|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit/week/section** | **8** |
| Unit name or title: | Behaviour Change communication | | |
| Aim of the unit: | To highlight the role of Behaviour Change Communication (BCC) and the multiple channels you can use to disseminate some of the information about HIV to reinforce what people know so as to contribute to changing attitudes, behaviour and practices | | |
| This topic covers: | This unit covers the role of Behaviour Change Communication (BCC) and the multiple channels you can use to disseminate some of the information about HIV to reinforce what people know so as to contribute to changing attitudes, behaviour and practices.   * The role, process, goals, and guiding principles of behaviour change communication (BCC); The role of IEC materials against HIV/AIDS; Steps and challenges in developing a BCC strategy | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Assess the role, process, goals, and guiding principles of behavior change communication (BCC). 2. Explain the role Information, Education Communication (IEC) material play in the fight against HIV and AIDS. 3. Analyze the steps and challenges in developing a BCC strategy.   **Leading Question:** What constitutes an effective IEC material for BCC on HIV & AIDS? | | |

|  |  |
| --- | --- |
| 1. Overview of student activity: | 1. Attend a 2 hour lecture. 2. Read the hand out on ‘[Behavior Change Communication (BCC)](https://elearning.maseno.ac.ke/mod/resource/view.php?id=246800)’ and make summary notes. 3. Group work; Analysis of IEC and BCC materials in their environment. 4. Read the hand out on ‘[IEC and Behavior Change](https://elearning.maseno.ac.ke/mod/resource/view.php?id=246801).’ 5. Watch a short-animated Video on IEC and ARVs and post your comments on discussion forum. Video Link: <https://youtu.be/8ktH6MZHuaY?t=8> 6. Engage in the discussion forum initiated by the lecturer and attempt topic 8 online quiz. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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. Understand the role, process, goals, and guiding principles of behaviour change communication (BCC); | 5 | E-tivity 1 | Online quiz |
| 2 Describe the role IEC material play in the fight against HIV and AIDS | 5 | E-tivity 2 | Online quiz and reflection. |
| 3 Explain the steps and challenges in developing a BCC strategy and the challenges faced | 5 | E-tivity 3 | Moderated discussion |

|  |
| --- |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| 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: | | | |
| 1. Assess the role, process, goals, and guiding principles of behavior change communication (BCC). 2. Explain the role Information, Education Communication (IEC) material play in the fight against HIV and AIDS. 3. Analyze the steps and challenges in developing a BCC strategy.   **Leading Question:** What constitutes an effective IEC material for BCC on HIV & AIDS? | | | |
| Purpose of the unit/week/section: | | | |
| This unit will help you examine the role of Behaviour Change Communication (BCC) and the multiple channels you can use to disseminate some of the information about HIV to reinforce what people know so as to contribute to changing attitudes, behaviour and practices. | | | |
| Pre-topic activity: | | Number of hours | 1hr |
| Walk around your university and town and compile some IEC materials (Posters, billboards, adverts etc.) on Behaviour Change Communication. How effective are they? | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2hr |
| Attend a 2-hour lecture on the role, process, goals, and guiding principles of behaviour change communication (BCC). | | | |
| 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 covers the role, process, goals, and guiding principles of behaviour change communication (BCC);  **Task:**   * Attend a 2-hour lecture on behavior change communication * Download and read the hand out on *‘*[*Behavior Change Communication (BCC)*](https://elearning.maseno.ac.ke/mod/resource/view.php?id=246800)’ * Make summary notes on the process, roles and guiding principle of BCC in your book/portfolio.   **Resources**   * Behavior change communication-ppt   **Assessment**  **E-tivity 2**  Describe the roles that IEC material play in the fight against HIV and AIDS.  **Task**   * Read the handout on ‘[IEC and Behavior Change](https://elearning.maseno.ac.ke/mod/resource/view.php?id=246801).’ * Having collected IEC materials from your environment, in groups of 5 (You will be grouped by your lecturer) analyze at least 3 IEC materials on HIV/AIDS stating their strengths and weakness? Have the particular IEC materials achieved their goals? * Submit your paper of not more than 700 words to your lecturer.   **Resources**   * **Behavior change communication-ppt**   **Assessment task**  Do the online quiz on behavior change communication  **E-tivity 3**  This activity explains the steps and challenges in developing a BCC strategy and the challenges faced  **Task**   * Watch a short-animated Video on IEC and ARVs * What are the strengths and weaknesses of this BCC? Write them down in your portfolio   **Resources:**   * A Video on IEC and ARVs - Video Link: <https://youtu.be/8ktH6MZHuaY?t=8>   **Assessment task:**  Participate in the discussion forum initiated by the lecturer and attempt topic 8 online quiz.  Maseno University AIDS Control Unit (ACU) ( Use an equivalent body in your institution) employs various behaviour change communication (BCC) strategies to obtain and maintain healthy behaviours towards HIV among students and staff of the University. Explain 5 roles of BCC as an integral component of the ACU’s comprehensive approach to HIV prevention.  *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 8week 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 behaviour change communication contributes to the general module objectives aimed at creating awareness for enhanced behaviour change at individual and community level | | | |