

HIV/AIDS EDUCATION FOR UNDERGRADUATE NURSING STUDENTS

Evidence-Informed Structural Intervention

INTERVENTION DESCRIPTION

Goal of Intervention

- Increase readiness to provide high-quality care for patients with HIV/AIDS
- Increase HIV knowledge
- Reduce stigmatizing attitudes towards persons with HIV (PWH)

Target Population

- Undergraduate nursing students

Brief Description

The HIV/AIDS Educational Experience for Undergraduate Nursing Students is a structural intervention designed to prepare undergraduate nursing students to care for persons with HIV (PWH). The educational experience is a 6-week undergraduate course which utilizes speakers who are HIV experts to enhance HIV-related knowledge and attitudes. The experts include healthcare professionals (e.g., HIV case manager, a pharmacist specializing in HIV medications, a registered nurse working in an HIV clinic, and an HIV research nurse) and PWH (e.g., African American male living with HIV for nearly 30 years, and a transgender female living with HIV for 19 years). Healthcare professionals provide information on caring for PWH, issues related to HIV care engagement and antiretroviral therapy (ART) adherence, ART interactions and resistance, and current research in HIV. Speakers with HIV discuss how HIV care has changed over the years and share their personal experiences of living with HIV, including disclosure of their HIV status, and explain how their status affects friendships, employment and relationships. The educational experience also includes a screening of the film “And the Band Played On” as an introduction to the early years of HIV.

Theoretical Basis

None reported

Intervention Duration

- Six weeks

Deliverer

- Video
- Healthcare professionals
- Speakers with HIV

Intervention Setting

- Undergraduate nursing program

Delivery Methods

- Discussion
- Lecture
- Video

Structural Components

- Capacity building – Provider/supervisor training
 - Trains undergraduate nursing students to care for PWH by increasing HIV-related knowledge and attitudes
- Social determinants of health – Acceptance and respect
 - Reduces HIV-related stigmatizing attitudes through education

INTERVENTION PACKAGE INFORMATION

An intervention package is not available at this time. Please contact **Judy A. Frain**, Goldfarb School of Nursing at Barnes-Jewish College, 4483 Duncan Avenue, St. Louis, Missouri 63110.

Email: jfrain@bjc.org for details on intervention materials.

EVALUATION STUDY AND RESULTS

Study Location Information

This study was conducted at an urban nursing school in the Midwest.

Key Intervention Effects

- Decreased HIV stigma

Recruitment Setting

Undergraduate nursing program

Eligibility Criteria

Not specified

Study Sample

Participants in the HIV/AIDS educational experience (n=28) had the following characteristics:

- *93% female, 7% male*
- *75% 25-29 years, 25% 40 years and older*
- *29% felt unprepared to interact with HIV patients*
- *96% had no previous HIV training*

Comparison

The study utilizes a pre/post research design. Cohort study participants' pre-intervention survey responses were compared to their post-intervention responses.

Relevant Outcomes Measured

- HIV-related stigma was measured using questions from the HIV/AIDS Questionnaire for Health Care Providers (HIV-KQ-18).

Participation Retention

Because participation retention is not a criterion for evaluating structural intervention studies, PRS does not evaluate this information.

Significant Findings on Relevant Outcomes

- There was a significant improvement in HIV-related stigma from pre to post for the following statements from the HIV-KQ-18:
 - An HIV-positive woman has the right to become pregnant ($Z = 2.416$, $p = 0.013$).
 - I would be willing to care for a family member who had AIDS in my home ($Z = 2.486$, $p = 0.013$).
 - I would feel comfortable sharing a bathroom with a person I knew had HIV/AIDS ($Z = 2.968$, $p = 0.003$).
 - If I found out that a food or vegetable vendor was HIV-positive, I would feel comfortable buying from him/her ($Z = 2.120$, $p = 0.034$).

Considerations

- There were no significant effects on the following statements measuring HIV-related stigma from the HIV-KQ-18:
 - An HIV-positive teacher should be allowed to teach
 - Most people infected with HIV were infected because of irresponsible behavior
 - If I were infected with HIV and told my partner, he would leave me
 - AIDS is God's punishment for immorality

Funding

Sigma Theta Tau, Tau Iota Chapter Grant

REFERENCES AND CONTACT INFORMATION

Frain, J. A. (2017). [Preparing every nurse to become an HIV nurse](#). *Nurse Education Today*, 48, 129-133.

Researcher: [Judy A. Frain, PhD, RN](#)

Goldfarb School of Nursing at Barnes-Jewish College
4483 Duncan Avenue
St. Louis, Missouri 63110

Email: jfrain@bjc.org

