

## Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review

Review Date: May 2004

### *HIV Positive Voices: An Inside Look at the AIDS Epidemic in Baltimore, MD* (2002)

Format: Video (28 minutes)

Target Audience: High School, College, and Adults

Cost: Free (As long as funding is available.)

John Hopkins University, Bloomberg School of Public Health, Center for Communication Programs

- <http://www.hivpositivevoices.org/>
- 

The Minnesota Sexuality Education Resource Review Panel **Recommends** the use of this video for the following reasons and with the following reservations:

#### Review Summary:

HIV Positive Voices presents an inside look at the AIDS epidemic through the personal stories of four HIV-positive individuals, each representing a different form of HIV transmission. The film is set in Baltimore, where it is estimated that someone is infected with HIV every eight hours. HIV Positive Voices highlights four different people and their struggles with HIV infection. It focuses on four key messages:

- AIDS doesn't discriminate – anyone is at risk of AIDS either directly or indirectly.
- HIV/AIDS has devastating physical, emotional, social and economic consequences. Although one can live with HIV/AIDS, it is an incurable, chronic and fatal disease.
- Drug abuse is a major factor with AIDS.
- It is possible to lead a healthy productive life, despite AIDS.

The video contains Baltimore specific facts and statistics that would need to be supplemented with local data. Although the film contains many strong messages, it does not address HIV/AIDS prevention and protection. There is no specific discussion of abstaining from sexual activity or using condoms. Panel members felt the film would be effective in addressing issues related to the social stigma felt by people with HIV, the interplay between drugs and HIV infection, the importance of getting tested, and the harsh realities as well as positive outcomes available to those with HIV/AIDS.

A brief discussion guide accompanies the video, which offers suggestions for addressing the key themes in the film. There are no suggestions for activities other than group discussion. It does not provide answers to commonly asked questions about HIV/AIDS. Therefore, the group leader would need content knowledge about HIV/AIDS transmission, consequences, prevention and transmission, as well as moderate to strong group leading skills.

The panel felt that the video would appeal to a broad array of audiences: teens and adults, gay and straight, male and female. They felt the video offers a multicultural perspective, with a diverse group of individuals sharing their stories.

Though the scope of the video is limited, panel members **recommends** the use of *HIV Positive Voices* as part of a comprehensive sexuality education curriculum.

*HIV Positive Voices (2002)*

| <b>Assessment Criteria</b>   | <b>Mean Score</b> | <b>Comments</b>   |
|--|-------------------|---|
| <b>Accuracy of Information</b> - Provides basic, accurate information about the risks of teen sexual activity and about ways to avoid intercourse or use methods of protection against pregnancy and STDs. | 4.0               | <ul style="list-style-type: none"> <li>▪ Does not provide a lot of sexual health specific messages. Does not focus on avoiding intercourse or protection</li> <li>▪ There is a lot of Baltimore specific information that would need to be supplemented with local statistics and information.</li> </ul>   |
| <b>Focus</b> - Focuses on reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STD infection.  | 4.1               | <ul style="list-style-type: none"> <li>▪ Good information on interplay between drug use and HIV infection.</li> <li>▪ Does not focus on prevention. Focuses on reducing social stigma associated with HIV and on getting tested.</li> </ul>   |
| <b>Messages</b> - Delivers and consistently reinforces a clear message about abstaining from sexual activity and/or using condoms or other forms of contraception.   | 3.4               | <ul style="list-style-type: none"> <li>▪ Does not give clear messages about prevention or protection. Key messages are:               <ul style="list-style-type: none"> <li>▪ AIDS doesn't discriminate – anyone is at risk, directly or indirectly.</li> <li>▪ HIV/AIDS has devastating consequences.</li> <li>▪ Drug abuse is a major factor with AIDS</li> <li>▪ It is possible to lead a healthy productive life, despite AIDS.</li> </ul> </li> </ul> |
| <b>Addresses Social Pressures</b> - Includes activities that address social pressures that influence sexual behavior.  | 3.6               | <ul style="list-style-type: none"> <li>▪ Social pressures are addressed in one of the stories.</li> <li>▪ Designed to reduce stigma against HIV sufferers</li> </ul>  |
| <b>Communication Skills</b> - Provides examples of and practice with communication, negotiation and refusal skills   | 2.0               | <ul style="list-style-type: none"> <li>▪ Does not address or teach communication skills</li> </ul>  |
| <b>Teaching Methods</b> - Employs a variety of teaching methods designed to involve participants and have them personalize the information.  | NA                | <ul style="list-style-type: none"> <li>▪ Video format does not lend itself to satisfy these criteria.</li> </ul>  |
| <b>Appropriateness for Audience</b> - Incorporates behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students.                      | 3.1               | <ul style="list-style-type: none"> <li>▪ Appropriate for a broad audience – Teens, college students, adults, gay, straight, males, and females</li> </ul>   |
| <b>Multicultural Perspective</b> - Does this resource address the needs of communities of color; and/or issues of sexual orientation, gender, and disability?  |                   | <ul style="list-style-type: none"> <li>▪ Video is multicultural and inclusive.</li> <li>▪ Offers particularly good African-American perspective. Focuses on GLBT as well as straight youth. No people with disabilities included.</li> </ul>  |
| <b>Addresses needs of diverse learners.</b>  |                   | <ul style="list-style-type: none"> <li>▪ No specific adaptations.</li> </ul>  |
| <b>Teacher-Friendly</b> - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required.  | 3.5               | <ul style="list-style-type: none"> <li>▪ Has brief study guide with suggestions for follow-up discussion.</li> <li>▪ Does not offer teacher information for answering specific questions about HIV.</li> </ul>  |
| <b>Facilitation Skills Required</b> - How knowledgeable and skilled must the facilitator be to use this resource effectively?  |                   | <ul style="list-style-type: none"> <li>▪ Requires a leader with moderate to strong content knowledge and group leading skills.</li> </ul>   |
| <b>Presentation Quality</b> – How appealing is the product (e.g. visual quality, sound quality, graphics, etc.) ?  | 4.1               |   |
| <b>Overall Recommendation</b>  |                   | <ul style="list-style-type: none"> <li>▪ <b>Recommend Highly – 2</b></li> <li>▪ <b>Recommend – 10</b></li> <li>▪ <b>Reject – 0</b></li> </ul>   |