

PROFESSIONAL DIPLOMA IN HIV/AIDS & STIs

a. *Background*

HIV/AIDS, as a pandemic disease, affects all spheres of life across cultures and nations. And at present, there is no vaccine against the dreaded disease. Thus, educational programmes are needed to curtail the spread and mitigate the impact of the disease. Training needs of potential HIV/AIDS educators can be met through various training opportunities like teacher training programme, in-service training for relevant workers and short time training programmes. After this, individual beneficiaries of the programme can scale-up their preparedness and effectiveness as HIV/AIDS prevention educators.

Given this background, training opportunity for HIV/AIDS prevention education must be seen as an effective vehicle for preventing the further spread of the disease. The educational programme must be dynamic, open, and pragmatic since HIV/AIDS affects developmental efforts and mostly the youths. This informs the reason why University of Ibadan, through, the Centre for Literacy Training and Development Programme For Africa (CLTDPA), with collaboration from all related academic disciplines in the University presents this curriculum targeting all sectors of the society as shown below in (2.2).

b. *Goals of the Programme*

Towards the reduction and spread of HIV/AIDS/STI's.

c. *Objectives*

- a. To promote HIV/AIDS/STIs knowledge base in the environment
- ii. To develop the capacity of would-be HIV/AIDS/STIs preventive education workers.
- c. To increase peoples' awareness on HIV/AIDS/STI's

d. *Admission Requirements*

The Entry Minimum/Basic Qualification is **four** (4) 'O' level credit passes including English language while concession will be given to matured candidates who do not possess the minimum qualification but can show sufficient evidence that they have been working on HIV/AIDS related issues.

d. *Duration*

3 year part-time programme

The final award of the University Diploma in HIV/AIDS and Sexually Transmitted Infections (STIs) preventive education will be based on the computation of all the courses offered throughout the 3 year programme, using the Cumulative Grade Point Average (CGPA) system.

e. *Target Groups*

- i. Community leaders
- ii. Health workers
- iii. Religious leaders
- iv. Community based organisations /Non-governmental organisations officers
- v. Media
- vi. Traditional birth attendants
- vii. Teachers
- viii. Civil servants
- ix. Officers from private and public sectors; and
- x. All others that may benefit from the programme

f. Course Distribution

100 Level

<i>Course</i>	<i>Status</i>	<i>Units</i>
LTD 101	C	2
LTD 105	C	2
LTD 106	C	2
LTD 103	R	2
LTD 108	R	2
LTD 109	E	2
LTD 112	E	2

200 Level

<i>Course</i>	<i>Status</i>	<i>Units</i>
LTD 222	C	2
LTD 210	C	2
LTD 214	C	2
LTD 215	C	2
LTD 225	C	2
LTD 202	R	2
LTD 207	R	2
LTD 213	R	2
LTD 216	R	2
LTD 217	R	2
LTD 223	R	2

300 Level

<i>Course</i>	<i>Status</i>	<i>Units</i>
LTD 320	C	2
LTD 324	C	4
LTD 304	R	2
LTD 311	R	2
LTD 319	R	2
LTD 321	R	2
LTD 318	E	<u>2</u>
	Total Units	<u>52 Units</u>

For Result Computation

- i. Minimum Units = 40 Units
- ii. Maximum Units = 48 Units

Course Details

S/N	CODE	DESCRIPTION	UNIT	STATUS
1.	LTD 101	Sexually Transmitted Infections and HIV/AIDS Definitions and types of sexually transmitted infections. Extent of the problem globally and nationally. Public health aspects of sexually transmitted infections, the importance of laboratory investigations, clinical manifestations in diagnosis of STIs and HIV/AIDS. Demographic and social factors contributing to STIs and HIV/AIDS, Consequences of STIs, HIV/AIDS, Prevention and control programmes	2	C
2.	LTD 202	Introduction to Epidemiology of HIV/AIDS Definitions, history, distribution of HIV/AIDS worldwide – Sub-Saharan Africa including Nigeria, Epidemiological features – high risk groups. Modes of transmission, clinical manifestations, diagnosis – major and minor signs. Laboratory diagnosis. HIV/AIDS control programmes – Treatment options.	3	R
3.	LTD 103	Adolescent Reproductive Health The course will focus on Developmental theories – identity formation; Growth and development; Characteristics and changes in adolescent: physical, emotional and psychological changes; Characteristics of adolescent behaviour; Adolescent health and sexuality; Adolescent reproductive health; Adolescent right and reproductive rights; Violation of reproductive rights; Role of society, peers, family on behaviour and behaviour modification.	2	R
4.	LTD	Care and Support for	2	R

	304	<p style="text-align: center;">PLWHA</p> <p>The course discusses the concept of care and support in HIV/AIDS programmes – spiritual, emotional, psychological, economic, social support, Emphasis will be laid on nutritional needs financial support, children orphan by HIV/AIDS, given psychological support, helping people living with HIV/AIDS to access and use the appropriate and recommended drugs regularly. Evil effects of ostracisation and stigmatization at various setting, The principle of palliative care will be discussed and practical guide on how to care for people living with HIV/AIDS will be offered.</p>		
5.	LTD 105	<p>AIDS and Education</p> <p>The course examines the concept of education, education as a change agent as well as the meaning and nature of HIV/AIDS, Impact of HIV/AIDS on education: enrolment, personnel, retention and wastages, the girl-child, orphans, and the role of education in reducing the spread and mitigating the impact of HIV/AIDS.</p>	2	C
6.	LTD 106	<p>Literacies and Development</p> <p>The course examines literacies and development and how HIV/AIDS can slow down the pace of development if not controlled. Among its scope are concept of literacy, scope and types of literacies: basic literacy, health literacy, vocational, functional, cultural, computer literacies, determinants of literacy activities, literacy and livelihoods, signs, symbols and dynamism of literacies, language and literacies, as tool for development, types of</p>	2	C

		developments: individual, community and society development.		
7.	LTD 207	HIV/AIDS and Development Concepts of underdevelopment, development, and growth. Conceptual approach in understanding terminologies, indicators, and causes of problems in literacy, development and health. The economics of HIV/AIDS and the impact of HIV/AIDS on social, economic, educational and political development. International cooperation in HIV/AIDS prevention and development.	2	R
8.	LTD 108	Society and Culture The course shall introduce students to the concepts of Society and Culture and the linkage between the two. The course shall also discuss the critical need to understand HIV/AIDS within the socio-economic and cultural contexts of Nigerian communities. An important part of the course will then be an examination of the driving factors of HIV/AIDS in the Nigerian Society. Particular attention shall be devoted to poverty and such embedded cultural practices as female genital mutilation, concubinage, widowhood rights, scarification, prostitution, unequal gender relations, and beliefs in “curative sex,” as they all enhance HIV/AIDS epidemics. The course shall conclude by exploring specific Nigerian programmes aimed at stemming the spread of the HIV/AIDS epidemic.	2	R
9.	LTD 109	Humanity and Religion The concept of man and religion, different types of religious beliefs in Nigeria, the influence of religion on	2	E

		perception and attitude towards ill-health conditions, religion and ill-health behaviour, the impact of religion on health care services, religion and HIV/AIDS, the myth of HIV/AIDS as a sin-disease, the role of religious organisations (faith based) in education against HIV/AIDS, care and support for people living with and affected by HIV/AIDS.		
10.	LTD 210	Life Building Skills A study of various skills that an individual needs to have to be able to adapt to and cooperate positively with members of society thereby promoting quality of life. The course will cover: goal setting, values clarification, building self-esteem, negotiation skills, assertive communication skills, refusal skills; determinants of acquisition of life skills; friends/peers, gender, parents/adult, mass-media community, service provision, policy and legislation, and political structure.	2	C
11.	LTD 311	Youths and HIV/AIDS A thorough examination of the fact that global success in HIV/AIDS depends largely on having strategies in combating HIV/AIDS among young people. This course focuses on concepts of youth, youth sexual culture and identity. HIV/AIDS information needs of young people, and girls vulnerability, HIV/AIDS at risk behaviours of young people: drug abuse especially intravenous injection, cultism, sexual abuse, commercial sex work. Street children, orphans, physically challenged children due to or affected by HIV/AIDS, examination of current youth and HIV/AIDS focused programmes.	2	R

12.	LTD 112	<p>Health and Society</p> <p>A study of the concepts, types, and functions/roles of the society, community, family and individual in matters relating to health; Health and sickness as social concepts. Power, leadership, and group dynamics; Illness and health behaviours; Health and community development; The influence of urbanisation on urban violence and environmental degradation; The study of determinants of utilisation of health care services in the community.</p>	2	E
13.	LTD 213	<p>Introduction to Peer Education</p> <p>The course is designed to expose candidates to the basics and principles of peer education. The components include: what is peer education, theoretical base for peer education, theory of Reasoned Action and Social Learning. Diffusion of innovations theory, theory of participatory education, Guidelines for training of trainers and practicum per education session on HIV/AIDS</p> <p>This component of the programme should also enable candidates conceptualise, develop, implement and evaluate counselling of knowledge to counselling for HIV and other STIs, application of knowledge to counselling for HIV antibody testing, and for therapeutic intervention for HIV/AIDS patients.</p>	2	R
14.	LTD 214	<p>Introduction to Counselling and HIV/AIDS</p> <p>The course is designed to expose candidates to a broad</p>	2	C

		<p>based knowledge of HIV/AIDS, the current and ever changing epidemiology of the pandemic nature and peculiar application of counselling skills and techniques to HIV/AIDS.</p> <p>The components of the programme include: HIV/AIDS. STIs, basic definitions and concept clarifications. Nature of HIV/AIDS, counselling process, counselling skills, and resources. Counselling people with HIV/AIDS, Prevention and antibody testing. Counselling for particular needs of HIV/AIDS risk groups. Counselling practicum, case studies and role play.</p>		
15.	LTD 215	<p>Practicum</p> <p>Each student will be attached to organisations working in the area of HIV/AIDS or where HIV/AIDS education is needed. Student will write a detailed report of their activities or experiences and submit same to their assigned supervisor. Students may be visited during the exercise.</p>	2	C

16.	LTD 216	<p>Communication and HIV/AIDS</p> <p>The course is expected to expose students to the concept of communication; characteristics; functions; importance; models; types; communication media; descriptions of media; selection and preparation of media; usage of communication media in HIV/AIDS campaign for prevention and control. Practical handling of communication media and usage should be emphasised throughout the course. Developing,</p>	2	R
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		pre-testing, and production of Information Education Communication (IEC) materials.		
17.	LTD 217	Gender Issues and HIV/AIDS The course examines the concept of gender and its implication for HIV/AIDS. It highlights the challenges the sexes face as carriers or caregivers and how they cope with them. It also considers male/female HIV/AIDS patients' access to health facilities, recreation and means of livelihood. Cultural blocs against HIV/AIDS patients are also examined through the prisms of gender. Case studies are drawn from Nigeria.	2	R
18.	LTD 318	Conflicts and HIV/AIDS The course focuses on how armed conflicts create or exacerbate the problem of HIV/AIDS. Issues to be covered include sexual violence as a weapon of warfare; unprotected sex in conflict situations; poor access to health care and reduction in health budgets under war situation. Case studies shall be drawn from Uganda, Liberia and Sierra Leone.	2	E
19.	LTD 319	HIV/AIDS in the Workplace The course examines different types of organisations, workers right in Nigeria, opportunities for the spread and prevention of HIV/AIDS in the workplaces, the nature of stigmatization of workers living with HIV/AIDS and its prevention, the right of people living with HIV/AIDS, the roles of HIV/AIDS related organisations in the workplaces, occupational mobility and HIV/AIDS.	2	R
20.	LTD 320	HIV/AIDS and the Family The course examines the nature, types, and roles of the family;	2	C

		HIV/AIDS and the child; young people and HIV/AIDS; mother to child HIV/AIDS transmission; orphans due to HIV/AIDS care and support for people living with or affected by HIV/AIDS in the society.		
21.	LTD 321	Instructional Delivery Strategies and Methodologies The course examines the concept of instruction; types and methods of instruction/various delivery strategies in the dissemination of knowledge of HIV/AIDS and prevention such as Face to Face Distance Learning, Focus Group Discussion, Community Theatre, and Use of Real Literacy Material.	2	R
22.	LTD 222	Introduction to Non-Formal Education The concept of Adulthood and Non Formal-Education Principles, Theories, and Approaches in Adult and Non-Formal Education. Organisation and Administration of Adult and Non-Formal Education, Agencies and Institution in Non-Formal Education, International Perspective in Non-Formal Education, Research and Development in Non-Formal Education. Above all, how the various aspects of NFE fit into the dissemination of HIV/AIDS and prevention.	2	C
23.	LTD 223	Introduction to Proposal Writing and Project Development The overall aim of this course is to enable students acquire knowledge and skills required to develop proposals and write good quality reports of projects. Course Outline Nature and types of proposals (project proposals; research proposals), Steps involved in planning to write proposals, Elements of project and research proposals, resource	2	R

		<p>mobilisation, budget preparation and finance management. Criteria for assessing competitiveness of proposals, Nature and type of reports, Elements of reports, Characteristics of good reports, Importance of report writing in health programming. The report can serve as: Methods of disseminating report.</p>		
24.	LTD 324	<p>Project – Long Essay Individual project writing on issues relating to HIV/AIDS and STIs education under the supervision of a lecturer.</p>	4	C
25.	LTD 225	<p>Behavioural Theories Relating to HIV/AIDS The goal of this course is to enable students have a deep understanding of the nature and types of behaviours that favour the transmission of HIV infection and some of the theories that scholars have been put forward to explain them. This understanding is essential since HIV is transmitted primarily through the behaviours that individuals and groups can modify or change.</p> <p>Course Outline Definition of behaviour and their role in HIV transmission, Nature and types of behaviours causally linked to transmission of HIV (blood contact and sexual behaviours); The strengths and limitations of theories on behaviour change process (the PRECEDE model; Health Belief Model; and Theory of Reasoned Action); Application of behavioural theories on HIV-behaviour change interventions in Nigeria; Challenges involved in designing HIV-behaviour change interventions and Lessons learnt in two decades of developing</p>	2	C

		interventions to influence risky HIV-related behaviours.		
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