

CHAPTER VI

BIBLIOGRAPHY

Stine, J.G. (1996). AIDS UPDATE 1996: An Annual Overview of Acquired Immune Deficiency Syndrome. Upper Saddle River, New Jersey: Prentice Hall.

This book mentioned that the face of AIDS is surely around us. It is a disease that invites commentary, requires research, and demands intervention. Inevitably linking sex and death, passion and policies, it continues to generate controversy.

All chapters contain boxed information. Some of the chapters contain points of view, points of information, cases in point and pro and con discussion about HIV/AIDS.

They illustrate and highlight important information about HIV infection, HIV disease and AIDS.

They would like to expose our students to new conception biology that is shaping humanity's future.

WHO. (1992). School health Education to Prevent AIDS and Sexually Transmitted Disease.

This book provides a framework within which education authorities can work with teachers, parents and community leaders to help young people learn the facts about HIV/AIDS/STDs.

It emphasizes the important of education about human behavior and sexuality that is appropriate to a young person's particular stage of development and culture. The guide is designed to help educational systems provide structure, sequenced, school-based approaches to the problem of AIDS/STD.

This book mentioned that School-based education about AIDS/STD will be successful only if classroom approaches reflect and are guided by a clearly stated policy.

This book provides the guideline for school-based HIV/AIDS education program for students. I learned about school-based HIV/AIDS education is important for our new generating.

Stiffman, A.R., Dore, P., Cinningham, R.M., & Earls, F. (1995). Person and Environment in HIV Risk Behavior Change between adolescence and young adulthood. *Health Education Quarterly* 22(2): 211-226.

This paper supports the concepts that both personal and environment variables influence change in human immunodeficiency virus (HIV) related behaviors adolescence and young adulthood.

This study supports the concepts that both personal and environmental variables influence change in HIV risk behaviors by inner-city youths. Behavior change is predicted by a combination of personal and environmental factors and an interaction between the two domains. They discussed with the predictions of both social cognitive theory and ecological model.

WHO & UNICEF. (1995). Working with Young people: A guide to Prevention HIV/AIDS and STDs. London: Commonwealth Secretariat.

I learned that AIDS epidemic is growing, it become more and more important that all sections of society act to prevent the spread of HIV/AIDS and other STDs among young people.

This book is written for people who want to plan and carry out HIV/AIDS prevention and education activities. The guide is addressed to youth project officers, social workers, health educators, non-governmental organizations and youth's association. It is useful for policy makers, National AIDS program managers and community leaders.

These book guides to prevent HIV infection and STD in out-of-school youths including peer information, peer education and peer counseling program.

I found that several behavior-related problems confronting youth (such as unsafe sex, substance abuse and violence) have similar underlying causes.

Romer, D., Hornik, R. (1992). HIV education for youth: The importance of social consensus in behavior change research. United States.

This research mentioned that most theories of health education focus on change in the knowledge, beliefs and skills of individuals as causes of behavior change. However, they argue that this neglects the important contribution of the social environment in supporting healthier behavior, and a model of social consensus that allows alternative routes for educational influence at both individual and social levels.

The authors suggested that educating young people about the dangers of HIV infection and steps they can take to avoid contracting it is a major public-health concern. Therefore, we need effect of successful health education for young people.

Maibach, E., Parrott, R. (1995). Designing Health Messages Theory-Driven Approaches. pp. 41-61.

The main section of this book addresses theory-driven approaches to health message design. I learned about chapter 2 described stages of change theory and illustrated how behavioral decision-making principles inform messages designed to encourage people through the initial steps of behavior change.

I learned that both the transtheoretical model and social cognitive theory, and then describe and illustrate social cognitive message design strategies to move target audience members through the stages of change. Social cognitive theory is very important for community-level HIV prevention and individual prevention. This chapter focuses on the data gathering and related activities need to develop effective health message.

Pitts, M.Philips, K. (1991). The Psychology of Health, The Primary Prevention of AIDS. pp . 140-155.

This book provides that up-to date and comprehensive introduction to health psychology, which will be invaluable to health researchers and students.

The first part of book mentioned that basic principles, theories and methodologies of health psychology.

The second part pointed out psychological studies relevant to the experience of illness and hospitalization and the management of disease. It deals with the process of illness from the first perception of the symptoms, through medical treatment, to rehabilitation and recovery.

I learned about how to prevent the HIV/AIDS. Because of HIV/AIDS is caused by Human behaviors. Therefore, they must change their behaviors for risk reduction will require innovative program, beginning with education for young people and the establishment of new patterns of social responsibility.