AMREF INTERNATIONAL UNIVERSITY

SCHOOL OF PUBLIC HEALTH

DEPARTMENT OF HEALTH SYSTEMS MANAGEMENT AND DEVELOPMENT

BACHELOR OF SCIENCE IN HEALTH SYSTEMS MANAGEMENT AND DEVELOPMENT

END OF SEMESTER XAMINATION SEPT-DECEMBER 2024

AIU 122: HIV/AIDS EDUCATION

TIME:	Two Hours	
Date :	December 2024	
TIME :	Two (2) Hours	Start: 4:30 pm End: 6:30 pm

INSTRUCTIONS TO CANDIDATES

1) This exam is out of 70 marks
2) Section-A is compulsory with a Total of 30 Marks
3) Answer any TWO (2) questions in Section B

Read carefully the additional instructions preceding each section.

SECTION A: COMPULSORY (30 Marks)

Short Answer Questions

1. Define the following terms in the context of HIV/AIDS
   a. Window period (2 marks)
   b. Viral load (2 marks)
   c. VMMC (2 marks)
2. Discuss three ways in which antiretroviral therapy works in the management of HIV/AIDS (3 marks)
3. Outline the three roles of nutrition in managing HIV/AIDS (3 marks)
4. Distinguish between PrEP and PEP as used in HIV management (4 marks)

5. Outline four ways in which sexually transmitted infections can increase the risk of acquiring or transmitting HIV (4 marks)
6. Discuss the ways PMTCT helps prevent HIV transmission during pregnancy, delivery, and breastfeeding (5 marks)
7. Discuss the role of religious beliefs can influence HIV prevention and management efforts (5 marks)

SECTION B (Set 3 Questions each 20 Marks)

ANSWER ANY TWO (2) QUESTIONS (40 Marks)

Long Answer Questions

8. Tuzo is a 22-year-old woman who recently tested positive for HIV at a routine ante-natal checkup during her pregnancy. Tuzo comes from a low-income family and dropped out of school due to lack of school fees; she got married young and had minimal knowledge about HIV prevention. Although she is on antiretroviral therapy, cultural practices in her community make it difficult for her to have open communication about sexual health, and safe sex practices with her partner. She also struggles with stigma and discrimination from her family.
    a. Analyse the factors that make adolescent girls and young women particularly vulnerable to HIV infection compared to the males of the same age (5 marks)
    b. Discuss possible sexual health education interventions in preventing HIV transmission especially for adolescent girls and young women (10 marks)
    c. Identify strategies that can be implemented to address stigma and discrimination surrounding HIV/AIDS in Tuzo's community (5 marks)

9. The Kenyan government, through various laws and policies, has taken steps to ensure that the rights of individuals living with HIV are protected and that there are legal frameworks in place for HIV management. The *HIV and AIDS Prevention and Control Act (HAPCA), 2006* was enacted to protect the rights of people living with HIV in Kenya.

    i. Analyse the ways in which this Act addresses issues of stigma, discrimination, and confidentiality for people living with HIV (10 marks)

    ii. Analyse at least three ethical and legal implications of criminalizing HIV transmission (5 marks)

    iii. Provide four recommendations on how Kenya can address the concerns around criminalization while ensuring public health safety and the protection of individuals' rights (5 marks)

10. You have been engaged as a consultant to design a PMTCT intervention for a rural community in County X. This region has limited health care access and high rates of mother-to-child transmission of HIV. Cultural practices, lack of education and poor health care infrastructure contribute to the issue.
    a. Describe the process you would use to explain PMTCT to expectant mothers in a clear and relatable way? (5 marks)

b. Examine four barriers to preventing mother-to-child transmission of HIV in County X, focusing on healthcare infrastructure, cultural practices, and social norms (5 marks)

c. Propose a localized intervention to reduce mother-to-child transmission rates in County X, incorporating cultural sensitivity and improving healthcare accessibility (10 marks)