

HIV SCREENING WORKSHOP

Exercise

INTRODUCTION:

Since its first discovery in 1981, AIDS became a pandemic affliction. Actually, over 30 million people are living with HIV (i.e., are infected by the human immunodeficiency virus), or with AIDS (i.e., are suffering from the acquired immune deficiency syndrome), respectively, with nearly about 5 million people dying from AIDS, and with nearly about 15 million new HIV-infections. In Germany, today there are about 75 000 HIV infected people, 6000 of whom living with AIDS, and about 1000 people dying from it, and, last but not least 2000 new HIV-infections.

The infection with the HIV-virus leads to AIDS after (on average) 10 years of incubation time. Slowly, but continuously, an important part of the immune-system, mainly affecting the T4-helper-cells, is weakening. People then, together with a dramatic reduction of their general condition, suffer from opportunistic infections (i.e. AIDS) and die.

Since 1984, HIV is known as the cause of the disease. Since 1985, there are different-HIV tests available (actually usually performed as two antibody tests (ELISA/ELISA and Western-Blot, see below) and an antigen test (PCR, so called 'wet test'). Since 1986, there is an effective drug treatment available (not at high costs regarding drug side-effects and an uncertain perspective due to emerging virus-resistance). A vaccination is not yet available.

GOAL:

The goal of this workshop is to focus on the problems associated with screening various groups of individuals for HIV (without antibody test) to develop an understanding of the principles of screening in populations with differing prevalences of the condition to be identified, and to apply that knowledge to clinical practice.

SPECIFIC OBJECTIVES:

After completing this workshop the student should be able to:

1. Define, derive, and interpret measures of sensitivity, specificity, positive and negative predictive value;
2. Discuss the trade-offs between sensitivity and specificity;
3. Describe the relationship between prevalence and predictive value (positive and negative PPV);
4. Apply such measures to clinical decision-making;
5. List the principles of a good screening program.

STUDENT ASSIGNMENTS:

Discuss the clinical scenario, develop a learning agenda, work through the exercise and draw conclusions which help you understand the screening issues and apply that understanding to clinical decision-making.

CLINICAL SCENARIO:

Review the following clinical scenario and think about how to approach the problem presented, and then try to discuss this with classmates.

Instructor Guide Hiv Case Study Eis

Jory Post, Carole McPherson



Instructor Guide Hiv Case Study Eis:

Morbidity and Mortality Weekly Report ,2004 El camino hacia la educación integral en sexualidad Joint United Nations Programme on HIV/AIDS, UNESCO, United Nations Children's Fund, United Nations Entity for Gender Equality and the Empowerment of Women, United Nations Population Fund, WHO (World Health Organization), 2022-05-19 *Labour Research* ,1992 **The Times Index** ,2003 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement *Legal Information* Kent Olson, 1998-11-19 Now at last there is a comprehensive and readable guide designed to help librarians scholars and the general public quickly find the legal information they need While most legal research books focus on the needs of beginning law students or litigants Legal Information takes a broader view of the law including its value in other disciplines It explains why legal information exists in certain formats and describes how to get the most out of the major legal reference tools It also suggests the best sources for different kinds of information and explains how these resources compare to other available materials Australian National Bibliography ,1996 **Index Medicus** ,2001 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings Current Index to Journals in Education ,1995 **Yearbook of International Organizations** ,1967 Edition for 1983 84 published in 3 vols vol 1 Organization descriptions and index vol 2 International organization participation vol 3 Global action networks edition for 2012 2013 published in 5 vols vol 4 International organization bibliography and resources vol 4 Statistics visualizations patterns Subject Guide to Books in Print ,1996

Forthcoming Books Rose Army, 1996-06 CIS Federal Register Index ,1989 *The British National Bibliography* Arthur James Wells, 1995 **Social Sciences Index** ,1987 **American Red Cross Basic HIV/AIDS Program** American Red Cross, 1995 NPIN 20770 This instructor's guide is intended to familiarize Red Cross HIV/AIDS instructors with the Basic HIV/AIDS Program entitled Fundamentals The guide explains how the program relates to other American Red Cross HIV/AIDS programs and can be completed by self study or through group orientation The guide reviews the philosophy of the basic program describes objectives design and content of the program discusses the American Red Cross approach to HIV/AIDS education describes facilitation skills reviews tools and activities to facilitate community sessions and summarizes administrative guidelines for the documentation of the course **A Disease Called AIDS** Betty M. Hubbard, 1990 The introductory section of the first of two related guides provides information that describes and assists in teaching a curriculum on HIV human immunodeficiency virus and AIDS acquired immune deficiency syndrome The introduction discusses the scope of the problem and includes an overview of the curriculum a review of teaching strategies teaching tips a sample letter to parents and answers to questions solicited from students Section 1 of the instructor's guide contains a set of lesson plans that coordinates with information and worksheets from the student guide The lessons are presented in a suggested sequence that can be used for grades 5 6 or 7 The six lesson titles and the analogous titles in the student guide are as follows 1 How

Infectious Diseases Spread What is AIDS 2 HIV An Infectious Disease Who Has HIV Infection 3 HIV Fact or Fiction What Does HIV Do to the Body 4 The Last Time I Was Sick What Are the Symptoms of HIV Infection 5 Protection against Disease How Is HIV Infection Spread and 6 Saying No How Can HIV Infection Be Prevented Section 2 of the guide contains different types of questions that can be used for evaluation The appendix provides a listing of additional sources and a glossary of terms from the student guide JD

STDs and HIV: Instructor's guide William Lee Yarber,1993

Humanizing Pedagogy Through HIV and AIDS Prevention American Association of Colleges for Teacher Education,2015-12-03 This book explores the power of educators to serve as HIV and AIDS prevention agents The definitive text represents the work of a distinguished panel of teacher educators and health scientists who identify core information and skills effective educators of HIV and AIDS prevention should learn as they are prepared to attend to the academic and human needs of students It assigns to teachers in the US and abroad the novel role of prevention agents given their extraordinary ability to access and affect young people to influence their behavior Humanizing Pedagogy considers the social economic racial gender and other variables that impact the prevention of HIV and AIDS The authors collectively assert that the process of preventing HIV and AIDS when it considers historic and social context can compel educators to serve not only as practitioners of knowledge but as community agents of health and well being Attending to HIV and AIDS issues advances the capacity and ability of educators to see and attend to the complete learner Humanizing Pedagogy is a single volume resource for educators in the US and abroad interested in attending to the whole needs of the learner and saving lives

HIV/AIDS Education for Students with Special Needs David A. Birch,Rebecca Marte,1995 This guide is designed to help teachers develop and implement HIV AIDS education programs for students with special education needs It presents specific suggestions for adapting curricula and teaching styles to meet the needs of individual students The introduction discusses why students with special needs should receive HIV AIDS education and what barriers to that education exist It notes the elements necessary for quality HIV AIDS education for students with special needs The second component provides ideas for adapting instructions for students with special needs e g determining the appropriate program using a multisensory approach and using task analysis It includes adaptation strategies a quick reference and an HIV AIDS checklist The third component offers teaching activities with suggestions for adaptations to accommodate students with specific disabilities e g learning disabilities mental retardation emotional disturbance and visual impairment The fourth component offers a list of references and resources on HIV AIDS education for students with special needs SM

Into Adolescence Jory Post,Carole McPherson,1994 Through a variety of learning strategies this curriculum guide provides an age appropriate Acquired Immune Deficiency Syndrome AIDS education for students grades 5 8 An introduction incorporates curriculum objectives classroom environment teacher responsibilities time instructional strategies parental involvement and support and evaluative methods The main body of the guide is comprised of 12 lessons that include reproducible student pages The lessons cover 1

assessment of students current knowledge about Human Immunodeficiency Virus HIV 2 information sources such as newspaper articles 3 sources of information including human resources 4 encouragement of students to use written resources to verify information 5 some epidemics of the past 6 study of disease as a context for the study of HIV transmission 7 causes and transmission of contagious diseases 8 comparison with other sexually transmitted diseases 9 the importance of a healthy immune system 10 answers to students questions about how HIV is and is not transmitted 11 a variety of HIV and AIDS symptoms and 12 compassion for persons living with HIV Appendices provide a glossary an evaluation record sheet pre and posttests and answer keys and sample parent letters A student workbook to accompany the guide is included LL

Unveiling the Magic of Words: A Overview of "**Instructor Guide Hiv Case Study Eis**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Instructor Guide Hiv Case Study Eis**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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