



# Pathway Exploration for HIV/AIDS Prevention Education in Universities from the Perspective of Comprehensive Ideological and Political Education

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**Abstract.** In recent years, the HIV/AIDS epidemic in Chinese universities has been worsening. As the most economical and effective way of AIDS prevention, HIV/AIDS prevention education plays a vital role in preventing the spread of AIDS and promoting the health awareness of college students. From the perspective of comprehensive ideological and political education (CIPE), HIV/AIDS prevention education not only bears the mission of disseminating knowledge about HIV prevention but also serves as an important avenue for cultivating the health concepts and moral qualities of young people in the new era. It is a key element in implementing the goal of a Healthy China and holds significant importance for nurturing the healthy growth and development of university students. Currently, HIV/AIDS prevention education in universities faces numerous practical challenges. It is necessary to clarify the inherent connection between CIPE and HIV/AIDS prevention education and to explore the pathways and strategies for HIV/AIDS prevention education in universities from the perspective of CIPE.

**Keywords:** Comprehensive Ideological and Political Education; HIV/AIDS Prevention Education; Pathway Exploration; Health Education

## 1 Introduction

During the National People's Congress in 2021, General Secretary Xi Jinping proposed the statement "We must make good use of 'Comprehensive Ideological and Political Education' (CIPE)," marking the formal formation of the concept of CIPE <sup>[1]</sup>. In 2022, the Ministry of Education and ten other ministries issued the "Work Plan for Comprehensive Promotion of CIPE Construction," further clarifying the position and importance of CIPE in educational activities, and indicating the direction for its construction. The perspective of CIPE emphasizes the comprehensiveness, systematicness, and integrality of ideological and political education, which helps to fully mobilize various resources and forces to conduct ideological and political education for students, effectively implementing the fundamental task of fostering morality and cultivating talents.

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AIDS, as a severe infectious disease without a cure and vaccine, continues to spread globally, posing a huge threat to human life and health. according to the path that ends AIDS: UNAIDS Global AIDS Update 2023, there are currently 39.0 million people globally were living with HIV.<sup>[2]</sup> Currently, AIDS is one of the main causes of the death of our young people in China and university students have become a high-risk group for AIDS.<sup>[3]</sup> Reports by Li Guanqiao and H. Zhao indicate that the number of new AIDS diagnoses among college students in China increases at a rate of 30% to 50% annually<sup>[4-5]</sup>. From 2015 to 2019, the annual number of new HIV/AIDS infections among young students has remained at over 3000 cases<sup>[6]</sup>. HIV/AIDS prevention education, is not only the first line of defense against AIDS<sup>[7]</sup>, but also the most effective "social vaccine" for AIDS prevention and control, should be given more attention and implemented efficiently at this time.

Under the perspective of CIPE, HIV/AIDS prevention education not only serves the function of preventing AIDS but also plays a role in ideological and political education. Educational administration and college must correctly understand the importance of HIV/AIDS prevention education, in the process of promoting the construction of the CIPE structure, to achieve the goal of AIDS prevention for all. How to integrate HIV/AIDS prevention education with ideological and political education, and explore a path of HIV/AIDS prevention education with Chinese characteristics, has become a crucial issue that must be addressed in the field of ideological and political education<sup>[8]</sup>.

## **2 The Inherent Connection between CIPE and AIDS Prevention Education in Universities**

### **2.1 Health Education under the Perspective of CIPE**

Under the perspective of CIPE, health education is one of the contents of ideological and political education, and further emphasis is put on the comprehensiveness and integrity of health education. Conducting health education not only can promote students' health literacy, guide them to form correct health concepts, and develop good health lifestyles, but also cultivate college students' good moral qualities to practice the core socialist values. From the perspective of CIPE, HIV/AIDS prevention education, as an important component of health education, is endowed with a higher mission and value.

### **2.2 Consistency between HIV/AIDS Prevention Education in Universities and Ideological and Political Education**

The main task of ideological and political education in universities is to enhance the ideological and moral qualities of college students, help them establish correct worldviews, values, and outlooks on life, promote their free and comprehensive development, and inspire them to strive for the construction of socialism with Chinese characteristics and the great rejuvenation of the Chinese nation. In addition to fulfill aims

such as increasing students' awareness of AIDS, their preventive consciousness, self-protection abilities, and eliminating discrimination against AIDS, HIV/AIDS prevention education in universities also emphasizes the goal of cultivating students' correct worldviews, outlooks on life, and values during the process of conducting prevention education. This goal is highly consistent with the objectives of ideological and political education in universities.

### **3 Realistic Challenges Facing HIV/AIDS Prevention Education in Universities under the Perspective of CIPE**

#### **3.1 Inadequate Understanding and Insufficient Emphasis**

Due to various factors such as history, culture, and society, the public harbors many misconceptions about AIDS. For instance, many believe that AIDS is mainly transmitted through blood and primarily occurs among drug users, leading to the widespread unawareness in most universities that college students have become a high-risk group for AIDS. Consequently, most universities lack a comprehensive understanding of the importance of HIV/AIDS prevention education, failing to incorporate it into their work plans and lacking specific measures for implementation. In addition, most universities have not clearly defined which department is responsible for the work of HIV/AIDS prevention education. Therefore, the implementation of HIV/AIDS prevention education depends entirely on whether the school has teachers who are interested in this work. This lack of recognition severely hinders the effective implementation of HIV/AIDS prevention education.

#### **3.2 Insufficient Resources for HIV/AIDS Prevention Education**

HIV/AIDS prevention education is not solely a matter within the medical field but also falls within the realm of sociology. Therefore, only professionals with a combination of medical knowledge, understanding of educational methods, and familiarity with social communication theories can effectively conduct HIV/AIDS prevention education. Currently, most regions and schools lack professional talents, teaching materials, and popular science works for HIV/AIDS prevention education, making it difficult to popularize and deepen HIV/AIDS prevention education.

#### **3.3 Insufficient Participation and Depth of Peer Education**

Through questionnaire surveys conducted in universities in Chongqing and information retrieval from CNKI databases, it was found that most universities lack specialized peer education teams for HIV/AIDS prevention. On one hand, peer education teams lack professional personnel to provide training and guidance for their activities, and some volunteers themselves have a vague understanding of HIV/AIDS knowledge. On the other hand, most university volunteer teams often undertake various types of volunteer

service activities, leading to a lack of focus on HIV/AIDS prevention education activities and ineffective dissemination of information.

### **3.4 Monotonous Educational Methods and Lack of Innovation**

Currently, HIV/AIDS prevention education in universities mostly relies on traditional methods such as lectures and poster campaigns. These methods are not only monotonous but also lack liveliness and appeal, making it difficult to attract students' interest and attention and resulting in ineffective dissemination of information. Furthermore, the lack of integration with modern societal and technological means limits the coverage and effectiveness of HIV/AIDS prevention education. In addition, most universities only carry out HIV/AIDS prevention education activities around the time node of World AIDS Day, lacking an overall semester or annual HIV/AIDS prevention education plan, which leads to fragmentation of students' knowledge, insufficient knowledge reception and insufficient awareness of AIDS.

## **4 Path Selection for HIV/AIDS Prevention Education in Universities under the Perspective of CIPE**

### **4.1 Strengthening Ideological Guidance and Updating the Concept of HIV/AIDS Prevention Education**

Under the perspective of CIPE, HIV/AIDS prevention education should first and foremost strengthen ideological guidance, helping students establish the concept that they are primarily responsible for their own health. Through classroom teaching, special lectures, and engaging activities, basic knowledge about AIDS, its transmission routes, and preventive measures should be disseminated, guiding students to recognize that AIDS is currently incurable and there is no vaccine for prevention. Every individual and family can be threatened by AIDS, and individuals should take responsibility for their own health. Students should actively learn and master knowledge on AIDS prevention, reject risky behaviors that may lead to HIV infection, and take measures to protect themselves. Additionally, moral education should be enhanced to guide students in forming correct worldviews, refraining from discriminating against people living with HIV/AIDS, enhancing their sense of social responsibility, and actively participating in HIV/AIDS prevention education activities.

### **4.2 Innovating Educational Methods to Improve the Effectiveness of HIV/AIDS Prevention Education**

To address the current issues of monotonous and lack of innovative approaches in HIV/AIDS prevention education, it is necessary to innovate educational methods to enhance the effectiveness of prevention education. Firstly, modern information technology should be utilized to create lively and interesting HIV/AIDS prevention materials and develop interactive games to capture students' attention and interest. Secondly,

various forms of practical activities such as social surveys and volunteer services should be conducted to deepen students' understanding of AIDS through practical experiences. Thirdly, specific cases and real-life stories should be combined with activities such as situational simulations and role-playing to allow students to experience the harm of AIDS and understand the importance of prevention firsthand.

### **4.3 Building Diverse Platforms to Expand the Coverage of HIV/AIDS Prevention Education**

Expanding the coverage of HIV/AIDS prevention education can be achieved by establishing education platforms across various levels, including schools, communities, and the media. At the school level, specialized HIV/AIDS prevention courses can be offered, integrating HIV/AIDS knowledge into the curriculum system or infusing it into daily teaching across various subjects. At the student community level, regular HIV/AIDS awareness activities can be organized to enhance students' awareness of HIV/AIDS prevention. In order to cultivate volunteers for specialized peer education teams for HIV/AIDS prevention, firstly, we can refer to the work model of "teaching, spreading, helping, and leading" of youth league cadres, cultivate the active force of peer education teams for HIV/AIDS prevention, and carry out various HIV/AIDS prevention education activities on a regular basis. The second is to provide guidance teachers for the peer education teams for HIV/AIDS prevention, and participate in overall coordination. Equip excellent instructor or full-time teachers as guiding teachers for peer education teams for HIV/AIDS prevention, and take guiding teachers to "lead thoughts, cadres, and work" as specific measures to truly participate in the design of activities, guidance of educational programs, overall coordination of activities, team building, and other work. The third is to improve various systems and form activity guarantees. Especially, establish and improve the evaluation and incentive mechanisms for school volunteer services, evaluate the behavior of peer education teams for HIV/AIDS prevention, and use awards and evaluations as engines to promote high-quality HIV/AIDS prevention education activities. The fourth is to extract features and form a brand during regular activities. Integrating knowledge of HIV/AIDS prevention and national policies on "HIV/AIDS" into popular stage performances for college students (such as fast-paced, cross-talk, skits, etc.), and gradually forming a unique set of peer education HIV/AIDS prevention plays.

### **4.4 Strengthening Team Building to Enhance the Teaching Quality of HIV/AIDS Prevention Education**

The effectiveness of HIV/AIDS prevention education in universities largely depends on the quality and capabilities of the prevention education team. Therefore, from the perspective of CIPE, it is essential to prioritize team building when strengthening HIV/AIDS prevention education. This can be achieved by organizing specialized training courses for HIV/AIDS prevention education, inviting experts and scholars to give lectures and share experiences, thereby enhancing the knowledge and teaching abilities of teachers and peer education volunteers in HIV/AIDS prevention education.

Additionally, teachers and peer education volunteers should be encouraged to actively participate in HIV/AIDS prevention education practice activities and research projects, continuously improving their professional competence and practical abilities.

#### **4.5 Strengthen Warning Education and Enhance Students' Awareness of Proactive Detection**

First, on the basis of ensuring students' personal privacy, under the guidance of Center for Disease Control and Prevention, the HIV/AIDS epidemic situation should be reported in the relevant departments in the school, and the typical cases of HIV/AIDS infection of relevant students should be summarized and produced for the health education publicity in the school, and the warning education for young students should be carried out. Secondly, actively promote and mobilize students to enhance their awareness of proactive testing. Helping students establish the concept that they are primarily responsible for their own health. Make it clear that testing is the only way to know about HIV/AIDS infection, and be responsible for themselves and others. Third, introduce self inspection devices to promote HIV/AIDS testing and consultation. Set up HIV/AIDS voluntary counseling and testing points, quick check points, self-help testing materials and automatic condom selling facilities according to local conditions, and carry out comprehensive intervention. Vigorously publicize the "four early" mechanism for early detection of AIDS infection, guide students with high-risk behaviors susceptible to HIV/AIDS virus to receive counseling and testing as soon as possible, and implement early detection and diagnosis.

#### **4.6 Apply for HIV/AIDS Prevention Popularization Projects and Optimize the Achievements of HIV/AIDS Prevention Education Activities**

First, HIV/AIDS Prevention Education activity is project-based, achieving planned, content based, and systematic education for HIV/AIDS Prevention Education. Systematically declare technology dissemination and popularization projects in the jurisdiction, provide funding for HIV/AIDS prevention education activities through multiple channels, and mobilize the enthusiasm of guiding teachers. For example, Universities in Chongqing can apply for projects such as the Science and Technology Communication and Popularization Project of Chongqing Science and Technology Bureau, the "Youth Love AIDS" Public Welfare Venture Capital Project sponsored by Chongqing Municipal Health Commission and Chongqing Municipal Education Commission, and the University HIV/ AIDS Prevention Fund of Chinese Association of STD & AIDS Prevention and Control. Secondly, turn the achievements of HIV/AIDS Prevention Education activities into scientific research. Further transform HIV/AIDS Prevention Education activities into various teaching and research project. Collect data and analyze and organize data through the HIV/AIDS Prevention Education activities, further refine theories, guide the subsequent implementation of HIV/AIDS Prevention Education activities, actively apply for various scientific research projects, educational research and reform projects, and other areas.

#### 4.7 Emphasizing Evaluation and Feedback for Continuous Improvement of HIV/AIDS Prevention Education

From the perspective of CIPE, it is necessary to establish a comprehensive evaluation and feedback mechanism for HIV/AIDS prevention education in universities. Regular assessment and analysis of HIV/AIDS prevention education activities should be conducted to understand the actual effectiveness and identify any existing issues, allowing for timely adjustments to educational strategies and methods. Additionally, actively collecting feedback and suggestions from students is crucial to continuously improve and refine the content and format of HIV/AIDS prevention education, thereby enhancing its relevance and effectiveness.

## 5 Conclusion

The responsibility of talent training in universities is not only to let students learn scientific and technological knowledge, but more importantly, to let them understand the mission and value behind the knowledge. Therefore, universities must strengthen guidance for students in all aspects, and include all teaching elements, including HIV/AIDS prevention education, into the scope of ideological and political education. Exploring the pathway of HIV/AIDS prevention education in universities under the perspective of CIPE is a long-term and arduous task. Only through measures such as strengthening ideological guidance, innovating educational methods, constructing diversified education platforms, enhancing team building, and emphasizing evaluation and feedback, can we effectively improve college students' awareness of AIDS, preventive consciousness, and self-protection abilities. This will contribute to the advancement of HIV/AIDS prevention and control efforts. Meanwhile, it lays a solid foundation for nurturing socialist constructors and successors who possess correct worldviews and achieve comprehensive development in morality, intelligence, physical health, aesthetics, and labor skills.

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