

Social media hiv
prevention
intervention health
and social care essay



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BUSTER**

Your abstract should summarise your proposal in one or two paragraphs. It will be informative enough that a busy Head of School could read it and understand what you are doing and why you are doing it. You should begin by identifying the original contribution or knowledge gap that you seek to address through your particular research questions or hypotheses. You should then discuss the research approach and methods you will use, before ending with a statement of your anticipated findings/results and their disciplinary and wider significance.

How to Write Your Abstract

An abstract is one of the most intricate and the same time a beautiful part of a thesis writing process. It is the most critical points of a thesis that the writer wants his readers to read. The prime objective of an abstract is to enlighten the reader about the fundamentals of a thesis. Although different disciplines entail diverse types of abstract writing process, however, the roadmap for abstract writing is approximately remains the same.

Vital Parts of an Abstract:

- (1) Problem statement formation
- (2) Construction of objectives and scope of the research
- (3) Construction of research methodology (theories, qualitative, quantitative) and method (instruments) used in the investigation.
- (4) Results and findings without adding any comments of your own
- (5) Conclusion and a concise outline of its significance

An Ideal Example of a Concise Abstract

The problem investigated in this research was that the majority of foreign language classes are taught with little or no regard for the current field-tested paradigm of foreign language acquisition. The prime objective of this experimental research was to compare the effect of two different instructional design interventions in teaching Arabic as a foreign language. A Triangulation method (quantitative, qualitative and descriptive) is employed in the investigation. Instruments used to collect data were Pre-

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test, Post-test, interviews and questionnaires. Results signified that BAIK statistically improved students' performance in the final exam compared to the traditional method. In brief, BAIK significantly improved learners' attitude, satisfaction, motivation and perception about learning the Arabic as a foreign language. Introduction

How to Write Your Introduction

Introduction is one of the most difficult parts of a PhD proposal. Introduction opens a dialogue with your examiners or readers. Your introduction can make or break you during the presentation. Your introduction must convince your reader that you are the right person among thousands of researchers. You must also show to your reader that how you going to fulfil his/her needs and what exceptional benefits they get from you. This is how you start your PhD proposal introduction. Now you are face to face with your reader and challenging him that you are the best researcher in this field. You should start talking to them gently but without fear and favour. The following tips are crucial in introduction writing process: 1. Tell the reader about your problem. 2. Tell the reader who is suffering from that problem? 3. How you going to solve that problem? 4. Tell the reader that you are qualified and equipped with the right methods of solving that problem. 5. Tell the reader the benefits you offer by solving that problem? 6. Tell the reader what results you anticipate. 7. Make sure to tell what is the most important to them. No more, no less and stand for your claim. Background

Context and Rationale for Proposed Research

This section should provide a review of the relevant literature that sets your research in context. It will include references, which will be listed at the end <https://assignbuster.com/social-media-hiv-prevention-intervention-health-and-social-care-essay/>

of your proposal. Explain why you chose your topic what prompted your interest; How your proposed work links with previous research; Ways your thesis is different or unique. Note: The proposal is a formal piece of writing. "Interest" does not mean your personal interest, e. g., whether you got excited about earthquakes when you felt a big one. It means academic interest—what questions will your work address that have not previously been answered and why should other researchers care about your project? HIV prevention remains one of the world's top public health and development priorities. It is incumbent on HIV/AIDS programme managers, HIV prevention specialists, M&E advisors and anyone involved in planning and implementing HIV prevention interventions to continue to analyse and document which prevention interventions are effective and should be scaled up to prevent new HIV infections. Nearly 90% of infected populations live in developing countries (UNAIDS 2004). Around 67% of the world's HIV/AIDS infected population lives in Sub-Saharan Africa (UNAIDS 2008) In response to the high prevalence of HIV/AIDS in young people, world leaders are working together globally to prevent HIV/AIDS. For example, one of the aims of the Millennium Development Goal number six is: "...to have halted by 2015 and begun to reverse the spread of HIV including HIV prevalence among population groups aged 15-24 years." (UNAIDS 2006).

In addition, the United Nations General Assembly Special Session (UNGASS) on HIV/AIDS aimed to ensure that by 2010: "...at least 95% of young people have access to the information, skills, and service needed to reduce their vulnerability to HIV." (UN 2006). It is time that [health] programs embrace Facebook, texting, all the communication means, the

new information technology that people are using. It is not by billboards that we are going to introduce social change and personal behaviour change on a large scale. Peter Piot, UNAIDS, at the 2008 International AIDS Conference in May 2011, The UNAIDS and Stellenbosch University brought together technology leaders, HIV/AIDS activists, social media experts and young people to discuss how social media and mobile technologies can be leveraged for HIV prevention. The discussions focused on using social media as ways of reaching young people with information about how to prevent HIV. " Effective use of social media and mobile technology in this field will bring hope to a generation whose future continues to be threatened by HIV". said Prof Russel Botman, Rector and Vice-Chancellor of Stellenbosch University. This is particularly important at a time when globally only one in three young people have complete knowledge of how HIV is transmitted and 7000 people are becoming newly infected each day. Prof. Jan du Toit, Director of the African Centre for HIV/AIDS Management at Stellenbosch University said that " The point where social media and mobile technology converge with innovation is where we need to focus our collective efforts in the HIV prevention response to ensure that our young people are not left behind in our endeavour to halt the spread of this epidemic". The UNAIDS Executive Director Michel Sidibé also maintained that we need nothing less than an HIV prevention revolution, with social media and mobile technology at its core." Other Leaders also have argued for the creation of the HIV prevention revolution with Social media and mobile phones. Elena Pinchuk, founder and Chairman of the ANTIAIDS Foundation said: " Young people and teenagers spend most of their time in the Internet. Their life today is about computer and telephone. To be more efficient with the AIDS messaging, we <https://assignbuster.com/social-media-hiv-prevention-intervention-health-and-social-care-essay/>

have to use the same language and the same communication platforms as our target audience". Mr Bill Roedy former Chairman and Chief Executive, MTV Networks International asserts that Young people connect with each other through social media and mobile. His recommendation is that the next generation of HIV prevention must be through social media and mobile as these are the young people's primary means of communication. According to Michael Bartos, Strategy Team leader from UNAIDS, " Young people are in the forefront of the AIDS epidemic - both as those affected and those leading the social and behavioural changes which will prevent HIV", he maintains that " The new era of social movements led by ' digital natives' will transform the AIDS response So far the researcher was unable to identify any evaluations of the use of social media in the HIV/AIDS sector therefore, It is not clear whether these interventions can yield the results they are supposed to yield, especially in the Sub-Saharan Africa. However, So far the researcher identified an extensive review of evaluations related to computer technology interventions and a review about current trends in internet and phone based HIV prevention programs. The former indicated " that computer mediated interventions hold much promise for the future of HIV prevention efforts" and " that computer technology-based interventions have many advantages when compared to human-delivered interventions" including lower cost and greater flexibility. The review of current trends in internet and phone-based HIV prevention by Ybarra & Bull (2007) highlighted that embedding internet prevention interventions on social media networking sites may be helpful for overcoming the challenges that have been experienced in attracting people to engage in these strategies. In addition, Ybarra & Bull (2007) note that chat rooms are a common place to meet <https://assignbuster.com/social-media-hiv-prevention-intervention-health-and-social-care-essay/>

partners and are therefore important for targeting prevention interventions. It is noted that several chat room interventions are in development, which includes the University of Minnesota's HIPS unit MINTS-II - an Internet-based intervention aimed at reducing HIV risk behaviors among men who have sex with men who use the Internet to find sexual partners . In order to provide locally relevant information, we have identified some examples of ASO Facebook pages that help to illustrate how social media is currently being used in Ontario. The examples of Facebook pages that we identified include:

- OutNPoz Toronto <http://www.facebook.com/ACToronto#!/group.php?gid=44396692471&ref=search&sid=532526112.1787969061..1>
- AIDS Committee of Ottawa Facebook page <http://www.facebook.com/group.php?gid=17899260494>
- AIDS Committee of Toronto Facebook page <http://www.facebook.com/ACToronto>
- We, The Students Of Canada, Have HIV/AIDS <http://www.facebook.com/group.php?gid=2219997164#!/group.php?v=wall&gid=2219997164>

Despite the promising benefits of using social media as ways of reaching young people with information about how to prevent HIV, no empirical research has been published thus far, investigating the implementation and impacts of a Social Media HIV prevention intervention for adolescents. Thus, it is important to evaluate HIV/AIDS interventions in order to investigate how such interventions are impacting young people. Such investigations can yield fruitful contribution to the current global efforts in fight HIV/AIDS among young people. Phase one of this Study intends to address this identified gap. Again, different organizations that invest considerable resources in HIV Prevention have compelling interest in understanding the extent to which funds are used efficiently and effectively. Therefore, the ability to increase and maintain

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global political will and resources directed to HIV/AIDS programs ultimately rests on the ability to show that the interventions can make a difference in reducing new infections and improving life for people infected with and affected by HIV. To respond to this ever increasing demand for accountability and evidence-based decision-making in HIV prevention interventions, Quantitative, qualitative, or Mixed Methods Evaluation Studies are applied. There is an assumption that Mixed Methods provides a better understanding of a research problem than either Quantitative or Qualitative Research alone. However, according to Thomas D. Cook, a Professor of Sociology, Psychology, Education, and Social Policy at North Western University " To say that Mixed Methods are always better would be naive; it implies that we haven't learned enormously from classical, single-method studies." Through a review of the literature, I was unable to locate any research that substantiate through scholarly inquiry, the value added by Mixed Methods Research beyond the value gained through adhering strictly to either Quantitative or Qualitative approaches in the Evaluation of an HIV Prevention intervention. Phase TWO of this research intends to address this identified gap

According to the UNAIDS (2010), of the estimated 22. 5 million people living with HIV in sub-Saharan Africa by the end of 2009, 2. 3 million were children. Furthermore, during 2009, AIDS was responsible for about 90% of the nearly 16. 6 million children becoming orphans in sub-Saharan Africa. In South Africa, the UNAIDS (2010) reported 5 600 000 people living with HIV and AIDS, while of these, 330 000 were children and 1 900 000 children became orphans due to AIDS. These figures refer to children as those under the age

of 15 years and orphans as those aged 18 and younger who have lost one or both parents to AIDS. In a study by Bankole et al (2007) it was found that, very young adolescents (ages 12-14) in sub-Saharan Africa are already becoming sexually active. In their study, it was found that although these young people had some knowledge of HIV and contraception, they seriously lacked the in-depth understanding on these topics that could prevent them from contracting HIV and other sexually transmitted infections, or from becoming pregnant. It is thus crucial to convey the correct information to these young people before they make their sexual debut.

Adolescents, young people and HIV

☞ Today, there are 1.6 billion people aged 12-24—the largest generation of adolescents and young people ever.☞ In 2010 young people aged 15-24 accounted for 42% of new HIV infections in people aged 15 and older. Among young people living with HIV, nearly 80% (4 million) live in sub-Saharan Africa.☞ Globally, young women aged 15-24, have HIV infection rates twice as high as in young men, and account for 22% of all new HIV infections and 31% of new infections in Sub-Saharan Africa.☞ According to the most recent population based surveys in low- and middle-income countries, only 24% of young women and 36% of young men responded correctly when asked five questions on HIV prevention and HIV transmission. viThe HIV epidemic has been harsh on the lives of young women, who comprise 66% of infections among young people worldwide. Statement of The research problem

How to Write Your Problem Statement

A problem statement is a specific condition that needs urgent attention and a possible solution. Problem statement attempts to fill a gap in the existing <https://assignbuster.com/social-media-hiv-prevention-intervention-health-and-social-care-essay/>

knowledge that requires serious attention. An excellent problem statement is just a line or two. The rest of the paragraph(s) is its elaboration; a possible solution and most importantly, who says that it is a problem (cite scholarly references). The problem must generate questions for the research to answer. A PhD proposal problem statement must challenge to answer the following questions: 1. What is the problem? What? 2. Where is the problem? Where? 3. How to solve the problem? How? 4. Why you want to solve the problem? Why? 5. Is the problem current? 6. Will the problem continue in the future if it is not solved? 7. Who is suffering by that problem? 8. Will this problem prove or disprove the existing knowledge? With the internet increasingly being used as a source of health information, its potential as a method of HIV prevention and outreach is significant, especially given that interventions can be delivered anonymously and with minimal cost (1). Social media may provide the additional advantage of more actively engaging both people at risk for and living with HIV/AIDS in prevention strategies. In addition, social media could be used as a mechanism to provide peer training and/or education. However, before using social media in this manner, it is important to more fully understand its benefits, harms/risks (e. g., privacy issues) and costs. The problem statement of this study is: does a Social Media HIV Prevention interventions for Adolescents change HIV/AIDS knowledge, attitude, and behaviour; and do these affective factors (knowledge, attitude, and behaviour) differ significantly among adolescents who have attended the HIV/AIDS intervention programme and those who have not? Past research on the problem Empirical studies have demonstrated some evidence of the usefulness of computer-assisted healthcare interventions to promote health behaviours e. g. promotion of <https://assignbuster.com/social-media-hiv-prevention-intervention-health-and-social-care-essay/>

weight loss (Tate et al 2001), diabetes self-management (Glasgow et al 2003), and health eating and activity (Norman et al 2007). Applied to a wide range of healthcare behaviours, there has been some success in increasing knowledge (Coumba et al 2005; Murray et al 2005; Campbell et al 2004), changing attitudes and coping self-efficacy (Wikgren 2003; Stout et al 2001; Gustafson et al 2001; Richie et al 2000) some limited success in changing behaviour and yielding quantifiable health benefits (Littlejohns et al 2003; Hersh et al 2001; Campbell 2004; Eysenbach et al 2004; Wofford et al 2005; Howells et al 2002). Most of the behavioural change computer-assisted healthcare interventions have been implemented in developed countries (Murray et al 2005; Halpern et al 2008; Wofford et al 2005). Yet such interventions have the potential to satisfy the unmet needs of health education in poorly resourced countries e. g. teacher shortage and other barriers to health education (Canadian International Development Agency 2003). Since HIV/AIDS is mainly a behavioural disease that is commonly transmitted through risky sexual practices, ICT can provide innovative ways of preventing its transmission (Benotsch et al 2006; McFarlane et al 2005; Noar et al 2009). The modest studies conducted in this area show some evidence that computer-assisted HIV/AIDS intervention increase participants' knowledge of HIV/AIDS (Lou et al 2006; Keine et al 2006; Tian et al 2007; Halpern et al 2008), attitudes and self-efficacy (Gustafson et al 2001; Ashton et al 2005; Coursaris et al 2009), and some evidence on influencing sexual behaviours (Lonczak et al 2002), including condom use, number of partners (Noar et al 2009). Despite the promising benefits, the application of computer-assisted HIV/AIDS interventions is significantly limited, particularly in developing countries where the pandemic

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is widespread (Payton and Kiwanuka-Tondo 2009). Reasons for this limited application include lack of computers, low bandwidth, network unreliability, low internet accessibility, lack of reliable electricity and low levels of computer literacy (Forma 2004; Edejer 2000; Siika et al 2005). Thus, before introducing computer-assisted healthcare interventions in developing countries, it is important to assess the availability of technological facilities, infrastructure and skills. Very few computer-assisted healthcare interventions for young people's behavioural change have been rigorously evaluated (Etter 2005; Halpern et al 2008). Besides, unlike in developed countries, studies evaluating computer-assisted healthcare interventions in developing countries are rare (Edejer 2000). Yet evaluation findings conducted in developed countries may not be generalised to the developing world, given the differences in context, culture and technological infrastructure. The evaluation of computer-assisted healthcare interventions in Africa remains hugely under-researched. 21 Even when evaluation is carried out, there is a lack of methodological rigour in many of the studies that evaluated computer-assisted healthcare interventions in developing countries (Lucas 2008). Consequently, there is limited evidence about the adoption and the usefulness of computer-assisted healthcare interventions in the context of low resource countries, including Uganda. Current systematic reviews affirm the need to explore the use of computer-assisted healthcare interventions in developing countries (Murray et al 2005). Deficiencies in past research and one deficiency related to a need to collect both quantitative and qualitative data Fighting HIV/AIDS, especially among young people, is a global challenge. Computer-assisted healthcare interventions have the potential to satisfy the unmet health needs of populations in low

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resource countries. ICT can provide innovative approaches to HIV prevention. However, there are significantly few empirical studies in the area of computer-assisted HIV/AIDS interventions. The research literature we identified was focused on computer-based interventions for delivering HIV prevention interventions and not specifically on the use of social media. The review of websites that we did identify was conducted six years ago and given the pace of advancement in social media since 2004, the findings are likely no longer relevant. The audiences that will profit from the study

PurposeThe purpose or study aim of the project and reasons for mixed methodsWhy are you planning to use mixed methods in your study? What purpose (research objective) will it accomplish? Why do you plan on gathering both quan and qual data? Think about this from a research methods perspective. Significance of the studyThis research will be instrumental for the development of novel, Social Media HIV prevention intervention

The research questions/hypothesesQuantitative, qualitative, mixed methods research questions/hypotheses (create separate sections for each set of questionsWrite one or two overview sentences followed by several specific questions (bullet points). Your research questions should lead naturally from the ‘ background and previous work’ section and your methodology (below) should address each question in turn. These questions may be in the form of hypotheses to be tested, objectives to be realised or questions to be answered depending on the research approach you are adopting. How to Write Your Research Questions Your research question must be brief, relevant, focused and arguable. Good research questions create a corridor to your research. Good research questions are the spine of your proposal and later, in your thesis. The following few tips may help you <https://assignbuster.com/social-media-hiv-prevention-intervention-health-and-social-care-essay/>

to write your research questions: 1. Choose a topic that interests you and your readers. 2. Make an investigation on your topic by going through scholarly journals and see what questions are raised by your peers. Take note of what questions are not raised so that you elevate it. 3. Your research questions should not be answered by simple facts; it must require critical analysis and field tested research. It must be provoking and requires significant examination. 4. Your research questions should be neither very broad nor very narrow. If too narrow, you will have difficulty in finding relevant information. 5. Do not forget to show your research questions to your supervisors before going into details of it.

The Phase ONE of the study

The aim of Phase ONE of this study is to investigate whether a Social Media HIV prevention intervention significantly influence the adolescents' HIV/AIDS knowledge, attitude towards HIV/AIDS related issues and sexual behaviours and to investigate through what processes do adolescents' knowledge and attitudes about HIV change.

Objectives

To investigate the change in knowledge, attitude, and behaviour of adolescents after undergoing Social Media HIV prevention intervention To find out whether or not there were significant differences in HIV/AIDS knowledge, attitude, and behaviour among the adolescents of different sexes after undergoing Social Media HIV prevention intervention To find out through what processes do adolescents' knowledge and attitudes about HIV change To find out what conditions promote or impede implementation of a Social Media HIV

prevention intervention To find out what are the adolescents' perceptions of the Social Media HIV prevention intervention

Research Questions

Do adolescents participating in the Social Media HIV prevention intervention gain more knowledge about HIV and AIDS, compared to similar adolescents not in the program? Do adolescents participating in the Social Media HIV prevention intervention improve their attitudes more toward HIV prevention and people with HIV, compared to similar students not in the program?

Through what processes do adolescents' knowledge and attitudes about HIV change? What conditions promote or impede implementation of a Social Media HIV prevention intervention What are the adolescents' perceptions of the Social Media HIV prevention intervention

The Phase TWO of the study

Although Mixed Methods research is becoming an increasingly popular approach in several areas, and it has long been called for as an approach for providing a better understanding of research problems, there have been no assessments as to whether Mixed Methods adds value to the Evaluation of an HIV Prevention intervention beyond the value gained through adhering strictly to either Quantitative or Qualitative Research. The Phase Two of this study has objectives, which follow: To find out what are the substantive findings of single methods, what findings are unique. To find out what are the substantive findings of Mixed Methods, what unique information do the mixed method findings produce over and above single methods To find out how do readers view the credibility and utility of single method findings and mixed method findings and why, To find out what do readers see as the <https://assignbuster.com/social-media-hiv-prevention-intervention-health-and-social-care-essay/>

advantages and disadvantages of Mixed Methods. Philosophical foundations for using mixed methods and the type of design (optional) Why are you planning to use mixed methods in your study? What purpose (research objective) will it accomplish? Why do you plan on gathering both quan and qual data? Think about this from a research methods perspective. Definitions and terms Literature Review (include quantitative, qualitative, and mixed methods studies, if they are available) Methodology and Procedure

How to Write Your Methodology

Methodology refers to the theoretical analysis of your research while method refers to a systematic and orderly arrangement and measuring of your research. The Method of a research designates that how you going to demeanour your research. It also leads you on how to advance with your research. Method is just like a tool utilized by a researcher to measure the activities of the study. Different methodologies are used with different studies. Thus, methodology indicates rational and idealistic postulation of your study while method refers to the how to do of it. For example: Research on human feelings: Methodology: Triangulation (Qualitative, Quantitative and Descriptive) mixed. Method: Research design, population, sample, instrument, validity, reliability and result and so on. Some useful points when formulating your research methodology: 1. Choose your methodology based on the type of research you are conducting. 2. Institute a clear and concise affiliation between your study and your methodology. 3. Ask yourself whether this methodology answers your research questions? 4. Provide meaningful reason for choosing your methodology such as literature review. 5. Divide your method into research design, population, sample, instrument,

validity, reliability, results and implementation phases. 6. Most importantly, are you comfortable with it? Phase ONE of this study will be a Mixed Method evaluation of a Social Media HIV prevention intervention for adolescents to improve HIV Knowledge levels, to promote positive changes in behaviours, to change risky sexual practices and to contribute to an increase in the number of people going for VCT services among adolescents with a view to decrease HIV transmission. Phase TWO of this study will be an experiment in which groups of readers examine the Qualitative, the Quantitative, and the Mixed Methods part of the Evaluation Study done in Phase ONE. The substantive findings of Qualitative Methods Quantitative Methods and Mixed Methods will be compared via content analysis of evaluation documents. The substantive findings of each method will also be examined for readers' views on their utility and credibility. Also, the substantive findings from Qualitative, Quantitative and Mixed Methods will be compared to each other to determine uniqueness of findings. Research DesignMethods

Theoretical framework and Method

In this section identify the theoretical framework/orientation that underpins your research and give a rationale for your approach. This should ideally connect back to your literature review in the opening section. Demonstrate how the literature and theoretical orientation inform your chosen methodology (quantitative, qualitative, mixed method, participatory, interpretive) and how this is appropriate for answering the research questions in your previous section. A definition of mixed methods researchThe type of design used, and its definitionChallenges in using this designExamples of using the type of design (in your field, if

possible)Reference and inclusion of a visual diagramQuantitative data collection and analysisQualitative data collection and analysisMixed methods data analysis proceduresValidity approaches in both quantitative and qualitative researchResearcher's Resources and SkillsPotential Ethical IssuesResearch Permission and Ethical Considerations

Dissertation Structure or Outline:

Outline the proposed structure or format of your Dissertation. Suggest how many chapters you will have, chapter headings and the order of presentation. A good way to do this is to include a proposed table of contents. Timeline for Completing the StudyInclude a specific timeline for the completion of all the tasks that contribute to the intended submission of your thesis, including what you have already done. This will guide you and keep you on track. For example estimate the time needed for tasks and assign tasks for each 3month period (use real dates). Use of a Gant Chart may be helpful for this purpose. Budget and ResourcesYou will have submitted a budget as part of the enrolment process. Revisit this budget and distinguish between funding that has already been sourced and further funding that might be required. Discuss where you might find additional funding (if required), and discuss the implications of not receiving more funding for the resources you require. References/Appendices with instruments/protocolsYou will provide the full bibliographic information for each source used or cited in your proposal. References must be listed in alphabetical order by author.