

## The AIDS Crisis and the Community College

Diane Hirshberg

User Services Coordinator

With the announcement that basketball star Magic Johnson had tested positive for the HIV virus, renewed attention was focused on the AIDS epidemic. No sector of society has escaped the effects of this tragic disease. Educators at all levels have a responsibility to educate both students and lay people about AIDS, how it is transmitted, and how it can be prevented. In addition, as young people are among the fastest growing group acquiring the HIV virus, it is critical that community colleges understand this disease and its implications, and that instructors and administrators reach out to their students and inform them about the behaviors that put them at risk, as well as about how to deal with people with AIDS.

The following citations reflect the current literature on community colleges' responses to the AIDS crisis. ERIC documents can be viewed on microfiche at over 800 libraries worldwide. In addition, most may be ordered on microfiche or in paper copy from the ERIC Document Reproduction Service by calling 800/443-ERIC. All citations preceded by an asterisk (\*) refer to journal articles that are not available from EDRS. Most journal articles may be acquired through regular library channels, or purchased for \$11.75 from copy from UMI Articles Clearinghouse at 800/521-0600 x533. For an EDRS order form, or for more information on our products and services, please contact the ERIC Clearinghouse for Junior Colleges at 310/825-3931.

Apple Library Users Group. *AIDS Information and Opinion Survey*.  
Cupertino, CA: Author, 1989. 23 pp. (ED 306 994)

In spring 1989, a study was conducted at Catonsville Community College to assess the attitudes and knowledge of students, faculty, and staff regarding Acquired Immune Deficiency Syndrome (AIDS) and to determine whether further education regarding AIDS was needed at the college. A survey was administered to all faculty and staff and to students in a representative sample of day and evening classes. Respondents were asked to indicate their degree of agreement or disagreement with 26 attitudinal statements regarding their own vulnerability, the extent of others' risk reduction efforts, their desire for AIDS information, the severity of the disease, and the effectiveness of prevention measures. In addition, they were asked to mark 31 informational statements as true, false, or not

sure. Faculty members were also asked to indicate whether and how they provided AIDS information in class. Study findings included the following: (a) students, faculty, and staff had remarkably similar attitudes towards AIDS; (b) while respondents felt their own risk from AIDS was relatively low, they felt strongly about the need for more information about AIDS; (c) respondents perceived preventative measures and efforts at risk reduction as fairly effective; (d) 12 of the 31 questions to assess AIDS knowledge were answered incorrectly by over half of the respondents; (e) over 25% of the respondents indicated that they were "not sure" about 11 questions; and (f) in general, knowledge of AIDS increased with age; Whites were more knowledgeable than Hispanics who were more knowledgeable than Blacks; and men seemed to know more about AIDS than women.

Bernstein, Diana T., and Roaman, Chester A. *AIDS Education Plan*. San Francisco, CA: San Francisco Community College District, 1987. 54 pp. (ED 293 605)

An outline is presented of the San Francisco Community College District's plan for informing students about AIDS. After stating the purpose of the plan and offering brief profiles of the epidemiology of AIDS, the history of AIDS education in the district, and district characteristics, the plan lists the following elements of the AIDS education program: (a) assessing the educational needs of and the most effective ways of disseminating information to students and staff; (b) providing in-service staff development activities for instructional faculty, counselors, classified staff, and administrators; (c) educating students by supplying written information to all students each term, giving information to interested students only, or integrating AIDS education as a required subject with various curricula; (d) initiating student/peer activities; (e) creating an AIDS Education Office; and (f) establishing liaisons with community and educational organizations. After evaluation, budgetary, and timing issues are noted, the plan offers guidelines for curriculum and course development, programs for populations with special needs, personnel and administrative policies, special safety provisions, and educational events. Addenda include a guide to organizing an AIDS Awareness Week, district guidelines and policy statements, and an AIDS Education Office sample budget.

Black, Ralph, and Klein, Charlie. *AIDS Policies and Resources for Community Colleges*. Sacramento, CA: California Community Colleges, Office of the Chancellor, 1988. 46 pp. (ED 303

This report was developed to assist California community college districts in developing policies and educational programs to prevent the further spread of AIDS. First, the report discusses the epidemiology of AIDS, and outlines institutional and legislative actions taken to provide public education about the disease and to protect people with AIDS. The policy statement developed by the Board of Governors of the California Community Colleges is followed by guidelines for the development of educational plans and policies at the district level. Next, the report considers various models for AIDS education, stressing that education should (a) be designed to prevent the further spread of the virus and to dispel myths about the spread of the disease; (b) be coordinated in an authoritative and professional manner; (c) consider particular campus needs; (d) provide referrals and literature; (e) include the education of administrators, faculty, and staff; (f) include networking between and outreach to other colleges; (g) encourage volunteerism; and (h) incorporate evaluation and documentation procedures. The final section lists selected resources on AIDS, including educational planning and curricular materials, brochures, videotapes, slides, and information for employees. Lists are also provided of county health officers, alternative test sites, telephone hotlines, newsletters, support and service organizations, funding sources, first aid guidelines, and other sources of information. Appendixes analyze legal issues and developments, present results of a college AIDS survey, and provide the American College Health Association's General Statement on Institutional Response to AIDS.

California Community Colleges, Office of the Chancellor. *The HIV Epidemic and Community Colleges: A Report to the Legislature in Response to Senate Concurrent Resolution 79*. Sacramento, CA: Author, 1990. 34 pp. (ED 315 128)

Developed by the Office of the Chancellor of the California Community Colleges in response to legislative mandate, this report provides a brief epidemiological background on the Human Immune Deficiency Virus epidemic, a summary of actions taken by the Board of Governors and the Chancellor's Office, results of a survey of the colleges regarding their AIDS policies and programs, and general conclusions and recommendations. After underscoring the need for AIDS education, part I of the report lists actions taken at the state level, including the development of policies to protect the legal rights of AIDS victims, to

ensure that persons with AIDS have access to Disabled Students Programs and Services, and to promote AIDS education. This section also summarizes findings from the November 1989 AIDS survey, indicating that (a) 36 districts had adopted or were in the process of developing an AIDS policy; (b) over two thirds of the 94 responding colleges distributed AIDS literature, introduced AIDS subject matter in regular courses, offered special seminars or training sessions on AIDS, hung posters, showed video tapes or films to campus groups, and had guest presentations in regular courses; (c) 41 campuses had installed condom machines on campus and 43 distributed them at the health center; (d) 63 colleges indicated that all student services personnel had been provided with basic AIDS information; (e) 14 colleges had a peer education program; and (f) eight colleges had some HIV testing on campus. Part II provides a detailed analysis of the survey findings, including verbatim comments and recommendations, and the appendixes present the senate resolution concerning AIDS education and the survey instrument.

Carraway, Cassandra Todd. "A Case Study of the California Community Colleges' AIDS Policies, Guidelines, and Services for Students, Faculty, and Staff." Ed.D. Dissertation, Nova University, 1988. 147 pp. (ED 297 829)

A study was conducted to determine the current Acquired Immune Deficiency Syndrome (AIDS) policies, educational programs, and services for students, faculty, and staff in the 106 California community colleges; to predict the impact AIDS education and related services are likely to have on the colleges; to recommend appropriate action for the Los Angeles Community College District; and to develop an AIDS resource guide. Questionnaires were sent to the health services coordinator or director of institutional research and planning at all California community colleges. Study findings, based on a 100% response rate, include the following: (a) 32% of the colleges had received AIDS guidelines from the American College Health Association and had discussed them with faculty and staff; (b) 26% had developed AIDS policies and guidelines; (c) 64% offered referral services, 52% had an AIDS resource center, 34% had a telephone information service, 51% offered individual consultations, 9% offered training for campus leaders, 42% engaged in outreach, and 66% conducted special campus events; (d) although all colleges perceived a need to offer AIDS education for the campus community, only 50% of the colleges had offered AIDS seminars/workshops for faculty and staff, 28% provided counseling geared specifically to at-risk groups, and 12% had

adjusted counseling services; and (e) while only 19 colleges offered screening and testing for AIDS on campus, 75% provided referrals to medical centers. An extensive literature review, a 69-item bibliography, a guide to information and organizational resources, and the survey instrument are included.

Engler, Robert Klein. "Safe Sex and Dangerous Poems: AIDS, Literature, and the Gay and Lesbian Community College Student." Paper presented at the 3rd Annual National Literature Conference, Chicago, IL, October 14-16, 1988. 17 pp. (ED 298 532)

Some of the denial and fear that accompanies homosexuality and AIDS can be dealt with by discussing the following three issues: the AIDS epidemic, the problems of gay and lesbian community college students, and finally, the teaching of literature--especially poetry. Exploring both poetry and the AIDS epidemic can make all students more aware, more human, and more sensitive. Community college teachers have the opportunity to be on the forefront of an educational campaign to inform people about both AIDS and poetry. Rather than using literature specifically about AIDS, such as Larry Kramer's play, "The Normal Heart," or novels that speak about living and dying with AIDS, it is possible to use more traditional and timeless literature as examples, such as the poetry of Elizabeth Bishop, Walt Whitman, D.H. Lawrence and others. Elizabeth Bishop's poetry, for example, is capable of bringing a new perspective to these issues. It can help accomplish the objectives of teaching something directly about the human condition and indirectly about AIDS and the lives of gay and lesbian students.

McLeod, Marshall, and Ziel, Joan. "Community Colleges and the HIV Virus: Moral Imperatives." *Community/Junior College Quarterly of Research and Practice*, 1989, 13(1), 11-22.

In this article, McLeod and Ziel consider the ethical and legal dimensions of the AIDS epidemic for community colleges. They argue that colleges are ethically and legally bound to reduce the risk of exposure to infectious diseases for students, staff, and faculty. Methods suggested for risk reduction include educating students and employees about the risks and known modes of transmission for the disease, exercising reasonable precautions, and keeping current with standards of practice. The authors also urge colleges to develop policies regarding all infectious diseases, not just for AIDS, that protect the infected and uninfected, minimize institutional liability, promote

cooperation with other agencies, and provide community leadership.

Rochlin, Joyce T., and Weislogel, Louis F. "Experiencing an Epidemic: A Seminar Designed to Explore the Spread and Prevention of the AIDS Virus." EdD. Practicum Paper, Nova University, 1990. 49 pp. (ED 321 708)

A seminar was designed to present AIDS related information to 52 students enrolled in Psychology 101 courses at Essex Community College in Maryland. First, a questionnaire was administered to determine student knowledge about AIDS. The next part of the procedure was an intervention in the form of a class lecture/discussion seminar that focused on the correct answers to the questions and implications for personal behavior and responsibility. Pretesting and posttesting were done to evaluate the intervention. The study showed that students held more misconceptions about personal vulnerability and personal responsibility than about the societal consequences of AIDS. Posttesting students who either had or had not attended the intervention seminar indicated that students who had attended the seminar performed 58% better than those who did not attend the seminar. Both groups knew more about the physiological manifestations of AIDS and its transmission than about personal vulnerability or the role individuals play in spreading the virus.

Winter, Gene M., and Others. *Recommendations and Strategies for Addressing Comprehensive Health Issues on Two-Year College Campuses*. Albany: State University of New York, Two-Year College Development Center, 1991. 25 pp. (ED # not yet assigned)

The Two-Year College Development Center invited representatives from two-year colleges throughout New York to attend a meeting addressing comprehensive health issues, particularly those pertaining to the transmission and prevention of AIDS, and other infectious and chronic diseases. A group of 37 administrators, faculty, and health professionals from 25 two-year colleges reached consensus on a list of critical health care issues facing two-year colleges, and group discussions produced recommendations and strategies to deal with each issue, including the following: (a) to deal with students' lack of information on basic health issues, the State Education Department should strongly encourage prevention education on sexually transmitted and other communicable diseases and the development of a course

to cover specific health issues; (b) two-year colleges should become an educational resource in the community for information on disease prevention and wellness behavior; and (c) a statewide committee should be convened to formulate a universal policy on communicable diseases. Other recommendations for campuses included the following: increased awareness of multicultural aspects of community health; a college environment that promotes wellness; a proactive approach to combating substance abuse and violence on campus; staff and student training in procedures for dealing with blood, body fluids, and infectious persons; protection of the rights of people with AIDS; and improvement in retention and success rates for students in allied health programs.

The ERIC Clearinghouse for Junior Colleges invites the contributions of written materials dealing with any aspect of community/junior college education. Submissions of curriculum and "how-to" guides and manuals, research and descriptive reports, conference papers, and other unpublished works are encouraged. Please send two copies of each manuscript that you would like reviewed for inclusion in the ERIC database to the Acquisitions Coordinator, ERIC Clearinghouse for Junior Colleges, University of California, Los Angeles, 8118 Math-Sciences Building, 405 Hilgard Avenue, Los Angeles, California 90024.