-informed and human rights focused.   * Explain each of the combination prevention listed below. For each case, cite an example of such interventions in Kenya.   a. Behavioural interventions;  b. Biomedical interventions;  c. Structural interventions   * List TWO (2) structural interventions that have not been implemented in Kenya. In each case, explain TWO (2) reason why implementation remains a challenge,   *Engage in the discussion, responding in the first instance to the lecturer’s statement. Come back to the forum and read what your fellow students have posted. Thoughtfully (and kindly) critique their posts and post your messages on the forum.*  Earning marks:   * If you make a relevant post in response to the initial challenge, you’ll earn up to 2 marks.   If you make an apt comment on another participant’s post, you will earn 1 mark | | |
| Where do they do it? | On the learner management system. | | |
| By when should they do it? | Any time within the week during which topic 7week material remain open. | | |
| E-moderator/tutor role | | | |
| Moderate and grade the discussion forum posts | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Learning outcomes are assessed through reflection by making summaries, grading discussion forum posts and attempting topic specific quiz. | | | |
| How does this section link to other sections of the module? | | | |
| The scope of this topic on HIV prevention and Intervention contributes to the general module objectives aimed at creating awareness for enhanced behaviour change at individual and community level. | | | |